



OAK HEIGHTS ELEMENTARY SCHOOL ENTRY

2026 - 2031

CAPITAL FACILITIES PLAN



**Edmonds
School District**

CAPITAL FACILITIES PLAN EDMONDS SCHOOL DISTRICT

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Adopted by Board of Directors, July 7th, 2026

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EDMONDS SCHOOL DISTRICT CAPITAL FACILITIES PLAN

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SECTION 1 – INTRODUCTION

Purpose of the Capital Facilities Plan

This Capital Facilities Plan (CFP) is intended to provide Edmonds School District No. 15 (District), Snohomish County (County), other jurisdictions, and the community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twenty years (2046). It also meets the State Growth Management Act (GMA) planning requirements, the County's GMA Comprehensive Plan, and the County Code (SCC 30.66C). A more detailed schedule and financing programs are also included describing capital improvements over the next six years (2026-2031).

Per the Growth Management Act (GMA), this CFP contains the following elements:

Minimum level of service (LOS) and how the District is meeting that LOS

An inventory of existing capital facilities owned by the District, showing the locations and capacities of those facilities

A forecast of the future needs for capital facilities owned and operated by the District

A description of the forecasting methodology and justification for its consistency with the Office of Financial Management population forecasts used in the county's comprehensive plan

Inventory of existing facilities

The proposed locations and capacities of expanded or new capital facilities six-year plan for financing capital facilities

Cities within the District include Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway. Upon adoption of this CFP by Snohomish County, each City may be asked to adopt it as well.

Section 8 of this CFP addresses development fees, mitigation, and other funding sources from developers. Impact fees are not anticipated during this 2026-2031 planning period. Should available funding fall short of meeting existing capital facility needs, the District will, first, assess its ability to meet its Planning Objectives (See below) and Educational Service Standards (Section 3) by reconfiguring schools or attendance boundaries or other methods discussed in this report.

If those strategies are unsuccessful, GMA rules allow the County to reassess the Land Use Element of its comprehensive plan to ensure that land use, development, and the CFP are coordinated and consistent. This may include changes to the Plan to reduce lands available for residential development and reductions in student enrollments. The County updated its comprehensive plan in 2024. With that, the County has removed the General Policy Plan (GPP) and weaved it into the Comprehensive Plan elements.

If impact fees are deemed desirable at some point, the District may request an amendment to this CFP during the 2026-28 biennium.

Overview of Edmonds School District

The District is the largest school district in the County and the twelfth largest of Washington's 295 public school systems. The District covers an area of 36 square miles. It currently serves a total student population (headcount, including Kindergarten) of 19,380¹, as of March 2026 with twenty schools serving grades K-6; two schools serving grades K-8; four schools serving grades 7-8; five schools

¹ Headcount differs from Full-Time Equivalent (FTE) in that the figure reflects the total number of students served by District educational programming, whereas FTE adjusts for students who attend less than full-time and is a measure of a student's monthly enrollment. Office of the Superintendent of Public Instruction Enrollment Reporting Handbook, 2025-26.

serving grades 9-12; one Alternative Learning Experience (ALE) family partnership program school for grades K-12; one e-learning program serving grades 7-12; one District program for students with severe disabilities; one k-6 school for the Regional Visually-impaired Program; one K-12 serving the Regional Deaf and Hard of Hearing Program; The grade configuration of schools has changed over time in response to the community's desires, needs of the educational program, and variability in financial resources available for staffing classrooms. These changes are made after a process that allows for community participation, with ultimate approval by the Board of Directors.

Planning Objectives

The objective of this Capital Facilities Plan is to assess existing school facility capacities, forecast future facility needs within six years, approximate twenty-year planning horizons, and articulate a facility and financing plan to address those needs. This CFP replaces and supersedes the District's 2024 Capital Facilities Plan. The current projection cycle is 2026 to 2031.

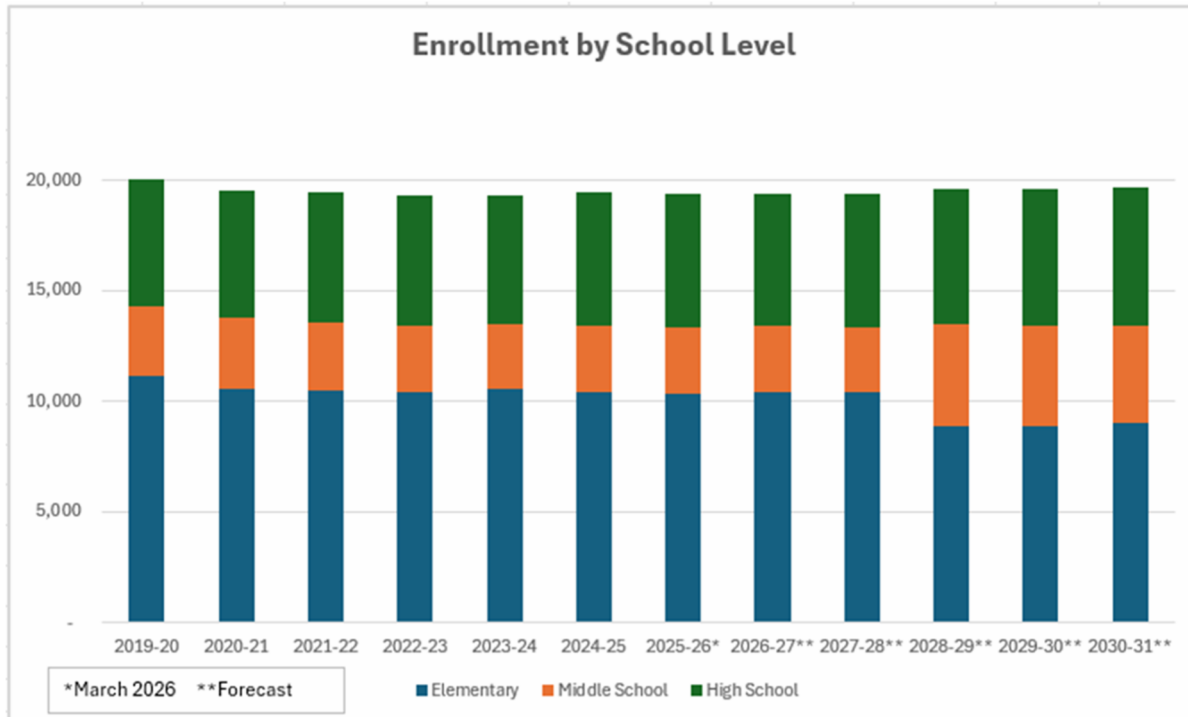
The process of delivering education within the District is not a static function. The educational program changes and adapts in response to the changing conditions within the learning community. This CFP must be viewed as a work-in-progress that responds to the changing educational program to assist in decision-making.

The District monitors proposed new residential growth (e.g. the County Plan update) for impacts and implications to its facility planning and educational programs. The District comments, as needed, on specific proposed new developments, to ensure appropriate provisions for students are factored into the development proposal.

As the Urban Growth Area builds out, changes may require the District to modify its facilities (i.e., the location, design, etc.), and its educational program (i.e., school year, grade configuration, etc.). Changes would be made in consultation with the community and approved by the Board of Directors.

SECTION 2 – FUTURE ENROLLMENT FORECASTS BY GRADE SPAN

Figure 1 - Enrollment History and Future Forecasts



Student enrollment in the District reached its highest levels during the late 1960s and early 1970s, with 28,076 students attending District schools in 1970. When full-day kindergarten was established in 2013-14, enrollment increased to approximately 20,000 students. K-12 enrollment increased by 190 students between 2017-18 and 2019-20 and then fell by 477 in 2020-21, largely due to the impacts of COVID-19. Between 2020-21 and 2022-23 enrollment decreased by 326 students and then increased for two consecutive years by a total of 126 students. In 2025-26, enrollment decreased by the largest amount since 2020-21, losing 327 students. Overall, the District enrolled 814 (4.0 percent) fewer students in 2025-26 than in 2017-18.

Future Forecasts

The District engaged FLO Analytics to provide 10-year enrollment forecasts that were utilized in long-range facilities planning, as shown in Table 1. Table 2 shows the estimated grade level enrollments based on the projection in Table 1 plus accommodating our 6th grade move to middle school in 2028. Refer to Section 5 for other planned improvements.

**Table 1 — Comparison of Student Enrollment Projections
Edmonds School District 2025-2031**

Source	2025	2026*	2027	2028	2029	2030	2031
Actual	19,759	19,380					
Projection			19,432	19,429	19,607	19,631	19,688

* = Annualized Average at March 2026

**Table 2 — Projected Student Enrollment by Grade Span
Edmonds School District 2025-2031**

Grade Span	Actual		Projected					Change 2025-31	% Change
	2025	2026*	2027	2028**	2029	2030	2031		
Elementary (K-6)	10,623	10,392	10,404						
Elementary (K-5)				8,790	8,900	8,920	9,013		
Middle School (7-8)	2,948	2,991	2,984						
Middle School (6-8)				4,593	4,604	4,532	4,441		
K-8 totals	13,571	13,383	13,388	13,383	13,504	13,452	13,454	-117	-.86%
High School (9-12)	6,188	5,997	6,044	6,046	6,103	6,179	6,234	46	.74%
Total	19,759	19,380	19,432	19,429	19,607	19,631	19,688	-71	-.35%

* = Annualized Average at March 2026

** = 2028-29 District reconfigures grade bands from K-6 to K-5 and 7-8 to 6-8

Description of Forecast Method

The District utilizes a demographer for long-range population growth trends and future enrollment projections. The demographer incorporated Washington State Office of Financial Management (OFM) 2025 population estimates. These forecasts are reviewed during each biennial CFP update and adjusted accordingly.

