Tue, Sep 8 at 10:58 AM

a short sentence or two aobut possible additonal costs to support schools and fmailies in transiton like admn stuff, t-shirts, stuff likethat

The District may incur additional one-time costs to support schools, students, staff, and families through the transition, including temporary administrative support, orientation activities, school spirit items such as T-shirts, and other resources that help build community and a sense of belonging. These costs would be evaluated and incorporated into transition planning to ensure a smooth and welcoming experience for students and families.

ChatGPT can make mistakes. Check important info.

Thu, Sep 10 at 3:45 PM

bulletin-031-26.pdf
PDF

A sentence or two for my weekly board update tellin gboard members about the oipportuniyt/requrtiment. I wil attch it ot the message so you cna refernece the attchemnt

Here's a concise version for the weekly update:

Weekly Board Update – Tribal Consultation Training

I want to make you aware of the attached OSPI bulletin regarding required Strengthening Tribal Consultation Training. All current school directors and superintendents in affected districts are required to complete the training and renew it every three years, with documentation of completion due to OSPI by September 18.

I can also make it sound a little more like an "opportunity to learn" and less compliance-oriented if you prefer.

Sources

ChatGPT can make mistakes. Check important info.

Thu, Aug 27 at 3:32 PM

make this one paragrph: 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 publ community-serving organization; or (3) retain the 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

Show more

Here's a condensed one-paragraph version:

Writing

Upon closure of LP Brown Elementary, Madison Elementary, and McKenny Elementary, the District would generally have three options for each property: sell the property, retain ownership and lease it to another public or community-serving organization, or retain it for another District use. Retaining ownership through either of the latter options would preserve flexibility should enrollment and demographic conditions change significantly over the next 15 to 20 years. District leadership has begun preliminary, exploratory conversations with local government and regional community and educational organizations about potential future uses, including child care, youth recreation and enrichment, community and family services, and specialized or regional educational programming. No commitments or specific building assignments have been made, but there is meaningful interest in partnerships that could allow these facilities to continue serving children, families, and the broader community. Lease or shared-use arrangements could also reduce District costs by shifting utilities, routine maintenance, custodial services, and other operating expenses to partner organizations and, depending on the agreement,

could potentially generate revenue while allowing the District to retain the property as a long-term public asset.



ChatGPT can make mistakes. Check important info.

Sat, Sep 12 at 6:48 PM

Enrollment-Preliminary…
Spreadsheet

Day 4 - Enrollment Cou…
Spreadsheet

any way you could use the attachemtns and create a one page breif for our school board with key things liek enrollemtn from last year to this year and ernollmetn based on projected enrollemtn . What schools are outliers of being up or down and maybe a table or two?

Worked for 3m 2s

Yes — I put together a **one-page board brief** using both enrollment files.

The main story I pulled forward is that **Day 4 enrollment is 8,753 FTE**, down **115 FTE (1.3%) from last year**, but only **37 FTE (0.4%) below projection**. The decline is concentrated in elementary and middle school, while **high school is up about 50 FTE year over year and 35 FTE above projection**.

I also included two compact tables: enrollment by level and the largest school-level outliers. Hansen stands out on the downside; Roosevelt and Washington stand out on the upside, with McLane notably below projection.

Download the one-page Board Enrollment Brief

I think this is pretty close to something you could simply attach to a board update.

OSD_2026-27_Day4_Enrollment_Board_Brief.docx
Document

First two itmes on age…
Document

can you make sure what you have aligns with this attachment

Worked for 1m 26s

Yes. I revised the one-pager so it now uses the **same comparison framework as tonight's agenda document**: September 9 preliminary P223 enrollment compared with the **2026–27 budget enrollment assumptions** and **2025–26 annual-average actuals**, rather than Day 4-to-Day 4. That brings the headline numbers into alignment: 8,753 FTE, approximately 109 below last year and 35 below budget; elementary about 64 below budget, middle about 6 below, and high school about 35 above.

First two itmes on agenda tonig…

I also changed the school-level comparisons accordingly. Hansen is now shown about 60 below last year and 38 below budget; Roosevelt about 28 above budget; Washington about 26 above; Reeves about 19 below; and Olympia and Capital each about 38 above last year, consistent with the agenda material.

First two itmes on agenda tonig… +1

Download the revised, aligned Board Enrollment Brief

One thing I **would flag before tonight**: the attachment itself has a few internal number inconsistencies. It says the 2025–26 annual average was **8,894** in the narrative, while the historical school table totals **8,858**; meanwhile, the "109 fewer" comparison corresponds much more closely to the underlying annual-average total of roughly **8,862**.

First two itmes on agenda tonig… +1

I used the underlying enrollment data/109-student comparison in the one-pager rather than repeating the conflicting 8,894 figure.

OSD_2026-27_Enrollment_Board_Brief_Aligned.docx
Document

Sources

I need Madsion to be int h table becsue even though they were only down 11 - that is a bigger percentage of thier overll enrollemtn becsause it is so small. Can you do that?

Worked for 23s

Yes — and I agree with including it. Madison's raw variance is smaller, but **11 FTE below budget is about 6.5% of its projected enrollment**, which makes it meaningful in percentage terms. The table now makes that explicit.

First two itmes on agenda tonig…

Download the revised Board Enrollment Brief with Madison added

OSD_2026-27_Enrollment_Board_Brief_Aligned_Madis…
Document

Sources

can you not make it standout as much have same size and font type as othrers

Worked for 32s

Yes — fixed. Madison now uses the **same font, size, and formatting as every other school in the table**. It is still included, but no longer visually stands out.

Download the updated board brief

OSD_2026-27_Enrollment_Board_Brief_Final.docx
Document

ChatGPT can make mistakes. Check important info.

Thu, Sep 3 at 6:30 PM

osd_project_cost_estimat...
PDF

A sentence on how wmuch we'd save on bond projects if Madsion, MckEnny and LP Brown were off the list.

Removing Madison, McKenny, and LP Brown from the long-range capital plan would avoid roughly **$137 million in projected facility investments** that otherwise could have been part of future bond planning. osd_project_cost_estimates_-_os... +2

Sources

a sentence that says that clsing McKenny , LP Brown and madinson aloin gwith the potetneila for moving to three midle scholadn amioving lincoln shoudl infomr our bond process

Closing McKenny, LP Brown, and Madison, together with the potential future move to a three-middle-school model and relocation of the Lincoln program, should directly inform the scope and priorities of the District's next bond proposal.

A sentence thabout cutting 12.2 million $ in last few years and currnertly lookin got cunt another 3.5 million mayb

enot be incolvency but caues streees year after year

Cutting approximately **$12.2 million over the past several years, while now facing another roughly $3.5 million in reductions, may not amount to insolvency, but it creates significant year-after-year strain on staffing, programs, and the District's ability to sustain services.**

I need this softer: If the adults in students' lives portray this change as terrible or even catastrophic, students are more likely to experience it that way. However, if the adults around them remain open, hopeful, and focused on the opportunities ahead, students are more likely to feel secure and supported.

Students often take cues from the adults around them when responding to significant change. When adults communicate with calm, care, and confidence in the transition, students are more likely to feel secure, supported, and able to see the opportunities ahead.

can you put a little bit in ther eabout the alterntive of being clam

Students often take cues from the adults around them when responding to significant change. If the adults in their lives communicate fear or deep concern, students may be more likely to experience the transition as something threatening; if adults remain calm, supportive, and focused on the opportunities ahead, students are more likely to feel secure and supported through the change.

ChatGPT can make mistakes. Check important info.

Here's a clean version that connects the enrollment impact to the prototypical funding model:

Writing

Lincoln Elementary was considered as part of the closure and consolidation analysis. However, because Lincoln is a choice school, its students come from neighborhoods across the district. If Lincoln were closed, students would generally return to many different neighborhood schools, resulting in relatively small enrollment increases at any one school.