“The Washington Office of Financial Management (OFM) publishes annual population estimates for cities and counties, as well as periodic population projections (low, medium, and high series). The medium series projections for Snohomish County (published in December 2022) expected a growth rate of 1.2 percent between 2020 and 2030, which is close to the Average Annual Growth Rate experienced between 2020 and 2025 based on the OFM 2025 estimate.”²

School districts monitor long-range population growth trends as a general guide to future enrollment forecasting. While the accuracy of future projections diminishes the further out into the future they go, they do provide some indication of what buildings may be needed and what future land purchases may be needed as new residential development is built within their attendance areas.

In 2022, Snohomish County adopted population targets through the year 2044 as part of its Growth Management Act (GMA) responsibilities and consistent with the Regional Growth Strategy in Vision 2050 adopted by the Puget Sound Regional Council (PSRC) in 2020. These forecasts were used by the County and cities for their comprehensive plan updates in 2024. The plan horizon year for the recent updates is 2044.

Area Population Estimates

The County’s population estimate was used for the 2029, 2031, and 2044 long-range enrollment estimate, where assumptions are made of what proportion of the official population forecast will be students.

For future planning purposes using straight line interpolation, the District assumes that the trends will

² Flo Analytics Memorandum February 6, 2026

decrease from the forecasted dates provided by the County to 7.70% by 2044. Refer to (Table 3).

Table 3 — Student/Population Ratios			
	Population	Enrollment	Ratio
2027	202,610	19,432	9.59%
2031	213,523	19,688	9.22%
2044	263,675	20,314	7.70%

Student Generation Rates

Student Generation Rates (SGRs) are the average number of students by grade span (elementary, middle, and high school) typically generated by housing type. Student Generation Rates are calculated based on a survey of all new residential units permitted by the jurisdictions within the school district during the most recent five to eight-year period. For This CFP estimates of rates were provided in a recent demographer's report. "The number of ESD K–12 students in October 2025 living in housing units built in 2015 through 2022 yields student generation rates of 0.129 K–12 students per plex/townhome (PT), 0.191 K–12 students per multifamily (MF) unit, and 0.305 K–12 students per detached single-family (SF) unit."³

Figure 2: Student Generation Rates

K–12 Students per Housing Unit Built 2015–2022

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family Detached	2,656	546	106	158	810	0.206	0.040	0.059	0.305
Plex/Townhome ^(a)	1,167	92	22	37	151	0.079	0.019	0.032	0.129
Multifamily ^(b)	4,580	503	139	231	873	0.110	0.030	0.050	0.191

Notes

(a) The plex/townhome category includes the following structure types: single-family attached, townhome, duplex, triplex, and fourplex. In structures with three or more housing units, the dwellings are constructed vertically from the foundation to the roof for individual occupancy by a household.

(b) The multifamily category includes all structures with five or more housing units and structures with 3–4 housing units that are stacked.

Sources

Edmonds School District October 2025–26 headcount enrollment, Snohomish County parcels, and Puget Sound Regional Council 2015–2022 housing inventory.

The purpose of SGRs in the Capital Facilities Plan is primarily to assist districts with the calculation of school impact fees. The Edmonds School District does not charge impact fees currently. However, based on future growth in the District, this may change. Updated student generation numbers will be provided at that time.

³ Flo Analytics Memorandum February 6, 2026

Table 4 — Enrollment Estimates			
Grade Span	2026 Actual Student Headcount *	2031 Projected Student Headcount	2044 Projected Headcount
Elementary (K-6)	10,392		
Elementary (K-5)		9,013	9,388
Middle School (7-8)	2,991		
Middle School (6-8)		4,441	4,758
High School (9-12)	5,997	6,234	6,168
Total	19,380	19,688	20,314

* = Annualized Average at March 2026

SECTION 3 – INVENTORY OF EXISTING FACILITIES

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, and current understanding of educational best practices, as well as classroom utilization, scheduling requirements, and use of relocatable classroom facilities (portables).

Program factors, as well as government mandates, funding, or community expectations, affect how classroom space is used. The District's basic educational program is a fully integrated curriculum offering instruction to meet Federal, State, and District mandates. In addition, the District's basic educational program is supplemented by special programs, such as music, intervention programs, and preschool programs that are developed in response to local community choices.

Special programs require classroom space that may reduce the overall capacity of buildings. Some students, for example, leave their regular classroom for a short period to receive instruction in special programs. Newer schools within the District have been designed to accommodate most of these programs. Older schools, however, often require space modifications to accommodate special programs, and, in some circumstances, these modifications may reduce the classroom capacity and, therefore, the student capacity of these schools.

Grade configurations have changed over time in response to desires from the community and to provide additional learning opportunities for students. New program offerings continue to evolve in response to research. It is expected that changes will continue in the type of educational program opportunities and grade clustering offered by the District. Refer to Section 5 for more information regarding planned improvements moving 6th grade to middle school.

The total curriculum program, including both the basic educational program and local-choice educational programs, are hereafter referred to as the total local educational program. This program may cause variations in student capacity between schools.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, funding, special programs, class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The District educational program standards, as they relate to class size and facility design capacity, are outlined below for the elementary, middle, and high school grade levels.

Educational Facility Class Size and Design Capacity Standards for Elementary Schools

The District's student-to-classroom teacher ratio for staffing purposes for grades K-3 is 19.5 students and 28 students for grades 4-6.

Some local-choice educational opportunities for students will be provided in self-contained classrooms designated as resource or program-specific classrooms (e.g. computer labs, music rooms, band rooms, remediation rooms, and learning assistance programs).

Current capacity for new elementary schools is based upon a District-wide Educational Specification which assigns a range of approximately 21-28 classrooms for K-6 or K-8 basic educational programs and two or more classrooms for self-contained resource or program-specific activities.

The actual capacity of individual schools may be lower than the maximum capacity depending on the local educational program offered at each school.

The application of these classroom staffing ratios and capacity standards to the District's current educational program causes average classroom utilization to be approximately 90%.

Educational Facility Class Size and Design Capacity Standards for Middle and High Schools

The District utilizes available teaching stations in our secondary schools from between 83% to over 100% with a staffing ratio of 28:1 in 7th-8th and 26:1 in 9-12. At 83%, utilization, a teacher's classroom is open one period without students for teacher planning. As the building increases in student population and fewer classrooms can be freed up during the day for planning, higher utilization percentages are seen. In the most difficult cases, the building is over capacity and is using spaces not originally designed for instruction. In the event of overcrowding, the District may remediate by using facilities differently or continue adding relocatable classrooms.

Actual capacity and actual enrollment of individual schools may vary. Actual capacity may be lower than the design might suggest depending on the total local educational programs offered at each school and the size and configuration of older schools. Likewise, actual capacity may be higher than the design capacity based on the design of the District's educational program and the length of the educational day. These standards are used in Section 4 to determine existing and future capacities.

Minimum Levels of Service

RCW 36.70A.020 requires that public facilities and services necessary to support new housing developments shall be adequate to serve the development at the time the development is available for occupancy and use without decreasing current service levels below locally established minimum standards. Refer to Table 5, 6, and 7 which contains a column noting hour Min. LOS is being met.

The minimum level of service is not the District's desired level for providing education. These "minimum levels of service" in the Edmonds School District are established as an average class size no larger than the following:

Class Size Goals:

- 24 Kindergarten
- 25 Grades 1-3 General Education
- 26 Grade 4 General Education
- 28 Grade 5-6 General Education
- 30 Grades 7-8 General Education

31 Grades 9-12 General Education

Average Staffing Ratio -

19.5 Kindergarten - 3 General Education

28.0 Grades 4-8 General Education

26.0 Grades 9-12 General Education

Elementary Schools, grades K-6

With a total of 636 classrooms, the District could accommodate 10,226 elementary school children based on current average staffing ratios.

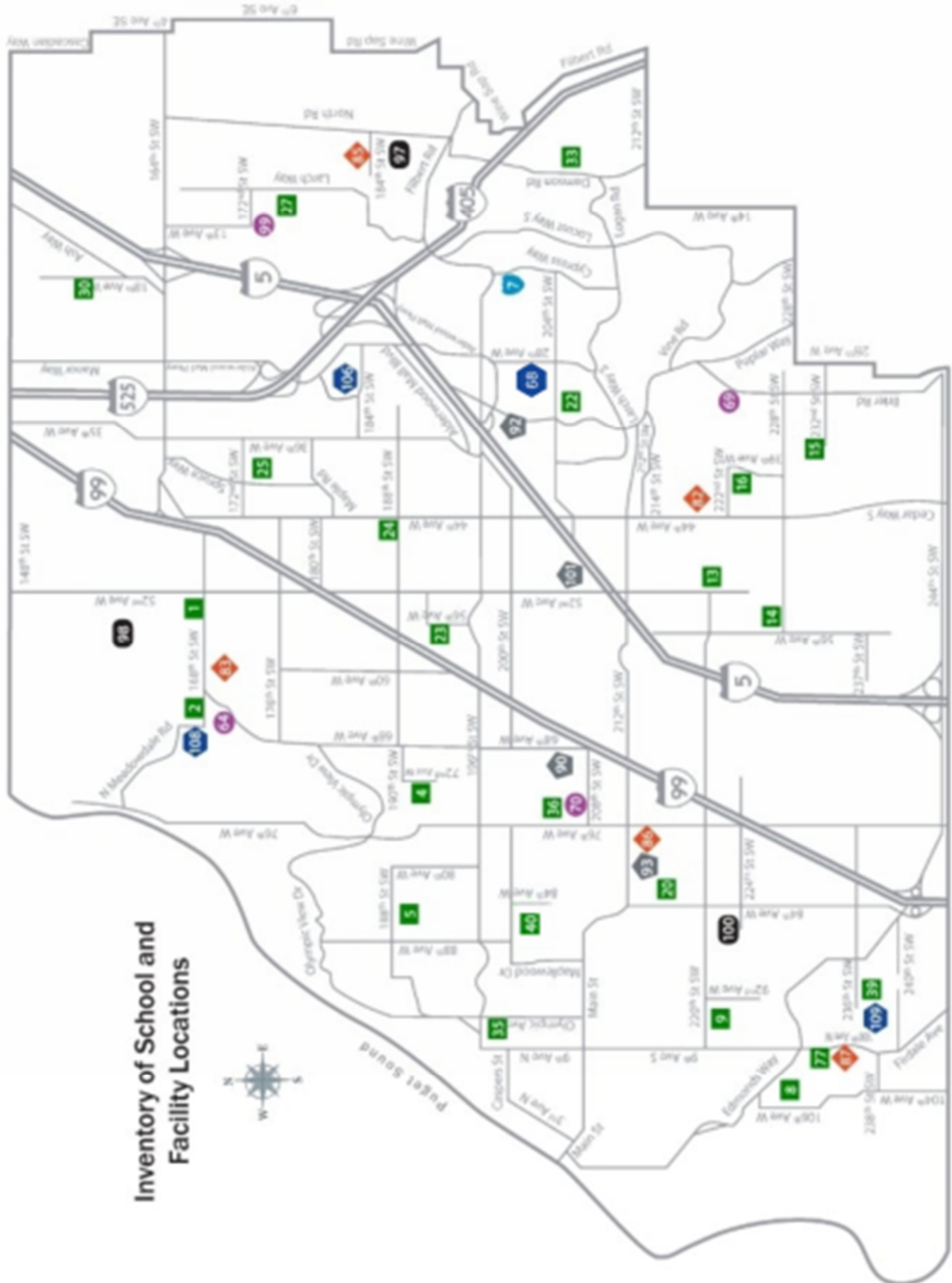
Middle Schools, grades 7-8

With a total of 151 teaching stations, the District could accommodate 3,586 seventh and eighth graders in its K-8 and Middle Schools based on current average staffing ratios.

High Schools, grades 9-12

With a total of 269 teaching stations, the District could accommodate 5,550 high school students based on current average staffing ratios.

Figure 3 - Inventory of School & Facility Locations



Edmonds School District

 District Support Sites 90 - ESC - Educational Services Center 92 - Warehouse 93 - Stadium 101 - New Transportation Maintenance	 Elementary Schools 1 - Beverly Elementary 2 - Meadowdale Elementary 4 - Lynndale Elementary 5 - Seaview Elementary 6 - Maplewood Center (K-12) 8 - Sherwood Elementary 9 - Westgate Elementary 13 - Mountlake Terrace Elementary 14 - Terrace Park School 15 - Brier Elementary 16 - Cedar Way Elementary 20 - Chase Lake Community School 22 - Hazelwood Elementary 23 - Cedar Valley Community School 24 - Lynnwood Elementary 25 - Spruce Elementary 27 - Martha Lake Elementary 30 - Oak Heights Elementary 33 - Hilltop Elementary 35 - Edmonds Elementary 36 - College Place Elementary 39 - Madrona School (K-8) 40 - Maplewood Parent Cooperative (K-8) 77 - Edmonds Heights K-12	 Middle Schools 64 - Meadowdale Middle 69 - Brier Terrace Middle 70 - College Place Middle 99 - Alderwood Middle
 Undeveloped Parcels 97 - Site 28 98 - Site 32 100 - Chase Lake Bog		 High Schools 82 - Mountlake Terrace High 83 - Meadowdale High 85 - Lynnwood High 86 - Edmonds-Woodway High 87 - Scriber Lake High
 Developed Parcels 68 - Former Alderwood Middle 106 - Former Lynnwood High School (leased) 108 - Meadowdale Playfields 109 - Former Woodway Elementary		 Early Childhood 7 - Alderwood Early Childhood Center

SECTION 4 – FORECAST OF FUTURE FACILITY NEEDS

The facilities inventory establishes a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, relocatable classrooms (portables), undeveloped land, developed properties, and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards for class size and design capacity (see Section 3). A map showing the locations of the District's developed educational facilities is provided in Figure 2.

Schools

Edmonds School District currently operates:

- Twenty schools serving grades K-6;
- Two schools serving grades K-8;
- Four schools serving grades 7-8;
- Five schools serving grades 9-12;
- One ALE Family Partnership program serving K-12;
- One e-learning Program;
- One visually impaired program;
- One preK-8 Deaf and Hard of Hearing program;
- One High School Deaf and Hard of Hearing Program;
- One early learning program serving ages 2-5;
- One former elementary school and one former middle school as reserve campuses for schools displaced due to construction or renovation.

Edmonds offers a District program, Maplewood, for severely developmentally and physically challenged students 5 to 21 years of age. Additionally, the district offers an inclusive preschool program. The Edmonds Preschool program is open to all children residing within the district boundaries between the ages of two to five years old by August 31. The main programming site is located at the Alderwood Early Childhood Center (AECC) in Lynnwood, with locations at Lynndale Elementary and Chase Lake Elementary schools.

Program Improvements and Population Growth

The District continues to review the changing nature of educational programs and classroom needs. The traditional use of a classroom count to calculate building capacity has been limited in scope. Classrooms alone, for instance, do not include small group instructional areas, the library, or gymnasiums. Educational best practices have evolved to allow for more specialized support which amends the traditional classroom model through the use of smaller instructional spaces to provide enhanced opportunities for learning. This process has been ongoing for many years and is a fluid and flexible model to enhance the quality and amount of small group or one-on-one time with students. The district currently uses 44 relocatables at the campuses with capacity needs. While this is a response to total additional space requirements, the assignment of how and what grade levels will use these remains flexible.

In this edition of the Capital Facilities Plan, capacity figures have been refined to mirror current educational practice.

Review of Capacity

The OSPI calculates school capacity by dividing the gross square footage of a building by a standard square footage per student (e.g., 90 square feet per elementary student, 117 square feet per middle school student, and 130 square feet per high school student)⁴. This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Construction Assistance Funds to school districts for new school construction. However, this method is not considered to be an accurate reflection of the actual capacity required to accommodate the adopted educational program of the Edmonds School District.

For this plan, school capacity was determined by applying the District's educational facility standards for class size and design capacity to individual schools. It is this capacity calculation that is used to establish the District's maximum capacity and determine future capacity based on projected student enrollment.

⁴ WAC 392-343-035 Space Allocation

Table 5 — Elementary School Capacity Inventory

Elementary School	Site Size Acres	Bldg. Area (Sq. Ft.)	Year Built or Last Remodel	Total Class Rooms	Special Program class ^{1.}	Max Student Capacity	Maximum Program Capacity 90%	Future Capacity Improvements ***	Meets. Level of Service
Alderwood	8.9	36,869	1965	20		n/a*	n/a*		
Beverly	9.1	48,020	1988	29	7	509	458		20.8
Brier	10	43,919	1989	25	6	440	396		20.8
Cedar Valley	22.1	64,729	2001	25	4	486	437		20.8
Cedar Way	9.4	53,819	1993	31	5	602	541		20.8
Chase Lake	10.3	57,697	2000	25	7	417	375		20.8
College Place	9	48,180	1968	27	4	532	479	90	20.8
Edmonds	8.4	34,726	1966	20	4	370	333		20.8
Hazelwood	10.3	51,453	1987	27	8	440	396		20.8
Hilltop	9.8	49,723	1967	29	5	555	500		20.8
Lynndale	10	69,045	2016	27	4	532	479		20.8
Lynnwood	8.9	81,405	2018	29	5	555	500		20.8
Madrona K-8	26.9	78,930	2018	28		648	583		20.8
Maplewood K-8	7.4	76,554	2002	27		625	562		20.8
Martha Lake	10	50,753	1993	28	7	486	437		20.8
Meadowdale	9.1	57,111	2000	25	5	463	417		20.8
Mountlake Terrace	8	67,379	2018	25	5	463	417		20.8
Oak Heights	9.4	84,000	2026	30	7	532	479	154.8	20.8
Seaview	8.3	49,420	1997	22	4	417	375		20.8
Sherwood	13.6	43,284	1966	25	4	486	437		20.8
Spruce	8.9	80,000	2022	32	5	625	562		20.8
Terrace Park	15.3	71,664	2002	34	3	717	646		20.8
Westgate	8.1	44,237	1989	26	6	463	417	78.48	20.8
Woodway	13.1	37,291	1962	20	2	n/a**	n/a**		
Totals	264.3	1,380,208		636		11,362	10,226		20.8

Source: Facilities Operations Department, Edmonds School District, OSPI

1. Excluded special programs: special education

District Notes:

* Alderwood Early Childhood Center serves Pre-K developmentally challenged children and is not included In total program capacity calculations for K-12 purposes.