By contrast, consolidating a neighborhood school moves a larger concentration of students into designated receiving schools. This more significantly increases enrollment and building utilization at those schools, allowing the District to more efficiently align staffing and resources with Washington's prototypical school funding model.

I'd probably use **"more efficiently align staffing and resources"** rather than "better staffs buildings"—it makes the same point but is a little safer and more precise for a public-facing analysis.

make sense? is this work mode by the way?

Yes, it makes sense. The logic is solid: **closing a choice school disperses students; closing a neighborhood school concentrates them.** That concentration is what meaningfully

increases utilization at receiving schools and helps staffing align more efficiently with the prototypical model.

One nuance I'd preserve: don't imply closing Lincoln creates *no* efficiencies—it could—but rather that it produces **less enrollment consolidation at individual receiving schools**, which is the key distinction.

And yes, you're in **Work mode** right now.

I don;t see the thing wher ei cna increase think time

You're right—and I need to correct what I just told you. **This is not Work mode.** You're in the regular ChatGPT conversation experience.

The **"thinking time" control** you're remembering is associated with certain model/mode selections, and it may not appear in your current configuration. If you switch to a reasoning-oriented option from the **model/mode selector at the top of ChatGPT**, you may see choices that allow more thinking effort.

For what we're doing with the 6883 analysis, though, you can also just tell me **"think deeply about this one"** or **"be more critical and analytical"**, and I'll treat it accordingly.

can you swithc to work mode?

I can't switch the ChatGPT interface into **Work mode** from my side.

If **Work** is available on your account, you should be able to select it from the mode/tools area in ChatGPT. Work is the persistent workspace intended for longer projects and artifact creation.

For our current 6883 work, though, **you don't need to switch** for me to work through the spreadsheet carefully. I can analyze the Excel file you just uploaded and give the

Lincoln/neighborhood-school argument a more rigorous look.

Thu, Sep 3 at 5:10 PM

where is the mode tools area?

On the **desktop/web version** you're using, look near the **top of the chat window**, around where the current model or mode name appears. Click that selector to see the modes available to your account.

One correction to what I said earlier: **Work may not appear simply as a "mode" in that model selector.** ChatGPT Work is a separate workspace experience, and availability/UI placement can vary. So if you don't see "Work" there, you're not overlooking an obvious button.

If what you're really trying to get back to is the setting where you could choose **more/extended thinking**, tell me what you see at the top of your screen (or send me a screenshot), and I can point you to the right control.

ChatGPT can make mistakes. Check important info.

Wed, Sep 2 at 10:07 AM

a sentence that says teh $3.1 mioonon i projected sasvings may be less in year one ot support trnaition

The projected $3.1 million in annual savings may be lower in the first year as the District invests in staffing and other supports needed for a successful transition.

if i save 3.1 million for on eyear in a wa state school district - what does that project out to in 5 years with inflaiton and normal expense increases

Worked for 40s

If the $3.1 million represents recurring annual savings, it equals **$15.5 million over five years in**

Greeting exchange · Work

forecast—the cumulative five-year value would be approximately **$16.4 million**. OSPI budget guidance ↗

Suggested wording:

Outputs

Create file or site

Sources

Web search

While first-year savings may be lower because of transition costs and supports, the projected $3.1 million in recurring annual savings represents approximately $15.5 million over five years—or about $16.4 million when normal inflationary cost increases are considered.

a sentence that asks for feedback to infomr th etrantions process with a link to a form

Please use the linked form to share feedback and ideas that can help inform and strengthen the transition process.

another way of saying ongoing social emotioanl support for stressed kids

Continued emotional and well-being support for students experiencing stress.

a way to say that if we protray this change as catastophic to our kids it wil be felt that way

If the adults in students' lives portray this change as catastrophic, students are more likely to experience it that way.



ChatGPT can make mistakes. Check important info.

Wed, Aug 26 at 6:21 PM

hey

Hey Patrick! Good to see you. What are we working on tonight?

School Efficiency Final Re...
PDF

2023_school_closure-con...
PDF

I need a paragraph or two and tables that says we chose to close Maidson and LP and McKenney becaue of the conditionof their facilities and that of the schools thatey are being considlideated into, USe the attached

Worked for 11s

Yes. The strongest facilities-based argument in these documents is actually pretty clean: **Madison, LP Brown, and McKenny all received the lowest possible facility-condition score in the 2023 analysis**, while the nearby schools capable of receiving students generally scored substantially better. I would frame facilities as an important part of the rationale, while making clear that it was considered alongside enrollment, utilization, school size, boundary compatibility, and the other criteria.

Facility Condition and Selection of Schools for Consolidation

Facility condition was an important consideration in identifying Madison Elementary, LP Brown Elementary, and McKenny Elementary for closure and consolidation. The 2023 School Facility Efficiency Study evaluated every elementary and middle school using the same set of criteria, including school utilization, school size, socioeconomic factors, boundary compatibility, future development potential, prior investment,

walkability, and **facility condition**, which specifically considered both the physical condition and educational suitability of each building.

Significantly, **Madison, LP Brown, and McKenny each received the lowest facility-condition rating of 1** in the study. By comparison, the elementary schools available to receive students from these schools generally received higher facility-condition ratings. This creates an opportunity not simply to operate fewer buildings, but to concentrate students and future capital investment in facilities that are better positioned to serve students over the long term. The three schools also ranked among the lowest-scoring schools overall when all of the study's criteria were combined: McKenny ranked lowest with a score of 48, Madison scored 54, and LP Brown scored 58.

Facility Condition Comparison

School	Facility Cno ondition Rating	Role in Consolidation
McKenny Elementary	**1 – Lowest**	Proposed for closure
Madison Elementary	**1 – Lowest**	Proposed for closure
LP Brown Elementary	**1 – Lowest**	Proposed for closure
Pioneer Elementary	2	Potential receiving school
Hansen Elementary	3	Potential receiving school
Garfield Elementary	4	Potential receiving school
Centennial Elementary	5	Potential receiving school
McLane Elementary	5	Potential receiving school
Roosevelt Elementary	5	Potential receiving school

The distinction is particularly important when considering future capital investments. Consolidating students into stronger facilities allows the District to direct limited capital resources toward a smaller number of buildings rather than continuing to invest in facilities identified as having greater long-term challenges. The 2023 analysis specifically contemplated LP Brown students being consolidated into

Hansen, Garfield and/or McLane; McKenny students into Pioneer and Centennial; and several alternatives for Madison involving Roosevelt, McKenny, and Pioneer.

Overall 2023 Evaluation of the Three Proposed Closure Schools

School	Facility Condition Rating	Overall Efficiency Score	Overall Ranking Among Lowest-Scoring Schools
McKenny Elementary	**1**	**48**	**1st lowest**
Madison Elementary	**1**	**54**	**3rd lowest**
LP Brown Elementary	**1**	**58**	**6th lowest**

Taken together, the data provide a consistent facilities rationale for the recommendation. **The three elementary schools proposed for closure are the three proposed closure sites that received the lowest facility-condition rating, while consolidation allows more students to be served in buildings that generally received stronger facility ratings and are better candidates for continued District investment.** Facility condition was not the sole determining factor, but it reinforces the broader enrollment, operational, financial, and educational rationale for consolidation.

Sources

Facility Condition and Future Capital Investment

Facility condition was an important consideration in identifying **Madison Elementary, LP Brown Elementary, and McKenny Elementary** for closure and consolidation. In the 2023 School Facility Efficiency Study, all three schools received a **facility-condition rating of 1, the lowest rating used in the analysis**. The schools that would receive students generally received higher facility-condition ratings and are better positioned for continued long-term use.