** Woodway is a reserve campus.

*** Future improvements are currently planned by the District using 2024 Bond Funding: for Oak Heights, College Place, and Westgate (See Discussion of Six-year Plan and Table 12).

Table 6 — Middle School Capacity Inventory

Middle School	Site Size (Acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Special Program class ^{1.}	Max Student Capacity ^{**}	Maximum Program Capacity 83%	Future Capacity Improvements ^{***}	Meets. Level of Service
Alderwood	18.9	114,400	2016	38	1	1036	860		23.2
Brier Terrace	22.7	89,258	1969	38	2	1008	837		23.2
College Place	18.7	87,031	1970	40	1	1053	874	235	22.4
Meadowdale	20.7	102,925	2011	35	1	952	790		23.2
Madrona – 7 & 8*						150	125		
Maplewood–7 & 8*						120	100		
Salish Middle School 6-8***	19.3	143,121***		38***	2	0	0	1000	
Totals	100.3	393,614		151		4,319	3,586	1,235	23.0

Source: Facilities Operations Department, Edmonds School

1. Excluded special programs: special education

District Notes:

*Madrona K-8: Grades 7 and 8

*Maplewood K-8: Grades 7 and 8

**Maximum Capacity equals 83% utilization of total seats.

***Future improvements are currently planned by the District using 2024 Bond Funding (See Discussion of Six-year Plan and Table 12.)

Table 7 — High School Capacity Inventory

High School	Site Size (acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Special Program class ^{1.}	Max. Student Capacity	Max. Program Capacity 83%	Meets. Level of Service
Edmonds-Woodway	28.5	208,912	1998	64	2	1,612	1,338	21.58
Lynnwood	40.5	217,597	2009	64	2	1,612	1,338	21.58
Meadowdale	40	197,306	1998	59	1	1,508	1,252	21.58
Mountlake Terrace	33.2	211,950	1991	64	4	1,560	1,295	21.58
Scriber Lake**	39	73,965	2003	18		395	328	
Totals	181.2	909,730		269		6,687	5,550	21.58

Source: Facilities Operations Department, Edmonds School District

1. Excluded special programs: special education

District Notes:

* Capacity may vary depending on the educational program or schedules. These models assume that teachers use their classrooms one period a day for planning and preparation. If necessary, all classrooms could be used for all periods.

**Edmonds Heights and Scriber Lake High programs are housed at Woodway Campus. Scriber Lake occupies buildings F and H, and shares buildings C and E.

Relocatable Classroom Facilities (Portables)

Temporary classrooms provide students with supplemental housing and may be on campus for extended periods. They may be used to temporarily house students pending the construction of permanent classrooms or provide non-disruptive space for music programs. The usable life of portable is 30 years.

As of September 1, 2024, the District has 48 relocatable classrooms, however only 43 currently are being used for educational purposes. They help with added enrollment, K-3 class reductions, and all-day Kindergarten within the existing schools, and the displaced 5 and 6th grade classrooms. Most of the old-style portables are less than 30 years old and while some are over 30 years, they remain usable; consequently, there is no immediate need for replacements.

Table 8 — Relocatable Classroom Inventory

School	Single Unit	Double Unit	Available Classroom	Student Capacity
Alderwood Middle	2		2	48
Beverly Elementary	1	2	5	120
Cedar Way Elementary	5		5	120
College Place Elementary		1	2	48
Edmonds-Woodway High*	3		2*	48
Hazelwood Elementary	1		1	24
Hilltop Elementary	3	1	5	120
Martha Lake	2		2	48
Meadowdale High	2	1	4	96
Sherwood Elementary	6		6	144
Spruce Elementary School		1	2	48
Terrace Park	2		2	48
Westgate Elementary	2	1	4	96
Woodway Elementary	4		4	96
Woodway Campus*	4		2*	48
Totals	37	7	48	1,152

* Two relocatable classrooms at Woodway Campus and one at Stadium are used for non-educational purposes.

Inventory of Support Facilities

In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 9.

Table 9 — Inventory of Support Facilities

Facility Name	Building Area (Sq. Ft.)	Site Size (Acres)
Administration Center (ESC)	57,400	5.0
Maintenance/Transportation	65,000	19.6
Warehouse	9,600	3.4
District Stadium	7,068	Part of EWHS Site
District Fieldhouse	5,000	Part of EWHS Site

Source: Facilities Operations Department, Edmonds School District

Land Inventory

Undeveloped Sites

Undeveloped Sites

The District owns three undeveloped parcels varying in size from 7.5 to 9.5 acres. An inventory of the undeveloped parcels (sites) owned by the District is summarized in Table 10.

Table 10 — Inventory of Undeveloped Sites

School District Site Description	Acres	Status	Jurisdiction	Zoning
Chase Lake Bog	7.5	Wetlands South of CLE	Edmonds	Residential R8400
Site 28	9.5	Vacant South of LHS	Sno Co	Residential R9600
Site 32	9.4	Vacant North of BEV	Sno Co	Residential R8400

Developed Sites

Table 11 provides an inventory of District-owned sites that are currently developed or planned for uses other than schools, and under long-term ground leases. Each lease retains a recapture provision that would allow the District to reclaim the property if needed for school capacity needs.

Table 11 — Inventory of Developed Sites

Facility/Site	Acres	Status	Jurisdiction	Zoning
Former LHS	40.1	Leased	Lynnwood	Mixed Use Commercial
Meadowdale Playfields	21	Leased	Lynnwood	Public
Former Alderwood Middle School	18.9	To be demolished summer 2026	Lynnwood	RMM
Former Woodway Elementary School	13.1	Held in reserve	Edmonds	RS6000

Source: Facilities Operations Department, Edmonds School District

SECTION 5 - FORECAST OF FUTURE SITE NEEDS

Facility Needs Through 2044

Projected permanent student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2026 school Maximum Program Capacity as shown in Tables 5-7 with totals used in the calculation highlighted in yellow. As described above, the District counts relocatable (portable) classrooms (Table 8) in its facilities planning. The figures in Table 12 do not include those temporary capacity figures.

Table 12 — Existing and Future Capacity: 2026-2044

	2026* Enrollment	Over Capacity/ (Under Capacity)	2031 Projected	Over Capacity/ (Under Capacity)	2044 Enrollment	Over Capacity/ (Under Capacity)
Elementary (K-6)	10,392	166				
Elementary (K-5)			9,013	(1,213)	9,388	(838)
Middle School (7-8)	2,991	(627)				
Middle School (6-8)			4,441	65	4,758	(382)
High School (9-12) **	5,997	447**	6,234	684**	6,168	618**
Total	19,380	(14)	19,688	(464)	20,314	(602)

* = Annualized Average at March 2026

** - some high school students also attend Running Start or Skills Center programs which are not located in District facilities.

The District has schools that are 50 years old and need replacing, modernizing, or rebuilding within the long-range (2044) planning horizon. When construction funding opportunities arise, the District may seek voter approval for capital construction funds and use revenues from real estate taxes.

Planned Improvements

The district continues to fund capital improvements. A 2020 Technology/Capital Levy passed. That Levy totaled \$96M; \$34.87M was capital related. In 2021 another Capital Levy passed totaling \$180M (\$70M for Oak Heights, \$45M for Spruce Phase 2, and \$65M for Renewal and Upgrade projects).

In 2024 both Proposition 1, a \$594M Bond, and Proposition 2, 120M Technology/Capital Levy passed with 40M funding Capital Construction. The bond funds the transfer of Oak Heights from Levy-funded to Bond-funded and eliminates the final 3 years of the 2021 levy. The bond also funds College Place and Westgate Elementary Schools Replacements, College Place Middle School Replacement, the addition of Salish Middle school, and multi-site renewal & upgrade projects.

Construction Projects - (Six-Year Plan)

The District has the majority of the 2024 Construction Bonds and Levies projects underway, with Oak Heights construction nearly complete, College Place Elementary and College Place Middle Schools and Salish Middle School starting construction Summer 2026, and Westgate Elementary starting construction in 2028. Planning for the 6th-grade move to middle school has started with boundary adjustment planning and 6-8 academic program planning. While planning for the 2024 Bond, the 2023 Facilities Advisory Committee made recommendations to the School Board for a 2028 Bond as well.

Table 13 — Construction Projects

2024 Bond Projects	Estimated Completion Date	Student Capacity Change	Estimated Project Cost
Salish Middle School	2028	1000	\$170,000,000
New College Place Middle	2028	235	\$140,000,000
New Oak Heights Elementary ¹⁻³	2026	0	\$84,000,000
New College Place Elementary ¹⁻³	2028	102	\$74,000,000
New Westgate Elementary ¹⁻³	2029	122	\$90,000,000
Renewal & Upgrade Projects (Multi-Site)	2024-2028	0	\$35,000,000

1. New Oak Heights will have a capacity of 620 students. Other replacement elementary schools will have a capacity of 550 students.