Closing these three schools also allows the District to make more efficient use of future bond dollars. Rather than investing significant capital resources in buildings that would then continue to require long-term maintenance and improvements, the District can focus those resources on a smaller number of receiving schools. This reduces the amount of work that would otherwise need to be included in a future bond while allowing greater investment in the schools that will serve students for many years to come.

don't mention other schoosl ratings, just the three

Facility Condition and Future Capital Investment

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

Closing these three schools also allows the District to make more efficient use of future bond dollars. Rather than investing significant capital resources 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.

Sources



6883 FINAL DRAFT Analy...
Document

A two sentence intro to the 6883 analysis

I'd put something like this right at the beginning:

> 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 Madison Elementary, LP Brown Elementary, and McKenny Elementary. 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. 6883 FINAL DRAFT Analyis (1)

Sources



ChatGPT can make mistakes. Check important info.

Fri, Sep 4 at 5:17 PM

a sentence saying we cosndiered ORLA but given the parameters in the Western Dmeogrpahics process, inclduing teh new conditon o fthew school and given that closure like Lincoln would not dramatically ioncrease enrollmetn in any one elematary and approxiamately 40% of enrollmetn is our of district spread scross their porgrams like home school adn on-line

Here's a clean version:

ORLA Consideration

ORLA was also considered for closure; however, given the parameters established through the Western Demographics process, including the relatively new condition of the facility, and the fact that—similar to Lincoln—closing ORLA would not significantly increase enrollment at any one elementary school, particularly because approximately 40% of its enrollment comes from outside the district and is spread across programs such as homeschooling and online learning, it was not identified as a preferred closure option.

I can also make this a little tighter and more direct if you want it to match the Lincoln paragraph more closely.

Another about Avanit - saying that while high schools wwere not conisdered a few years ago, Avanti was considered given its small enrollment. Like ORAL it has a larger nubmer of out of distict at an=bout 30% and there were signingdfanct construciton investments at Avanit in the last bond

Here’s a polished version:

Avanti Consideration

Although high schools were not included in the earlier closure analysis, Avanti was considered because of its relatively small enrollment. Similar to ORLA, however, approximately 30% of Avanti’s students come from outside the district, limiting the enrollment impact a closure would have on other district schools, and the District has also made significant recent construction investments in the Avanti facility through the last bond.

I’d probably keep it at about this level so it explains the rationale without sounding defensive.

ChatGPT can make mistakes. Check important info.

Fri, Aug 28 at 2:52 PM

I need a short blurb of a couple sentences that sways we are intend to change the procedure of policy 3205 to match our neighbors NTPS and TSD that has the final appeal process go to a hearing officer as opposed to the board. This allowable and can ensure we get a trained pereson to hear these appeals regardless of turnover o tnhe board...they might reclal that thye had to go through trnaing las ttime we had one of these apppelss. Any questions, comments or concerns, let me of the board presidnet know

Here's a concise version:

Writing

We intend to revise the procedure associated with Policy 3205 to align with neighboring districts, including NTPS and TSD, by having final appeals heard by a qualified hearing officer rather than the Board. This approach is allowable under state requirements and ensures that appeals are consistently heard by a trained individual, regardless of Board turnover; Board members may recall the additional training required the last time the Board was asked to hear such an appeal. If you have any questions, comments, or concerns about this proposed change, please let me or the Board President know.

ChatGPT can make mistakes. Check important info.

Sat, Sep 5 at 11:34 AM

a sentencde or two that says 6883 calls for hearings for each school proosed for closure and colsdidation. Those hearings are scheudled for the Tuesday, Wednesday and thursday Oct 13 thru 15, which schhool on which date and times wil be announced ssoon

Here's a clean version:

Policy 6883 Hearing Schedule

Policy 6883 calls for a public hearing for each school proposed for closure or consolidation. Those hearings are scheduled for Tuesday, October 13, Wednesday, October 14, and Thursday, October 15; the specific school, date, time, and location for each hearing will be announced soon.

a sentence that says the distirc tis already planing and convneing with district tansitoion teams to create samooth process for the possiblity/eventuality? (don';t wnat ot say it is a forgeone conculsion)The school teams wil linvolve staff, fmailies nad studnts

Transition Planning

Write or type '/' for commands...

a sentence thqt says muc of thre informatin I am talkin gaobut in thei sdocumetn is supported by or refrrences documnetn sthat can be foudn on our long-term planning web page undr school closure and consolidation

Supporting Documents

Much of the information referenced in this document is supported by reports, studies, and other materials available on the District's Long-Term Planning webpage under the School Closure and Consolidation section.

a sentence that says we need to keep advocating for full fiidng at the state level but we can't do that wishfully and not address our realtity

State Funding and Local Reality

We must continue to advocate strongly for full and adequate state funding for public education, while also recognizing that advocacy alone cannot replace the need to responsibly address the financial and enrollment realities we face today.

is there a better word than threatening for thi ssentence? : If the adults in their lives convey fear or deep concern, students may be more likely to perceive the transition as threatening

Yes. I'd avoid "**threatening**" because it can sound overly clinical or alarming. Better options include "**distressing,**" "**overwhelming,**" "**frightening,**" "**disruptive,**" or "**unsafe.**"

My preference here is "**distressing**":

> If the adults in their lives convey fear or deep concern, students may be more likely to perceive the transition as distressing.

Or, a little softer:

> If the adults in their lives convey fear or deep concern, students may be more likely to experience the transition with greater anxiety or uncertainty.



ChatGPT can make mistakes. Check important info.

Policy 6883 Conversation Thread

Olympia School District - September 2026

Transcript of user and ChatGPT messages in this conversation. System, tool, and hidden messages are excluded.

User

Need a sentence that is unequivocally clear at the begining of this analyis that everything in this analyis and any reccomendations for clourses an dconsolidations are cintignet on a board vote

---

ChatGPT

I'd put this as the very first sentence of the Introduction:

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.

That makes the contingency unmistakable before the report begins describing the proposed consolidations.

User

another way to say operating more schools than our enrollmetn drives

---

ChatGPT

A few cleaner options:

- "operating more schools than current and projected enrollment can sustainably support"
- "maintaining more school facilities than current and projected enrollment requires"
- "operating a larger number of schools than is warranted by current and projected enrollment"
- "maintaining more school buildings than are needed to serve current and projected enrollment"

For the 6883 analysis, I'd use "operating more schools than current and projected enrollment can sustainably support." It makes the point clearly without sounding overly mechanical.

User

I wnat to change a title from Olymp[ia did not intend to have a sysrtem of very small schools to something g about how more robustly ernolled schools can provide more contuity, resource, full time staff baswically this stuff: While smaller schools can build familiarity and community, they can also lead to fractional staffing, with specialists and support staff divided among several buildings. That makes it harder for some of our staff, such as our specialists, to be fully present at one school and to build the sustained relationships that families and staff value. A system with the number of schools that aligns with our actual enrollment better supports fuller staffing, stronger teams, and more consistent access to programs and services.

ChatGPT

I'd shift the title away from defending the past and toward the student/staff benefit. A few options:

• More Robust Enrollment Supports Stronger Staffing and Programs
• Enrollment-Aligned Schools Support Fuller Staffing and Greater Continuity
• Right-Sized Schools Strengthen Staffing, Services, and Student Experience
• Stronger Enrollment Supports More Consistent Staffing and Services
• A More Sustainable School System Supports Fuller Staffing and Stronger Teams
• Aligning Schools with Enrollment Strengthens Staffing and Program Access

My preference for this section is:

Enrollment-Aligned Schools Support Fuller Staffing and Greater Continuity

It sets up your paragraph well because the point is not simply that "bigger is better"; it is that schools with more sustainable enrollment are better positioned to have full-time staff, cohesive teams, and consistent access to programs and services.