2. Relocatable classrooms are excluded from the calculation of existing capacity.

3. Boundary Adjustment will affect capacity change. Precise numbers to be determined.

Table 14 — Capital Construction Finance Detail

While the District has not yet prioritized school replacements for the next six years, the projects listed "below the line" all require replacement due to the inefficiencies caused by the age of the schools. Completing these projects will ensure the District maintains sufficient capacity at all levels to house projected enrollment through 2031 and beyond. Additionally, the District is currently adjusting attendance boundaries to accommodate the transition of 6th grade to middle school and to balance enrollment across all facilities.

	Budget	Funds	State Construction Assistance*	Other Property Revenue
Salish Middle School	170M	2024 Bond	Not eligible	TBD
New College Place Middle	140M	2024 Bond	TBD	TBD
New College Place Elementary	74M	2024 Bond	TBD	TBD
New Oak Heights Elementary	84M	2024 Bond	8,722,833	TBD
New Westgate Elementary	90M	2024 Bond	TBD	TBD
Renewal & Upgrade Projects (Multi-Site)	75M	2024 Bond 2024 Levy 2021 Levy	Not eligible	TBD
Alderwood Early Learning Ctr	TBD	Future Funding	TBD	TBD
Beverly Elementary	TBD	Future Funding	TBD	TBD
Brier Elementary	TBD	Future Funding	TBD	TBD
Brier Terrace Middle	TBD	Future Funding	TBD	TBD
Cedar Way Elementary	TBD	Future Funding	TBD	TBD
Edmonds Elementary	TBD	Future Funding	TBD	TBD
Hazelwood Elementary	TBD	Future Funding	TBD	TBD
Hilltop Elementary	TBD	Future Funding	TBD	TBD
Sherwood Elementary	TBD	Future Funding	TBD	TBD
Woodway Elementary	TBD	Future Funding	TBD	TBD
Woodway Campus	TBD	Future Funding	TBD	TBD
Options High School	TBD	Future Funding	TBD	TBD
Renewal & Upgrade Projects (Multi-Site)	TBD	Future Funding	TBD	TBD

Relocatable Classroom Facilities (Portables) - (Six-Year Plan)

Forty-four relocatable classrooms are currently in use at school sites throughout the District. Future enrollment fluctuations may require these units to be moved to schools needing program capacity changes annually.

Site Acquisition and Improvements

The District currently owns enough school sites to accommodate projected student housing needs through the year 2044.

Future Lightrail Impacts and rezoning

The District has yet to see the impacts from the light rail station opening in Lynnwood at the center of the District and the Ashway Park and Ride at the north end of the District. The City of Lynnwood and Snohomish County have rezoned these areas for increased densification. With decreasing birthrates, we have not planned on student generation rates exceeding our capacity. However, this could quickly change.

SECTION 6 – FINANCING PROGRAM

Funding of school facilities is secured from several sources, with the major source being voter-approved bonds. Other sources may include capital levies, State construction assistance funds, development mitigation fees, proceeds from real-estate leases, and surplus property sales. Each of these funding sources is discussed in greater detail below.

General Obligation Bonds

Bonds are typically used to fund the construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond, along with a 40% participation from the previous general election to validate. Bonds are then retired through a collection of property taxes. Voters in the District passed a capital construction bond of \$594M in February 2024.

Capital Levies

Levies are typically used for renewal and upgrade projects. A 50% plus 1 voter approval is required to pass a levy. Voters approved a Capital Levy in April 2021 to complete Spruce Elementary School and replace Oak Heights Elementary. With the passage of the 2024 Bond, the District stopped collecting on the levy, transferred Oak Heights to the Bond, and remaining funds collected to December 2024 are being used to fund renewal and upgrade projects.

State Construction Assistance Program (SCAP)

State Construction Assistance Program funds (SCAP) come from the Common School Construction Fund. School districts may qualify for SCAP funds for specific capital projects based on an eligibility system. State construction assistance funds are generated from a complex formula based on many factors. Presently, the State provides construction assistance funds for Edmonds School District projects at a rate of 38.40% of eligible costs, which is a fraction of actual costs.

State Construction Assistance Program funds can only be generated by school construction projects. Site acquisition and improvements are not eligible to receive SCAP funds from the State. Because the availability of State construction assistance funding has not kept pace with enrollment growth, increasing construction costs, or actual square footage constructed per student, these funds from the State may not be received by a school district until two or three years after a school has been constructed. If a project is to stay on schedule, a District may have to commit to construction without any certainty of when State construction assistance funds will be available. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from reserves in the Capital Projects Fund.) When the State share is disbursed (without accounting for escalation), the District's capital projects fund is reimbursed, but without interest earnings or accounting for escalating construction costs. The amount the District receives from the SCAP fund is less than the amount the District pays the State in sales tax.

Sales and Ground Lease of District Surplus Property

School districts are permitted to sell or engage in long-term leases of surplus properties. The proceeds of these activities are deposited in the Capital Facilities Fund and become available to fund capital construction projects

SECTION 7 – IMPACT FEES

As with the current 2024 CFP, the District will not seek development impact fees in its updated 2026 Plan. The County is currently the only local government within the District's jurisdictional boundaries that has adopted a GMA-based impact fee ordinance. The implementing ordinance is found at SCC Title 30.66C. Local city governments within the District's boundaries can adopt their approach to school impact fee assessment or to adopt an ordinance requiring compliance with the County's 30.66C criteria; and incorporating the County-approved CFP by reference. Additionally, the State Environmental Policy Act (SEPA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. In previous years, some impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis. The State subdivision code also addresses the need to provide appropriate provisions for schools (Chapter 58.17 RCW).

The District may decide to collect impact fees in the future. This decision will be based on information available at the time. Given the dynamic development of additional residential capacity within the District's borders, and the recent State Clean Buildings Act enforcing energy efficiency and energy code compliance, the District cannot rule out the need for future fees. The District will closely monitor development as it occurs and will actively seek appropriate developer contributions for impacts upon the District on a case-by-case basis as authorized by applicable law.

.

ATTACHMENT A

SEPA/Determination of Nonsignificance

ATTACHMENT A

DETERMINATION OF NONSIGNIFICANCE Edmonds School District No. 15 Capital Facilities Plan 2026-2031

DESCRIPTION OF PROPOSAL:

1. Adoption of the Six-Year Capital Facilities Plan 2026-2031 by Edmonds School District No. 15. The updated Capital Facilities Plan is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of District-owned facilities, current student enrollment, 6-year and 20-year projected student enrollment and analyzes the implications of the data on facility needs. Board adoption will occur on July 7, 2026.
2. Incorporation of the Edmonds School District's Capital Facilities Plan 2026-2031 by Snohomish County into the Snohomish County Comprehensive Plan pursuant to the requirements of Snohomish County Ordinance 97-095.
3. Potential adoption of the Edmonds School District Capital Facilities Plan by the Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway, to be incorporated into their Comprehensive Plans.

PROPONENT: Edmonds School District No. 15

LOCATION OF PROPOSAL: The Edmonds School District (District) is the largest District in the County and the twelfth largest of Washington's 295 public school systems. The District covers an area of approximately 36 square miles and includes the incorporated Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace, as well as the Town of Woodway and some unincorporated areas of south Snohomish County. The District is generally bounded by King County and Shoreline School District on the south, Puget Sound on the west, 148th Street SW and Mukilteo School District on the north, and Everett and Northshore School Districts on the east.

LEAD AGENCY: Edmonds School District No. 15

The lead agency for this non-project proposal has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21 C.030(2)(c). This determination assumes compliance with State law and Snohomish County, Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway's ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public upon request.

It is the policy of the District that when undertaking an action involving the exercise of substantive SEPA authority, the District shall consider, as appropriate under the circumstances, the ramifications of such action as to one or more of the factors listed in Edmonds School District Policy 9630, 7.0 SEPA and Agency Decisions.

This Determination of Nonsignificance (DNS) is issued under WAC 197-11-340(2). The lead agency will not act on this proposal for 14 days from the published date below. Comments may be submitted to the Responsible Official as named below.

Responsible Official: Lydia Sellie, Edmonds School District No. 15
Title: Executive Director of Business and Finance
Address: Edmonds School District No. 15
20420 68th Avenue West
Lynnwood, Washington 98036
Phone: (425) 431-7015

Signature: 

Date: 6/2/2026

Issue Date: June 4, 2026

Published Date: June 4, 2026

There is no agency appeal process for this determination.

EDMONDS SCHOOL DISTRICT NO. 15
ENVIRONMENTAL CHECKLIST
Adoption of
Capital Facilities Plan 2026-2031

Prepared by
SHOCKEY PLANNING GROUP, Inc.
for
Edmonds School District No. 15

June 2026

**Adoption of Capital Facilities Plan 2026-2031
Edmonds School District No. 15**

Proponent

Edmonds School District No. 15

Taine Wilton

Director of Facilities Operations
20420 68th Avenue West
Lynnwood, Washington 98036-7400
Phone: (425) 431-7334

Project Representative

SHOCKEY PLANNING GROUP, INC.

Camie Anderson

1426 35th Street, Suite 1
Everett, Washington 98201
Phone: (425) 258-9308

June 2026

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- Appendix A – Supplemental Sheet for Non-Project Actions
Appendix B – 2026-2031 Capital Facilities Plan

ENVIRONMENTAL CHECKLIST

A. BACKGROUND

1. **Name of proposed project, if applicable:** Adoption of Capital Facilities Plan 2026-2031
2. **Name of applicant:** Edmonds School District No. 15
3. **Address and phone number of applicant and contact person:**

Applicant Contact: Taine Wilton Architect, ALEP, LEED AP
Director of Capital Projects
Educational Services Center
Edmonds School District No. 15
20420-68th Avenue West
Lynnwood, WA 98036-7400
Phone: (425) 431-7172
Email: wiltont@edmonds.wednet.edu

Environmental/Permitting Consultant: Shockey Planning Group, Inc.
Attn: Camie Anderson
1426 35th Street, Suite 1
Everett, WA 98201
Phone: (425) 258-9308
Email: canderson@shockeyplanning.com

SEPA Responsible Official: Lydia Sellie
Executive Director of Business and Finance
Educational Services Center
Edmonds School District No. 15
20420-68th Avenue West
Lynnwood, WA 98036-7400
Phone: (425) 431-7015
Email: selliel812@edmonds.wednet.edu

4. **Date checklist prepared:** June 1, 2026

5. **Agency requesting checklist:**

Lead agency for environmental review and SEPA compliance is Edmonds School District No. 15.

6. **Proposed timing or schedule (including phasing, if applicable):**

This is a Non-Project Action, and no phased review is proposed. The updated Capital Facilities Plan is prepared in accordance with the State Growth Management Act and is a non-project document. It provides an inventory of District-owned facilities, current student enrollment, 6-year and 20-year projected student enrollment and analyzes the implications of these data on facility needs.

The Edmonds School District's Capital Facilities Plan, 2026-2031, is scheduled for adoption by the Edmonds School Board on June 23, 2026. The adopted Capital Facilities Plan (CFP) will then be forwarded to Snohomish County for adoption by reference in its Comprehensive Plan. To meet various regulatory objectives, it is currently anticipated that the CFP would be reviewed and updated at least bi-annually. Projects outlined in the CFP would be subject to site/project-specific review.

7. Do you have any plans for future additions, expansion, or further activity related to or connected with this proposal? If yes, explain.

The District continues to fund capital improvements. A 2020 Technology/Capital Levy passed. That Levy totaled \$96M; \$34.87M was capital related. In 2021 another Capital Levy passed totaling \$180M (\$70M for Oak Heights, \$45M for Spruce Phase 2, and \$65M for Renewal and Upgrade projects). In 2024 both Proposition 1, a \$594M Bond, and Proposition 2, 120M Technology/Capital Levy passed with 40M funding Capital Construction. The bond funds the transfer of Oak Heights from Levy-funded to Bond-funded and eliminates the final 3 years of the 2021 levy. The bond also funds College Place and Westgate Elementary Schools Replacements, College Place Middle School Replacement, the addition of Salish Middle School, and multi-site renewal & upgrade projects.

The District has the majority of the 2024 Construction Bonds and Levies projects underway, with Oak Heights construction nearly complete, College Place Elementary and College Place Middle Schools and Salish Middle School starting construction Summer 2026, and Westgate Elementary starting construction in 2028. Planning for the 6th-grade move to middle school has started with boundary adjustment planning and 6-8 academic program planning. While planning for the 2024 Bond, the 2023 Facilities Advisory Committee made recommendations to the School Board for a 2028 Bond as well.

Specific projects identified in the CFP include:

Elementary Schools

1. Replacement of Oak Heights Elementary School to be complete in 2026
2. Replace College Place Elementary School complete in 2028
3. Westgate Elementary School complete in 2029
4. Renewal and Upgrade Projects (Multi-Sites)

Middle Schools

1. 6th-grade move to middle school, which requires adding significant capacity at the middle school grade levels.
2. Add a new Middle School – (Salish MS) complete in 2028
3. Replace College Place Middle School complete in 2028
4. Renewal and Upgrade Projects (Multi-Sites) 2024-2028

See Appendix B of this checklist for the Six Year Plan.

8. List any environmental information you know about that has been prepared, or will be prepared, directly related to this proposal.

The following reports/information are incorporated by reference to this environmental checklist:

- Snohomish County General Policy Plan

- Snohomish County General Policy Plan Environmental Impact Statement
- City of Lynnwood General Policy Plan
- City of Lynnwood Final General Policy Plan Environmental Impact Statement
- City of Edmonds Draft Comprehensive Plan (and related SEPA documentation)
- City of Mountlake Terrace Draft Comprehensive Plan (and related SEPA documentation)
- City of Brier Comprehensive Plan (and related SEPA documentation)
- Town of Woodway Comprehensive Plan (and related SEPA documentation)

9. Do you know whether applications are pending for governmental approvals of other proposals directly affecting the property covered by your proposal? If yes, explain.

Following adoption of the updated Capital Facilities Plan, it is anticipated that it would be incorporated into the Comprehensive Plans for the County of Snohomish; the Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace; and the Town of Woodway.

10. List any government approvals or permits that will be needed for your proposal, if known.

Individual proposed projects may require various governmental approvals, and each project would be reviewed at the project-specific level. The District would obtain any of the required approvals.

11. Give brief, complete description of your proposal, including the proposed uses and the size of the project and site. There are several questions later in this checklist that ask you to describe certain aspects of your proposal. You do not need to repeat those answers on this page. (Lead agencies may modify this form to include additional specific information on project description).

The Washington Growth Management Act (GMA) outlines thirteen broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public-school districts serving Snohomish County residents have developed capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts. The principal local guideline for GMA compliance is Appendix F of the County's GMA comprehensive plan. The Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway accept Appendix F as the guideline for local adoption of the District's plan.

This Capital Facilities Plan (CFP) is intended to provide the Edmonds School District (District), Snohomish County, the Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through 2046, with a more detailed schedule and financing program for capital improvements over the next six years (2026-2031).

Environmental review of the CFP is done as a non-project action. Only government agencies can initiate non-project actions. Non-project action analysis gives agencies and the public an opportunity to review planned actions before a project begins and permit applications are prepared. Early analysis of environmental impacts helps streamline the permitting process.

12. Location of the proposal. Give sufficient information for a person to understand the precise location of your proposed project, including a street address, if any, and section, township, and range, if known. If a proposal would occur over a range of area, provide the range or boundaries

of the site(s). Provide a legal description, site plan, vicinity map, and topographic map, if reasonably available. While you should submit any plans required by the agency, you are not required to duplicate maps or detailed plans submitted with any permit applications related to this checklist.

The Capital Facilities Plan (CFP) outlines the capital facility needs within the boundaries of the Edmonds School District. The Edmonds School District (District) is the largest District in the County and the eleventh largest of Washington's 295 public school systems. The District covers an area of approximately 36 square miles and includes the incorporated Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Town of Woodway and some unincorporated areas of south Snohomish County. The District is generally bounded by King County and Shoreline School District on the south, Puget Sound on the west, 148th Street SW and Mukilteo School District on the north, and Everett and Northshore School Districts on the east. See Figure 1 – *Map of School Facilities*.

No project is proposed by this Non-Project Action. Project specific environmental review would occur if and when a given project discussed in the CFP is proposed. Moreover, the update does not materially change the District's short-term or long-term plans with respect to any one or more projects. Thus, the questions in Section B have, for the purpose of this action, either been addressed through prior environmental review or are appropriately deferred to any one or more project-specific actions as they occur.

Commented [TW1]: Move to section 3



Edmonds School District

	District Support Sites	90 - ESC - Educational Services Center 92 - Warehouse 93 - Stadium 101 - New Transportation Maintenance
	Undeveloped Parcels	97 - Site 28 98 - Site 32 100 - Chase Lake Bog
	Developed Parcels	68 - Former Alderwood Middle 106 - Former Lynnwood High School (leased) 108 - Meadowdale Playfields 109 - Former Woodway Elementary
	Elementary Schools	1 - Beverly Elementary 2 - Meadowdale Elementary 4 - Lynndale Elementary 5 - Seaview Elementary 6 - Maplewood Center (K-12) 8 - Sherwood Elementary 9 - Westgate Elementary 13 - Mountlake Terrace Elementary 14 - Terrace Park School 15 - Brier Elementary 16 - Cedar Way Elementary 20 - Chase Lake Community School 22 - Hazelwood Elementary 23 - Cedar Valley Community School 24 - Lynnwood Elementary 25 - Spruce Elementary 27 - Martha Lake Elementary 30 - Oak Heights Elementary 33 - Hilltop Elementary 35 - Edmonds Elementary 36 - College Place Elementary 39 - Madrona School (K-8) 40 - Maplewood Parent Cooperative (K-8) 77 - Edmonds Heights K-12
	Middle Schools	64 - Meadowdale Middle 69 - Brier Terrace Middle 70 - College Place Middle 99 - Alderwood Middle
	High Schools	82 - Mountlake Terrace High 83 - Meadowdale High 85 - Lynnwood High 86 - Edmonds-Woodway High 87 - Scriber Lake High
	Early Childhood	7 - Alderwood Early Childhood Center

B. ENVIRONMENTAL ELEMENTS

1. EARTH

- a. General description of the site (circle or highlight one):** Flat, rolling, hilly, steep slopes, mountainous, other:

The Edmonds School District is comprised of a variety of topographic features and landforms. Specific topographic and landform characteristics of the sites of proposed individual projects included in the CFP will be described during project-level environmental review. Pending projects included details related to various environmental elements. This information was/will be provided as part of the environmental review for the projects and has or would be reviewed by the permitting agency.