User

I wat to expound upon this and talk about how smaller schjoosl cna become educationally thin: fewer full time specislists, admin with extra duties outside the school, smaller or in some cases non existent grade level teams, more unintended split callsses, less felxibility aorudn MTSS, interention.enrochment, counseling, sped, music, etc While smaller schools can build familiarity and community, they can also lead to fractional staffing, with specialists and support staff divided among several buildings. That makes it harder for some of our staff, such as our specialists, to be fully present at one school and to build the sustained relationships that families and staff value. A system with the number of schools that aligns with our actual enrollment better supports fuller staffing, stronger teams, and more consistent access to programs and services.

ChatGPT

While smaller schools can build familiarity and a strong sense of community, they can also become educationally thin when enrollment falls below levels that support a full range of staffing and services. Specialists and support staff may be divided among multiple buildings, administrators may take on responsibilities outside their own school, and grade-level teams may become very small or, in some cases, nonexistent. Lower enrollment can also increase the likelihood of unintended split-grade classrooms and reduce a school's flexibility to organize intervention, enrichment, MTSS supports, counseling, special education, music, and other services in ways that best meet student needs. These conditions can make it more difficult to provide consistent access to programs, sustain collaborative teams, and ensure that staff are fully present and able to build strong, ongoing relationships with students and families. A system with a number of schools that more closely aligns with actual enrollment better supports fuller staffing, stronger grade-level and specialist teams, greater flexibility in serving students, and more consistent access to educational programs and supports.

User

is there a better way to say eduationally thin

ChatGPT

Yes. “Educationally thin” is understandable, but it can sound a little stark or subjective in a formal report. I’d consider:

• “less educationally robust”
• “less able to sustain a full range of programs and supports”
• “more limited in staffing depth and program flexibility”
• “less able to provide the breadth of staffing, services, and collaboration students benefit from”
• “more constrained in the range and consistency of educational supports they can provide”

My preference for your paragraph would be:

“While smaller schools can build familiarity and a strong sense of community, they can also become less educationally robust when enrollment falls below levels that support a full range of staffing, programs, and services.”

That keeps the meaning of “educationally thin” but sounds more measured and defensible.

User

I need to reword this paragraph so it dies not sound liek I am blaing partents for anxious kis, even though I thoink they can heighten that anxiety. : Again, I know how deeply families and staff love their schools, and I do not underestimate how difficult change can be. How we approach this transition will help shape how students experience it. Students take cues from the adults around them when responding to significant change. If the adults in their lives convey fear or deep concern, students may be more likely to experience the transition with greater anxiety or uncertainty. Likewise, if adults remain calm, supportive, and focused on the opportunities ahead, students are more likely to feel secure and supported through the change. Olympia successfully navigated a school closure nearly 20 years ago, when students moved to nearby schools, formed new relationships, and continued to thrive; I am confident our students can do so again with our collective care.

ChatGPT

Again, I know how deeply families and staff love their schools, and I do not underestimate how difficult change can be. How we collectively approach and support this transition will help shape how students experience it. Significant change can naturally create uncertainty for both children and adults, and students often look to the adults around them for reassurance, stability, and cues about what comes next. When we are able to acknowledge concerns while also providing calm, consistent support and helping students see the relationships, opportunities, and new experiences ahead, we can reduce anxiety and strengthen their sense of security. Olympia successfully navigated a school closure nearly 20 years ago, when students moved to nearby schools, formed new relationships, and continued to thrive; I am confident our students can do so again with our collective care and support.

User

I needa paragraph that says in teh 2023-24 school eyar Western Demogrpahics facilititatd a School Facitly Efficency Committee and did a process for rank ordering schools in terms of theri being a good or bad candidate for closuire.

ChatGPT

During the 2023–24 school year, Western Demographics facilitated a School Facility Efficiency Committee to examine the district's school facilities and develop a consistent process for evaluating their relative suitability for possible closure or consolidation. The committee reviewed a common set of factors and used those criteria to rank-order schools, helping identify which facilities were stronger or weaker candidates for closure based on the conditions and considerations established through the process.

User

How about a paragraph at teh begiing that ties in teh strategic planning process as a drvier for closure cosnidation to better use resources for preparing kids for th eworl of tomorrow. Strong reealtionshisp and Exceleltn INstruciton: I wnat to out it at beginning and in the part about more sutaiblable school sytem: It should have stuff like: Over the past several years, we've invested considerable time studying enrollment trends, our facilities, student achievement, community priorities, and the changing needs of our students. We've completed the Long-Term Facilities Planning process, the FLO Analytics study, Western Demographics enrollment projections, a boundary review, and numerous engagements with students, staff, families, and our community. One consistent theme has emerged from all of that work: long-term decisions, need to align with the educational experiences we want every Olympia student to have. We determined our filter for creating student experiences was our Strategic Plan and Student Outcomes.
When we created our Student outcomes several years ago, we expected them to be enduring, and I would say they have. Quoted often by those in this room advocating for policy or resources. We knew that while the Outcomes would be durable, our indicators, metrics and action items would adjust based on the changing landscape of society and what our kids need to know, understand and be able to do.
So, in the guise of continuous improvement, this is one of those key times to update our Strategic Plan. Regardless of fiscal challenges, standards updates, changing curriculum: how do we best prepare students for the world of tomorrow?
This idea of *Authentic Learning and Healthy Living* encapsulates a simpler, tighter approach to our strategic plan while building upon the excellent work already happening in our schools.
Authentic learning prioritizes hands-on, experiential, and collaborative work with peers and teachers, reducing the overuse of isolated, individual screen time.
Healthy living is more likely for our students when we have learning environments that reduce that isolating screen time and instead promote movement, connection, collaboration, being outside and lifelong habits that strengthen students' physical and mental well-being.
This can only happen in our schools if we have **excellent instruction and strong relationships;** thre bread and butter of education since its inception. Our updated plan wil lahve action steps for

expanding opportunities for experiential learning, outdoor education, student voice, wellness, community partnerships, and future-ready learning environments.
Our educational vision helps clarify our decisions about resources. Olympia has tremendous strengths and traditions we're proud of. Ech iteration of a strategic plan update should build upon those strengths while thoughtfully preparing today's students for a world that is changing so rapidly.

ChatGPT

I think this strengthens the rationale because it makes clear that consolidation is not simply a budget exercise; it connects facilities and enrollment decisions to the educational system you are trying to build. Your current letter already moves from the fiscal case into “A More Sustainable School System Supports Fuller Staffing and Stronger Teams,” so I would introduce the educational vision near the beginning and then explicitly reconnect to it in that section.

For near the beginning, I’d use:

Over the past several years, we have invested considerable time studying enrollment trends, our facilities, student achievement, community priorities, and the changing needs of our students. One consistent theme has emerged from that work: our long-term decisions about facilities and resources must be guided by the educational experiences we want every Olympia student to have. Our Strategic Plan and Student Outcomes provide that filter. Those Outcomes were intended to be enduring, while the strategies, measures, and investments that support them must continue to evolve as our students and the world around them change. As we refresh our Strategic Plan around the ideas of Authentic Learning and Healthy Living—grounded in excellent instruction and strong relationships—we are asking how we can best prepare students for the world of tomorrow. That means expanding opportunities for hands-on and experiential learning, collaboration, student voice, outdoor education, wellness, community partnerships, and future-ready learning. Our decisions about enrollment, facilities, staffing, and resources should help make those experiences more possible and more consistent for every student.

Then, in the “More Sustainable School System” section, I would add something like this just before you get into the challenges of smaller schools:

This educational vision is directly connected to how we configure and resource our schools. The goal is not larger schools simply for the sake of being larger; it is schools with sufficient enrollment to support the strong relationships and excellent instruction at the heart of our Strategic Plan, while also providing the staffing depth, collaboration, and flexibility students need. More robustly enrolled schools are better positioned to support full-time specialists, strong grade-level teams, intervention and enrichment, MTSS, counseling, special education, music, library services, and administrators who can focus their time and attention on one school community. Aligning the number of schools with our enrollment gives us a better opportunity to direct limited resources toward those educational experiences rather than spreading them increasingly thinly across more buildings.

I particularly like “The goal is not larger schools simply for the sake of being larger” because it anticipates the obvious criticism. You are not arguing against small schools as a philosophy; you are arguing for schools that are sufficiently enrolled to deliver the breadth and consistency of experience your strategic plan calls for.

User

Its too education speakish needs to be more down to earth and rfolksy - tey are likely not aware of these entiments so they have to be introuduced in a nice way

ChatGPT

Yes — I'd introduce it much more simply, almost as an invitation into the thinking rather than as a statement of a new initiative.

Over the past several years, we have spent a lot of time looking at enrollment, our buildings, student achievement, and what our community wants for its schools. As we have done that work, I keep coming back to a pretty simple question: what do we want school to look and feel like for Olympia students five, ten, or fifteen years from now? Our Strategic Plan and Student Outcomes give us a good foundation, but the world our students are growing up in is changing quickly. We want our schools to keep what has always mattered most—strong relationships and excellent teaching—while giving students more chances to learn by doing, working with others, being outside, solving real problems, and spending less of their day working alone on a screen. We have started calling that idea Authentic Learning and Healthy Living. It is not a dramatic departure from what Olympia schools already do well; it is a way of building on those strengths and being more intentional about the experiences we want every student to have.

Then, as you move into the section about a more sustainable school system, I'd connect it this way:

That vision also has something to do with how we use our resources. A school needs enough students and staff to offer the kind of experience we are talking about. When enrollment gets too small, we begin dividing specialists among buildings, creating very small grade-level teams, asking administrators to cover responsibilities outside their school, and losing some of the flexibility to provide intervention, enrichment, counseling, special education, music, and other supports. This is not about saying that small schools are bad—many of our smallest schools have wonderful communities. It is about making sure every school has enough staffing and resources to give students the rich experience we want for them. Aligning the number of schools with the number of students we actually serve gives us a better chance to do that.

I especially like "It is not a dramatic departure from what Olympia schools already do well" because it makes this feel evolutionary rather than like you are suddenly unveiling a new philosophy people have never heard before.

User

I want a pragraph after th intor that stays the smae and says, that while I am forwarding this orposal to shrink the unumber os chools in the distirct it coincides with teh refresh or update of our strategic pla - then talk in really borad temrs about int and how we need every valuable resource to help best preparte kids - soemtihgn like that

ChatGPT

Right after the introduction, I'd add something like this:

At the same time that I am bringing forward a proposal to reduce the number of school buildings we operate, we are also beginning a refresh of our Strategic Plan. Those two efforts are connected. We need to make sure that every resource we have—our people, our time, our buildings, and our dollars—is being used as wisely as possible to prepare students for the world they are entering. That means holding on to what has always mattered most in schools—great teaching, strong relationships, and meaningful opportunities to learn—while making sure our resources are not spread so thinly that we struggle to provide those things consistently. This proposal is therefore not only about responding to declining enrollment and financial pressures; it is also about building a school system that is better positioned to give students the experiences, support, and opportunities they will need in the years ahead.

I think this gets at the strategic-plan connection without introducing too much jargon or making it sound like a separate initiative.

User

lesen the urgeny on makin gsure resources are propely managed and stircbuted to support what's best for kids

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ChatGPT

I'd soften it this way:

At the same time that I am bringing forward a proposal to reduce the number of school buildings we operate, we are also beginning a refresh of our Strategic Plan. Those two efforts naturally connect. As we think about the future of our schools, we also have an opportunity to think carefully about how our people, time, facilities, and dollars can best support students. Our goal is to build on what Olympia already does well—strong relationships, excellent teaching, and meaningful learning experiences—while making thoughtful choices about how our resources are organized and used. This proposal is one part of that broader work to shape a school system that continues to serve students well in the years ahead.

User

waht about later on in teh sustainable schools moedl secdtion - how can I go back to strong realtionshps, exceleltn instrucditon, and using reources wisely to creatre rich lenaring expereinces

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ChatGPT

Yes — I'd bring it back in with a simple "this is what it's really about" paragraph:

This gets back to the kind of schools we want for kids. Strong relationships and excellent instruction will always be at the heart of what we do, but both are easier to support when schools have the staffing, time, and flexibility they need. Using our resources wisely means putting as much as we can into the people, programs, and experiences closest to students—great teachers,

specialists, counselors, intervention and enrichment, music, hands-on learning, and the many other things that make school rich and engaging. A more sustainable school system gives us a better chance to provide those opportunities consistently across Olympia.

I think that fits naturally after the paragraph describing the challenges that come with very small enrollment, and it reconnects the section to the broader strategic-plan idea without sounding like education jargon.

User

I don';t like sayign schools that aling with actual enrollmtn - is ther ea better way to say that

---

ChatGPT

Yes. “Aligns with actual enrollment” sounds pretty technical. I’d make it more conversational:

“a school system that better fits the number of students we serve”

or

“a school system sized to the number of students we serve”

or, a little softer:

“a school system that better reflects the number of students we serve today”

For your paragraph, I think the first is the most natural:

“A school system that better fits the number of students we serve gives us a better chance to provide fuller staffing, stronger teams, and rich learning experiences for students.”

User

antoehr way to say makes it easeir

ChatGPT

A few alternatives:

- helps support
- makes it more possible
- creates better conditions for
- allows us to better support
- puts us in a stronger position to
- gives us more ability to
- provides more flexibility to

For your sentence, I like:

“Strong relationships and excellent instruction will always be at the heart of what we do, and a more sustainable school system puts us in a stronger position to support both.”

User

I need talkin gpoints for myself and two others that are going out to teh three mpacted elamtary schoosl tomorrow at the end of the day to tell staff in person before the 6883 analyis an dletter go out live on teh webiste and in socuial media t 5 pm. I wnat laking points so all three of us are sying the smae thing. i wnat the empahis tobe on acknlwoding its hard, thanking them for teh grteat work they do, that this porposla is in now way an indictment of their effectiveness or great relationships with kids, on the contrary these schoosl have been great examples for the rest of the sidtric ton grwoth. Wnat so say all sorts of info is in the analysis, but more is coming otu. i reallyh don;t wnat it to be a wuestion and answer periosn, but wil stick aorund

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ChatGPT

I'd keep all three visits very consistent, brief, human, and not overly detailed. Something like this shared set of talking points:

• We wanted you to hear this from us directly before anything goes public. At 5:00 this afternoon, the district will release the full Policy 6883 analysis and an accompanying letter regarding the proposal to close and consolidate Madison, McKenny, and LP Brown. The proposal is contingent on Board approval; the Board is scheduled to vote in November.

• First, we know this is hard news. We know how much people care about this school, about one another, and especially about the students and families you serve. We did not want you learning more about this proposal from a website, a social-media post, or someone else.

• We also want to be very clear about something: this proposal is not an indictment of this school or the work happening here. Quite the opposite. The relationships you have built with students and families, the care you show kids, and the quality of the work happening here are things we value deeply. These schools have been examples of the strong relationships and excellent instruction we want throughout Olympia.

• This is about a much larger districtwide issue. Enrollment has declined substantially, particularly at the elementary level, and we are operating more school buildings than the number of students we serve can sustainably support. The proposal is about how we organize the district for the future and how we use our people, buildings, and dollars to provide the strongest possible experience for students.

• There is a lot of information coming out today. The 6883 analysis is detailed and looks at enrollment, programs, staffing, transportation, facilities, finances, boundaries, and other impacts. We do not expect anyone to absorb all of that today, and the release of the report is not the end of the conversation. More information will continue to come out as this process moves forward.

• Today is really about making sure you hear the message directly and giving you some space to process it. We are intentionally not trying to turn this into a question-and-answer session. There will be questions we simply cannot answer yet, and we do not want to speculate or give different answers at different schools. We will stay afterward, though, and we are absolutely willing to listen, hear concerns, and take questions back with us.