- b. What is the steepest slope on the site (approximate percent slope)?**

Specific slope characteristics at sites of the proposed individual projects included in the CFP have been or will be identified during project-level environmental review.

- c. What general types of soils are found on the site (for example, clay, sand, gravel, peat, muck)? If you know the classification of agricultural soils, specify them and note any agricultural land of long-term commercial significance and whether the proposal results in removing any of these soils.**

Specific soil types and their characteristics at the sites of the proposed individual projects included in the CFP have been or will be identified during project-level environmental review. Typically, agricultural areas lie outside Urban Growth Areas.

- d. Are there surface indications or history of unstable soils in the immediate vicinity? If so, describe.**

Unstable soils may exist within the Edmonds School District. Specific soil types and properties have been or would be analyzed on the sites of the proposed individual projects included in the CFP, at the time of project-level environmental review. Any limitations or necessary mitigation will be identified during project-level environmental review.

- e. Describe the purpose, type, total area, and approximate quantities and total affected area of any filling, excavation, and grading proposed. Indicate source of fill.**

Individual projects included in the CFP have been or will be subject to Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace, or Snohomish County project approval and environmental review at the time of permit application. Proposed grading activities as well as quantity, type, source and purpose of such activities will be addressed at that time. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will cause any significant adverse unavoidable impact.

- f. Could erosion occur as a result of clearing, construction, or use? If so, generally describe.**

Erosion could occur during the construction of projects proposed in the CFP. Individual projects will be subject to the local project review process. Potential erosion impacts will be addressed on a site-specific basis during project-level environmental review. Where applicable, local permitting jurisdiction may require Temporary Erosion and Sedimentation Control (TESC) measures during construction. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable erosion impacts.

g. About what percent of the site will be covered with impervious surfaces after project construction (for example, asphalt or buildings)?

Renovation to existing schools and construction of new schools proposed in the CFP would result in an increase of impervious surfaces. The amount of impervious surface constructed would vary by individual project. Impervious surface quantities proposed to be constructed at each of the individual projects will be subject to project-level environmental review as well as the local project review process. Approved projects will have drainage, stormwater runoff and mitigation measures. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will, cause any significant adverse unavoidable impact.

h. Proposed measures to reduce or control erosion, or other impacts to the earth, if any:

Measures to control and reduce erosion impacts would be assessed and implemented in accordance with individual jurisdictional requirements. Permanent erosion control and reduction measures will be determined during project-level environmental review and requirements of the permitting jurisdiction would be met. Temporary erosion control measures (TESC) would be implemented during project construction.

2. AIR

a. What types of emissions to the air would result from the proposal during construction, operation and maintenance when the project is completed? If any, generally describe and give approximate quantities if known.

Various air emissions may result from the projects proposed in the CFP. Most emissions would be construction-related and temporary. The air quality impacts of specific projects will be evaluated during project-level environmental review. Information will be provided as part of the environmental review for the projects and will be reviewed by the permitting agency.

b. Are there any off-site sources of emissions or odor that may affect your proposal? If so, generally describe.

Any off-site sources of emissions or odor that may affect individual school projects included in the CFP would be part of the assessment of proposed property purchases to ensure student safety. Specific sources will be addressed during project-level environmental review.

c. Proposed measures to reduce or control emissions or other impacts to air, if any:

The individual projects in the CFP will be subject to site-specific environmental review, and subject to individual jurisdiction local project review processes. The District will be required to comply with all applicable clean air regulations and permit requirements. Proposed air quality measures, specific to individual projects will be identified during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will cause any significant adverse unavoidable air quality impacts. See *Appendix A - Supplemental Sheet for Non-Project Actions*.

3. WATER

a. Surface Water

- 1) Is there any surface water body on or in the immediate vicinity of the site (including year-round and seasonal streams, saltwater, lakes, ponds, wetlands)? If yes, describe type and provide names. If appropriate, state what stream or river it flows into.**

The Edmonds School District is characterized by a variety of surface water bodies. The individual water bodies that are in close proximity to proposed projects included in the CFP have been or will be identified during project-level environmental review and site acquisition. When necessary, detailed studies of surface water regimes and flow patterns would be conducted, and the findings of such studies would be incorporated into the site designs of the individual projects. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP would, cause any significant adverse unavoidable surface water impacts. This information was/will be provided as part of the environmental review for the projects and has or would be reviewed by the permitting agency.

- 2) Will the project require any work over, in, or adjacent to (within 200 feet) the described waters? If yes, please describe and attach available plans.**

The proposed projects included in the CFP could require work within 200 feet of the surface waters located in the Edmonds School District. All local project approval requirements would be satisfied and evaluated at the project-specific environmental review stage.

- 3) Estimate the amount of fill and dredge material that would be placed in or removed from surface water or wetlands and indicate the area of the site that would be affected. Indicate the source of fill material.**

Specific information in regard to quantities and placement of fill or dredge material, resulting from the proposed projects contained in the CFP, will be provided during project-specific environmental review. All applicable local regulations regarding quantity and placement of dredge and fill material would be satisfied for all of the individual projects. All projects will be subject to local project review processes. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will cause any significant adverse unavoidable water quality impacts.

- 4) Will the proposal require surface water withdrawals or diversions? Give general description, purpose, and approximate quantities if known.**

Any surface water withdrawals or diversions made in connection with the proposed projects outlined in the CFP will be addressed during project-specific environmental review.

- 5) Does the proposal lie within a 100-year floodplain? If so, note location on the site plan.**

If any of the projects proposed in the CFP are located in a floodplain area they will be required to meet all applicable Ecology, FEMA and SEPA regulations addressing flood hazard areas through project-specific environmental review.

- 6) Does the proposal involve any discharges of waste materials to surface waters? If so, describe the type of waste and anticipated volume of discharge.**

Waste material disposal methods required for specific projects included in the CFP will be addressed during project-level environmental review. Adoption of the CFP will not, and it is not anticipated that any project described in the CFP will require any waste discharges into surface waters. See also *Appendix A - Supplemental Sheet for Non-Project Actions*.

b. Ground Water:

- 1) Will groundwater be withdrawn from a well for drinking water or other purposes? If so, give a general description of the well, proposed uses and approximate quantities withdrawn from the well. Will water be discharged to groundwater? Give general description, purpose, and approximate quantities if known.**

Individual projects proposed by the CFP may withdraw or discharge to groundwater resources. Any potential impacts on groundwater resources will be identified during project-specific environmental review. Each project is subject to local jurisdiction regulations regarding groundwater resources and would be compliant with such regulations. See also *Appendix A - Supplemental Sheet for Non-Project Actions*.

- 2) Describe waste material that will be discharged into the ground from septic tanks or other sources, if any (domestic sewage; industrial, containing the following chemicals...; agricultural; etc.). Describe the general size of the system, the number of such systems, the number of houses to be served (if applicable), or the number of animals or humans the system(s) are expected to serve.**

Discharges of waste material associated with proposed individual projects included in the CFP will be addressed during project-specific environmental review. All schools in the Edmonds School District are located within cities or sewer districts and have sewage collection and treatment facilities.

c. Water Runoff (including stormwater):

- 1) Describe the source of runoff (including storm water) and method of collection and disposal, if any (include quantities, if known). Where will this water flow? Will this water flow into other waters? If so, describe.**

Individual projects included in the CFP may have various effects on stormwater runoff quantities and rates. These effects will be identified during project-specific environmental review, including targeted stormwater plan meeting standards set forth in the state-adopted Western Washington Stormwater Manual. All proposed projects will be subject to local stormwater regulations.

- 2) Could waste materials enter ground or surface waters? If so, generally describe.**

Projects are generally designed to avoid waste materials from entering the surface of groundwaters. The impacts of specific projects included in the CFP on potential ground or surface water discharges will be addressed during project-specific environmental review. Each project will be subject to all applicable regulations regarding discharges to ground or surface water. See also *Appendix A - Supplemental Sheet for Non-Project Actions*.

3) Does the proposal alter or otherwise affect drainage patterns in the vicinity of the site? If so, describe.

Any proposed school project will be required to submit a stormwater plan with a drainage analysis including potential impacts to drainage patterns and means of avoiding those impacts.

d. Proposed measures to reduce or control surface, ground, and runoff water, and drainage pattern impacts, if any:

Proposed measures to reduce or control surface runoff attributable to the individual projects included in the CFP will be addressed during project-specific environmental review. All jurisdictional regulation requirements would be satisfied.

4. PLANTS

a. Check the types of vegetation found on the site:

- ☒ deciduous tree: alder, maple, aspen, other: _____
- ☒ evergreen tree: fir, cedar, pine, other: _____
- ☒ shrubs
- ☒ grass
- ☒ pasture
- ☒ crop or grain
- ☐ orchards, vineyards or other permanent crops
- ☒ wet soil plants: cattail, buttercup, bulrush, skunk cabbage, other: _____
- ☐ water plants: water lily, eelgrass, milfoil, other: _____
- ☒ other types of vegetation: domestic vegetation

A variety of plant communities exist within the Edmonds School District boundaries. Vegetation types located at specific project sites included in the CFP will be identified during project-specific environmental review. Any wet soil plants will be identified at the project-specific environmental review. Pending projects do or will include details related to various plant and landscape elements. This information was/will be provided as part of the environmental review for the projects and has or would be reviewed by the permitting agency.

b. What kind and amount of vegetation will be removed or altered?