• If the Board ultimately approves the proposal, there will be a great deal of work between now and implementation. The district is already beginning transition planning so that we are

prepared, and that work will include staff, students, and families. The goal will be to honor the history and identity of each school while thoughtfully bringing communities together.

• Most importantly, thank you. Nothing about this proposal changes how much we value what you have built here or the difference you make for kids every day. Whatever happens with buildings, the people and relationships that make this school special remain incredibly important to this district.

I'd also have all three of you use almost exactly the same sentence if someone immediately asks, "Can I ask a question?":

"Absolutely, and I'm happy to stay and listen. We're just not going to try to conduct a full Q&A today because the report is just being released, there is a lot for everyone to digest, and I don't want to speculate about things that have not yet been determined."

That gives you permission to be present and compassionate without getting pulled into a 45-minute impromptu hearing.

User

once one asks they'll all want to stay

ChatGPT

Exactly. If one question gets answered, it quickly becomes a Q&A and the three meetings could end up very different. I would make the boundary explicit up front and then leave after the remarks rather than "stick around."

You could say:

"I know you are going to have questions, and that is completely understandable. Today, though, we are not going to hold a question-and-answer session. The full analysis is being released at 5:00, and we want everyone to have the opportunity to read the same information before we begin responding to questions. There will be additional opportunities for questions, feedback, and conversation as this process moves forward. Today, our purpose was simply to make sure you heard this directly from us first."

Then close with:

"I know that may feel unsatisfying today, but I also don't want to give partial answers, speculate, or have different conversations happening at different schools before everyone has the same information. Thank you for hearing us out, and especially thank you for the work you continue to do for kids."

I think that is cleaner than staying afterward. It is kind, but it also keeps all three presenters on exactly the same footing.

User

make pdf of this whole thread

Wed, Sep 9 at 4:28 PM

a sentence that tells public commenters sign up people that ehir allotie dtime is 3 minutes but may be adjusted if more people sign up (cut off is 20 whch diminshies tme to two minutes, at 50 i mnute. A scucinct way to tel lfoolks. We are at 18 and will syurely be voer 200 tomorrow

Public comment is allotted up to three minutes per speaker; however, speaking time may be reduced depending on the number of people who sign up—two minutes per speaker at 20 or more participants and one minute at 50 or more.

s entence that says please be prepard to lessen your time should yo uneed ot

Please be prepared to shorten your remarks if needed, depending on the total number of speakers who sign up.

say this more clearly: Closing these facilities as schools would also allow future bond dollars to be invested more strategically in the buildings that will continue to serve students, rather than major modernization investments in all three closing schools.

A clearer version:

Revised Sentence

Closing these schools would allow future bond dollars to be focused on improving the buildings that will continue serving students, rather than making major modernization investments in facilities the District no longer plans to operate as schools.

I can also make it a little more neutral or more fiscally focused.

ChatGPT can make mistakes. Check important info.

Fri, Sep 11 at 11:33 AM

can you make that reource one pager again, I accidetly logged off

Worked for 34s

Analysis paused

Absolutely — I recreated the one-page staff resource sheet, including the Monday SEL-support language and the original clickable resources for students and staff.

Download the one-page Word document

OSD_Student_and_Staff_Support_Resources.docx
Document

I also need th eprevious one page memo to prnnciapsl and staff

Worked for 46s

Yes — I recreated the **one-page memo for principals and staff**, including the updated Monday language about additional SEL staff and students being able to go to the office/designated support space.

Download the one-page memo

OSD_Monday_and_Beyond_Memo_Principals_Staff.docx
Document

ChatGPT can make mistakes. Check important info.

Thu, Sep 10 at 9:27 AM

I wnat to keep teh bulk of how this is written - but need it tweaked especially at the end. insted of saying we should close reeves and go three middle schools and instead ofa syoing we shoul dclose the Lincoln Facility and move it. Say we shoudl create a committee , a Facilies, Ernollmetn, Bounday, Progrmam Commettiee (FEBP) that annually looks at ernollment trneds, faciliteis an dprogrmamatic needs and recomends to the superintendet each year on potential changes that woudl be borugh tot the board: Choice Programs and Other Work Ahead

Show more

Yes. I'd keep most of the analysis because it explains why those facilities/programs were examined, but shift the conclusion from **predetermining the next closures** to **creating a standing process for evaluating what comes next**. I also softened the Lincoln and Reeves language so you are identifying the issues without signaling that a decision has already been made.

Choice Programs and Other Work Ahead

Choice Programs and Other Work Ahead

Lincoln Options Elementary was considered in the consolidation analysis. Because Lincoln is a choice school, its students come from neighborhoods throughout the district and would likely return to a number of different neighborhood schools if it were closed. As a result, closing Lincoln would have a relatively limited impact on increasing enrollment and improving utilization at any one receiving school, whereas consolidating a neighborhood school moves a larger concentration of students into nearby schools and more effectively supports staffing and operational efficiency. That being said, the current Lincoln building is expensive to repair, inefficient in terms of utilities, and offers little practical opportunity for expansion. These facility limitations, along with the long-term needs and potential growth of the Lincoln

program, including the possibility of a K–8 model, warrant continued consideration as part of the district's future facilities and program planning.

ORLA was also considered for closure; however, when considering some of the parameters established through the Western Demographics process, including the relatively new condition of the facility and the fact that, similar to Lincoln, closing ORLA would not significantly increase enrollment at any one elementary school, it was not identified as a preferred closure option. Approximately 40% of ORLA's enrollment comes from outside the district and is spread across programs such as homeschooling and online learning.

Although high schools were not included in the earlier closure analysis, Avanti was considered because of its relatively small enrollment. Similar to ORLA, however, approximately 30% of Avanti's students come from outside the district, limiting the enrollment impact a closure would have on other district schools. The District has also made significant recent construction investments in the Avanti facility through the last bond.

Aligning the number of elementary schools with current enrollment is an important step, but the same enrollment decline will soon reach our middle schools, which already operate below staffing-model targets and with more buildings than districts of comparable size. Closing a middle school was considered as part of this 6883 analysis, but given the time it will take for the smaller elementary cohorts to reach middle school, it makes sense to maintain our current configuration at this time while continuing to closely monitor enrollment and facility utilization. Over the past several years, Reeves Middle School has been the district's smallest middle school, and that pattern is projected to continue, with BERK forecasting that Reeves will remain the district's smallest middle school and decline to roughly 330 students over the next seven years. Reeves was also ranked second overall, and lowest among middle schools, in the 2023 Western Demographics facility-efficiency closure candidate analysis. These trends do not dictate a particular future action, but they demonstrate why continued review of the district's middle school configuration will be important.

Rather than identifying additional school closures or program relocations now, I recommend that the district establish a standing **Facilities, Enrollment, Boundaries, and Programs Committee (FEBP)** to conduct an annual review of enrollment trends, facility conditions and utilization, school boundaries, and programmatic needs across the district. The committee would provide recommendations to the Superintendent

each year regarding potential adjustments that may warrant further study and, when appropriate, consideration by the Board. This would create a regular, transparent planning process rather than addressing significant facility, boundary, or program decisions only when circumstances become urgent.

Any future recommendations involving Lincoln, the district's middle schools, ORLA, Avanti, or other schools and programs would be separate from the current Board Policy 6883 analysis and proposal the Board will consider in November and would require their own appropriate review and Board process. Establishing the FEBP Committee is intended to acknowledge that the district's facilities and enrollment work will continue beyond this proposal while avoiding predetermined conclusions about what those future changes should be. The proposed closure of McKenny, LP Brown, and Madison, together with the ongoing work of the FEBP Committee, should also help inform the scope and priorities of the district's next bond proposal so that future capital investments are aligned with the schools, programs, and facilities the district expects to need over the long term.

I think this is stronger politically and procedurally: you are still being transparent that **Lincoln and the middle-school configuration have legitimate issues that cannot simply disappear from the conversation**, but you are no longer announcing the outcome before doing the next round of analysis.



Here’s a cleaned-up version that keeps your structure and wording largely intact:

ORLA Closure Consideration

ORLA was also considered for closure; however, when considering some of the parameters established through the Western Demographics process, including the relatively new condition of the facility and the fact that, similar to Lincoln, closing ORLA would not significantly increase enrollment at any one elementary school, it

I think this reads more smoothly and avoids the sentence fragment while preserving your point.

get rid of "some" and add the part that for those reaons...

ORLA Closure Consideration

ORLA was also considered for closure; however, when considering the parameters established through the Western Demographics process, including the relatively new condition of the facility and the fact that, similar to Lincoln, closing ORLA would not significantly increase enrollment at any one elementary school, it was not identified

get rid of the "some" part in the second to las tsentence, we'd lose them all, I'm guessing

ORLA Closure Consideration

ORLA was also considered for closure; however, when considering the parameters established through the Western Demographics process, including the relatively new

condition of the facility and the fact that, similar to Lincoln, closing ORLA would not significantly increase enrollment at any one elementary school, it was not identified as a preferred closure option. In addition, approximately 40% of ORLA's enrollment comes from outside the district and is spread across programs such as homeschooling and online learning. Closing ORLA could result in those students returning to their home districts altogether, further limiting any enrollment benefit to other OSD schools. For those reasons, ORLA was not identified as a preferred closure option.

↳ Replace "some" with "all"



ChatGPT can make mistakes. Check important info.

Fri, Sep 11 at 9:48 AM

Can you shorten this an dmake it better: I recognize that for students, families, and staff at Madison, McKenny, and LP Brown, this proposal is not simply about buildings, enrollment, or budgets. These schools are communities where children have formed relationships, families have built connections, and staff have invested years of their professional lives. The possibility of losing a school community is understandably emotional, and I know that many people are frustrated, worried, and opposed to this recommendation.

Here's a tighter version that keeps the empathy without overexplaining:

School Community Acknowledgment

I recognize that for students, families, and staff at Madison, McKenny, and LP Brown, this proposal is about far more than buildings, enrollment, or budgets. These schools are communities built on relationships, shared experiences, and years of commitment, and I understand why the prospect of closure brings frustration, worry,

If you want, I can also make it a little warmer or a little more superintendent/formal.

I need a closing sentence to that paragraph that says we will get through this and that I outline below why I beleive this is necessary and how we'l be okay and stronger... Any way to sytnesize thqt in a sentence?

School Community Acknowledgment

I recognize that for students, families, and staff at Madison, McKenny, and LP Brown, this proposal is about far more than buildings, enrollment, or budgets. These schools are communities built on relationships, shared experiences, and years of commitment, and I understand why the prospect of closure brings frustration, worry, and strong opposition. **In the pages that follow, I explain why I believe this difficult**

step is necessary, how we can support our students and families through the transition, and why I am confident our district will emerge from it stronger.

I think that last sentence gives you the balance you want: acknowledges difficulty, signals rationale, and ends with confidence without sounding dismissive.

a phrase that says high school are not the biggest concern for ernollmetn decline in the near future

You could say:

“High school enrollment is not expected to be the district’s most significant enrollment challenge in the near term.”

Or a little more natural:

“High schools are not currently the area of greatest concern for enrollment decline in the near future.”

A sentence that says these hearing siwl be commuicted in adherecne to polciy 6883 an dthorugh other district platforms

Hearing Communication

These hearings will be communicated in accordance with Policy 6883 and through the District’s regular communication platforms to ensure families, staff, and community members are informed.

I can also make it a little more formal or more concise.

ChatGPT can make mistakes. Check important info.

School Closure Response...
Document

can you glean the most oimprotnat stuff in this doc for a one page memo to princpals to share with staff about hwo to take care of kids (and themselves) on Monday an dbveyond

Yes. I'd keep this very practical and reassuring rather than trying to summarize the whole 11-page plan. The strongest themes are: **this is an ongoing adjustment, not a one-day event; listen without minimizing or speculating; keep routines and trusted adults in place; know when to connect a student to more support; and make sure staff take care of themselves as well.** School Closure Response Plan fo... +1 The plan also emphasizes identifying students who may need additional follow-up and continuing support well beyond the first week. School Closure Response Plan fo...

Here is how I would turn it into a one-page memo:

Supporting Students and Ourselves Through the Consolidation Process

To: Principals and Staff
Re: Supporting Students and Ourselves Beginning Monday

The possibility of school consolidation may bring a wide range of emotions for students, families, and staff. Some may be sad, angry, worried, or uncertain, while others may have little reaction at all. There is no single "right" response. Our most important role is to provide calm, caring, and consistent support while recognizing that adjustment to this process will happen over time—not just on Monday.

Supporting Students

As students return to school, please focus first on relationships, routine, and listening.

- **Listen and acknowledge feelings.** It is okay to say, "I can understand why you might feel that way," or "It makes sense that you have questions."
- **Do not minimize concerns or speculate.** If we do not know an answer, it is appropriate to say so and let students know that information will be shared when it is available.
- **Maintain normal routines whenever possible.** Predictability and familiar classroom expectations can provide stability during uncertain times.
- **Remind students of the adults who are there for them.** Help students identify trusted adults they can talk with at school and at home.
- **Use familiar coping strategies.** Breathing, grounding techniques, movement, brief breaks, and opportunities to talk or reflect may be helpful.
- **Pay attention to students who may need more.** Significant or persistent distress, withdrawal, changes in behavior, difficulty participating in class, or repeated concerns may signal a need for additional support.

Principals will coordinate with counselors, social workers, and district staff when additional assistance is needed. Support may include individual check-ins, small-group conversations, consultation with teachers, or a designated space where students can receive additional support.

Taking Care of Ourselves

Staff members may also be experiencing uncertainty, sadness, frustration, or stress. Supporting students does not require us to ignore our own reactions.

Please check in with one another, take breaks when needed, and let your administrator know if you need additional support. Building administrators will work with staff to identify available coverage, opportunities to step away briefly, and connections to the Employee Assistance Program or other resources when appropriate.

It is also okay not to have every answer. Our responsibility is to be present for students, communicate what we know, avoid speculation, and connect people with the appropriate support when questions extend beyond our role.

Beyond Monday

Students' needs may change as the year progresses. Some students who initially appear unaffected may need support later, particularly as decisions are made and transitions become more concrete. We will continue monitoring student and staff needs, providing additional resources, and creating opportunities for students to maintain connections, build relationships with new school communities, and feel supported throughout the transition.

Thank you for the care, steadiness, and compassion you bring to our students and to one another.

I deliberately **left out most of the mechanics of the response plan**—deployment schedules, committees, end-of-year activities, etc.—because staff really need to know **"What do I do Monday morning?"** The longer plan can remain the administrative roadmap. The memo above gives staff the parts they can actually act on. The source plan specifically supports designated student support spaces, teacher consultation, staff debrief/support, and ongoing identification of students who may need more intensive assistance. School Closure Response Plan fo... +1

Sources

chage this toi say additonal SEL staff wil be here Monday and if kids need sot come to office, they canPrincipals will coordinate with counselors, social workers, and district staff when additional assistance is needed. Support may include individual check-ins, small-group conversations, consultation with teachers, or a designated space where students can receive additional support.

Supporting Students and Ourselves Through the Consolidati...

Additional social-emotional support staff will be available at the school beginning Monday. If a student needs extra support during the day, they may be sent to the office, where staff can help connect them with the appropriate counselor, social worker, or other support.

can you create a sepeqarete doc swith resources and links ot accomaly this?

Worked for 1m 13s

Absolutely. I created a **one-page companion resource sheet** with clickable links for supporting students and staff, including the NCTSN resources, OSD SEL resources, and the Employee Assistance Program. It also includes the Monday support information for LP Brown, Madison, and McKenny. It is grounded in the resources and support strategies identified in the response plan. School Closure Response Plan fo... +1

Download the Word document

Supporting_Students_and_Staff_Resources.docx
Document

Sources

ChatGPT can make mistakes. Check important info.

Fri, Sep 11 at 4:36 PM

I missed a meeting with staff today - i am calling staff to apologize - i wnated to tell them in person, not thining it ouwld help but they deserved ort hear it in person. I'm callin each member and need and email too.

I'd keep this very direct and personal—no explanation that sounds like an excuse. The key is: **I intended to be there, you deserved to hear it from me, I missed that responsibility, and I'm sorry.**

For the individual calls, something like this:

Staff Call Talking Points

Hi, this is Patrick. I wanted to call you personally because I'm sorry I missed the meeting today.

I had intended to be there because I wanted you to hear this directly from me. I didn't think hearing it from me in person would make the news any easier, but I believed—and still believe—that you deserved the respect of hearing it directly from me.

By missing the meeting, I fell short of that, and I'm genuinely sorry. I know this is difficult and emotional, and I don't expect an apology to change that. I just wanted to own my mistake and apologize to you personally.

And I'd follow with an email to the whole staff that is equally straightforward:

Email

My Apology

I want to apologize for missing our meeting today.

I had intended to be there because I wanted you to hear this news directly from me. I knew that hearing it from me in person would not make the news easier, but I believed you deserved the respect of having me there to share it with you and to face the emotions and questions that came with it.

By missing the meeting, I fell short of that responsibility, and I am deeply sorry.

I know how much you care about your school, your colleagues, your students, and your families. I also know that today was difficult, and my absence added to that. I cannot undo that, but I can acknowledge it and take responsibility for it.

I am reaching out to staff individually as well because I want to apologize personally. You deserved better from me today.

Patrick

I especially like **"I don't expect an apology to change that"** in the phone call. It makes clear you're not calling to make yourself feel better or asking them to reassure you.

slight change that I got my time smixed up with that of others schools , not excusable, but I am sorry

Yes — I'd name the mistake plainly, but keep it from sounding like an excuse. Here's the revised call language and email.

For the calls:

Staff Call Talking Points

Hi, this is Patrick. I wanted to call you personally because I'm sorry I missed the meeting today.

I got the meeting time mixed up with the times for the other schools. That's what happened, but it's not an excuse. I had intended to be there because I wanted you to hear this directly from me.

I didn't think hearing it from me in person would make the news any easier, but I believed—and still believe—that you deserved the respect of having me there to tell you myself.

I fell short of that today, and I'm genuinely sorry. I know this is difficult and emotional, and I don't expect my apology to change that. I just wanted to own my mistake and apologize to you personally.

And the email:

Email

My Apology

I want to apologize for missing our meeting today.

I got the meeting time mixed up with the times for the other schools. That is what happened, but it is not an excuse. I had intended to be there because I wanted you to hear this news directly from me.

I knew that hearing it from me in person would not make the news any easier, but I believed you deserved the respect of having me there to share it with you and to face the emotions and questions that came with it.

By missing the meeting, I fell short of that responsibility, and I am deeply sorry.

I know how much you care about your school, your colleagues, your students, and your families. I also know today was difficult, and my absence added to that. I cannot undo that, but I can acknowledge it and take responsibility for it.

I am reaching out to staff individually as well because I want to apologize personally. You deserved to hear this from me in person today, and I am sorry that you did not.

Patrick

I think **"That is what happened, but it is not an excuse"** hits the right note: transparent without sounding defensive.

Fri, Sep 11 at 8:26 PM

make this tighter: I wanted to offer my sincere apologies for missing the staff meeting I asked Sean to call. I was coordinating with other staff at two other schools and mistakenly got it in my head that all three had the same dismissal time. I was wrong and you ended up waiting in what was already a difficult situation. Given the gravity of the message I was sharing, that type of mess up is inexcusable. I know my presence might not have made the message any easier but you deserved to hear it in person and not an email or voicemail. Again I am very sorry for that.

I was able to get the school phone list from Sean and called all staff this evening. I left a lot of messages and gratefully had some conversations with many of you. Thanks for taking time to talk to me.

An email went out to the community and staff that has the analysis and an accompanying letter that goes into greater detail of what this could look like and why I am recommending this. I suspect that there wil be many who disagree, understandably so. Staff, students and families love LP Brown because you all do a remarkable job caring for and teaching your students. This recommendation is not about the effectiveness of any school. The positive impact of LP Brown on students is undebatable. It's about enrollment decline and other factors.

Sean and all impacted school principals information about extra support and guidance next week and moving forward for kids (and staff) who might be struggling. I'll be around at LP Brown too in the days, weeks and months ahead. No matter what happens, tha kyou for your great care of our studnts and fmailies.,

soinclerely patrick

Show less

Absolutely — I'd tighten it while keeping the accountability and warmth.

Email Send

Recipients

My Apology

I want to offer my sincere apologies for missing the staff meeting I asked Sean to call. I was coordinating with staff at two other schools and mistakenly thought all three had the same dismissal time. I was wrong, and you ended up waiting in what was already a very difficult situation. Given the gravity of the message I was sharing, that mistake was inexcusable.

I know my presence would not have made the message any easier, but you deserved to hear it from me in person, not through an email or voicemail. I am very sorry.

Sean shared the staff phone list with me, and I called everyone this evening. I left a number of messages and was grateful to speak with many of you. Thank you for taking the time to talk with me.

An email also went out to staff and the community with the analysis and an accompanying letter explaining in greater detail what this recommendation could mean and why I am making it. I know many will disagree, and understandably so. Staff, students, and families love LP Brown because of the remarkable work you do caring for and teaching your students.

This recommendation is not about the effectiveness of LP Brown or the quality of the work happening there. The positive impact LP Brown has had on students and families is undeniable. This is about declining enrollment and the other factors outlined in the analysis.

Sean and the other impacted principals have information about additional support and guidance available next week and moving forward for students—and staff—who may be struggling. I will also be around LP Brown in the days, weeks, and months ahead.

No matter what happens, thank you for the extraordinary care you continue to show our students and families.

Sincerely,
Patrick

I'd keep **"that mistake was inexcusable"** rather than over-explaining it. It owns the error cleanly and then lets the rest of the note focus on them, not you.



ChatGPT can make mistakes. Check important info.

Tuesday 4:50 PM

I need an script for ourboard presdinet to callto ordr a work sdession this Thursday, that basically says the board wil be hearing form Supt. Murphy regarding a Policy 6883 analysis. A work session is not a regual r board meeting but rather a time sof rthe board to listen and ask qyuestions for a better understiding, no action is taklen at a work session, but questions that come up can be addressed at fututre board metetigns and work s sessions. Somthing like that

Here's a version that feels a little more natural for your Board president to read aloud, while still clearly setting expectations for the work session:

Board President Work Session Opening Script

Good evening. I'd like to call this work session of the Olympia School District Board of Directors to order.

Tonight, the Board will hear from Superintendent Murphy regarding his analysis under Policy 6883 related to the proposed school closures and consolidations.

I want to briefly clarify the purpose of a work session. Unlike a regular Board meeting, a work session provides the Board an opportunity to listen, receive information, ask questions, and develop a fuller understanding of the issues before us. The Board will not take any action this evening.

We also recognize that some questions raised tonight may require additional information or follow-up. Those questions and issues can be addressed at future Board meetings or work sessions as we continue through this process.

With that, I'll turn it over to Superintendent Murphy.

I think that middle section does the most important work for you: it makes clear that **Thursday is about listening, learning, and asking questions—not reaching a decision that evening**.

ChatGPT can make mistakes. Check important info.