Some of the projects proposed in the CFP may require removal or alteration of vegetation. The specific alterations to vegetation on the sites of individual projects will be identified during project-specific environmental analysis.

c. List threatened and endangered species known to be on or near the site.

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP will be identified during project-specific environmental analysis. The proposed projects would be compliant with all applicable regulations regarding threatened and endangered species.

d. Proposed landscaping, use of native plants, or other measures to preserve or enhance vegetation on the site, if any:

Proposed landscaping and other measures to preserve or enhance vegetation on the sites included in the CFP will be identified during project-specific environmental review. All projects will be subject to local jurisdiction project review and their landscaping requirements. Some of these regulations require tree replacement, wetland buffer enhancement, native vegetation, etc. Any approved plans would comply with and implement these requirements.

e. List all noxious weeds and invasive species known to be on or near the site.

Poison hemlock, Himalayan blackberry and scotch broom are known to be present within the District boundaries; other plants listed under the Snohomish County Noxious Weed lists may be present.

5. ANIMALS

a. List any birds and other animals which have been observed on or near the site or are known to be on or near the site. Examples include:

birds: hawk, heron, eagle, songbirds, other:
mammals: deer, bear, elk, beaver, otter, other:
fish: bass, salmon, trout, herring, shellfish, other:

A wide variety of wildlife exists in the Edmonds School District. Inventories of existing species observed on the proposed sites included in the CFP would be conducted during project-level environmental review. Pending projects include details related to various environmental elements including wildlife. This information was/will be provided as part of the environmental review for the projects and has or would be reviewed by the permitting agency.

b. List any threatened and endangered species known to be on or near the site.

The specific impacts to threatened or endangered species by any of the proposed projects in the CFP will be identified during project-level environmental review. Surveys of migrations routes would be consulted. Location of eagle nests or other migratory birds would be a part of any project-specific site analysis. The proposed projects would be compliant with all regulations regarding threatened and endangered species.

c. Is the site part of a migration route? If so, explain.

Impacts on migration routes by the proposed projects included in the CFP have been or will be identified during project-level environmental review.

d. Proposed measures to preserve or enhance wildlife, if any:

Any measures to preserve or enhance wildlife will be identified and determined during project-level environmental and permitting analysis.

f. List any invasive animal species known to be on or near the site.

The Washington Invasive Species Council selected 50 priority species for action in the short term. The specific presence of invasive species would be determined at the time of specific project permitting. Project proposals would include the means of eliminating those with a potential hazard or impact to a school project.

6. ENERGY AND NATURAL RESOURCES

- a. What kinds of energy (electric, natural gas, oil, wood stove, solar) will be used to meet the completed project's energy needs? Describe whether it will be used for heating, manufacturing, etc.**

The State Board of Education requires a life cycle cost analysis be conducted for all heating, lighting, and insulation systems, prior to permitting of specific school projects. The identification of project energy needs has been or would be done during project-specific environmental review and will comply with the Department of Commerce Clean Buildings Act.

- b. Would your project affect the potential use of solar energy by adjacent properties? If so, generally describe.**

Use of solar energy by adjacent properties will be identified during project-specific environmental review.

- c. What kinds of energy conservation features are included in the plans of this proposal? List other proposed measures to reduce or control energy impacts, if any:**

Projects included in the CFP have been or will be required to complete a life cycle cost analysis. Other conservation measures have been or will be identified during project-specific environmental review.

7. ENVIRONMENTAL HEALTH

- a. Are there any environmental health hazards, including exposure to toxic chemicals, risk of fire and explosion, spill, or hazardous waste, that could occur as a result of this proposal? If so describe.**

For a detailed discussion, see *Appendix A - Supplemental Sheet for Non-Project Actions*.

- 1) Describe any known or possible contamination at the site from present or past uses.**

The specific presence of contaminants will be determined at the time of specific project permitting, including a Phase 1 Environmental Review and, if warranted, a Phase 2 analysis. Project proposals would include the means of eliminating materials with a potential hazard or impact to a school project. An inability to properly dispose of identified contamination could disqualify a property for acquisition by the District.

- a. Describe existing hazardous chemicals/conditions that might affect project development and design. This includes underground hazardous liquid and gas transmission pipelines located within the project area and in the vicinity.**

Specific types of hazardous material will be identified for specific projects once their location is identified.

- b. Describe any toxic or hazardous chemicals that might be stored, used, or produced during the project's development or construction, or at any time during the operating life of the project.**

Hazardous materials would not typically be stored at a school facility; however, when such is necessary, a building would be designed to afford maximum protection against spills or release.

- c. Describe special emergency services that might be required.**

Special emergency services have been or will be identified during project-specific environmental review. See also *Appendix A - Supplemental Sheet for Non-Project Actions*.

- d. Proposed measures to reduce or control environmental health hazards, if any:**

Safety procedures and programs are part of the school's emergency programs for both existing and proposed school facilities. Projects included in the CFP would comply with all current codes, regulations, and rules. Individual projects have been or will be subject to environmental review, and the local project approval process.

b. Noise

- 1) What types of noise exist in the area which may affect your project (for example: traffic, equipment, operation, other)?**

Various noise sources exist within the Edmonds School District boundaries. The specific noise sources that may affect individual projects included in the CFP will be identified during project-specific environmental review.

- 2) What types and levels of noise would be created by or associated with the project on a short-term or a long-term basis (for example: traffic, construction, operation, other)? Indicate what hours noise would come from the site.**

Short-term noise impacts associated with construction would exist for future projects included in the CFP. Long-term noise impacts associated with individual projects included in the CFP have been or will be identified through project-specific environmental review. Most common concerns sometimes expressed by future neighbors involve playground, school bus or athletic field noises. Mitigation is considered in new school designs and it is not anticipated that any significant adverse unavoidable noise impacts would occur. See also *Appendix A - Supplemental Sheet for Non-Project Actions*.

- 3) Proposed measures to reduce or control noise impacts, if any:**

Mitigation measures to reduce or control project-generated noise impacts have been or would be analyzed during project-specific environmental review. All projects will be subject to all applicable regulations regarding noise and will be compliant as such. School buildings are designed to

minimize external noise impacts to ensure a quality educational environment. Pending projects included details related to various environmental elements. This information will be provided as part of the environmental review for the projects and as part of review by the permitting agency.

8. LAND AND SHORELINE USE

a. What is the current use of the site and adjacent properties? Will the proposal affect current land uses on nearby or adjacent properties? If so, describe.

Schools are a common feature in local neighborhoods. Specific land use designations that apply to individual sites included in the CFP will be identified during project-specific environmental review. Where specific sites are not designated for schools, local regulations often times will have provisions allowing schools to obtain Conditional Use Permits in any land use zone.

b. Has the project site been used as working farmlands or working forest lands? If so, describe. How much agricultural or forest land of long-term commercial significance will be converted to other uses as a result of the proposal, if any? If resource lands have not been designated, how many acres in farmland or forest land tax status will be converted to nonfarm or nonforest use?

Existing school sites have not recently been used for agriculture, particularly given the urban nature of the Edmonds School District and restriction of school locations to Urban Growth Areas (UGA). A historical review would be conducted for proposed sites, in conjunction with project-specific environmental review.

1) Will the proposal affect or be affected by surrounding working farm or forest land normal business operations, such as oversize equipment access, the application of pesticides, tilling, and harvesting? If so, how:

Any affected areas located on District project sites will be identified during the project-specific environmental review.

c. Describe any structures on the site.

Any structures located on District project sites will be identified during the project-specific environmental review.

d. Will any structures be demolished? If so, what?

Schools identified for replacement would be demolished. The remodeling and renovation of school structures may involve demolition of existing structures. Any potential demolition would be reviewed for hazardous material removal. Any demolition of structures has been or will be identified during project-specific environmental review.

e. What is the current zoning classification of the site?

Projects in the Edmonds School District are, and would be, located in various zoning classifications under applicable local zoning codes. Most codes allow schools in any zone with special use permits.

Current zoning classifications, at the time of project application, will be identified at the time of project-specific environmental review.

f. What is the current comprehensive plan designation of the site?

Projects included in the CFP are located within various Comprehensive Plan designations. Comprehensive Plan designations will be identified at the time of project-specific environmental review. Because of the need for schools to serve student attendance areas, most schools will be located within residential designations on comprehensive plans. The CFP will be adopted as part of local plans and will therefore be compliant.

g. If applicable, what is the current shoreline master program designation of the site?

Shoreline master program designations of the proposed project sites included in the CFP have been or will be identified during project-specific environmental review. Generally speaking, schools would not be located within shoreline management jurisdictions.

h. Has any part of the site been classified as a critical area by the city or county? If so, specify.

Any environmentally sensitive areas located on District project sites will be identified during the project-specific environmental review.

i. Approximately how many people would reside or work in the completed project?

Total population within the District in the 2020 Census totaled 177,966. The official County estimate for 2029 is 209,794; and for 2044, 263,675. See *Appendix B – 2026-2031 Capital Facilities Plan* for a detailed description of student enrollment within the District.

j. Approximately how many people would the completed project displace?

Any displacement of people caused by the projects proposed in the CFP will be identified during project-specific environmental review.

k. Proposed measures to avoid or reduce displacement impacts, if any:

Projects included in the CFP will be subject to project-specific environmental review and local approval, when appropriate. Most school sites are vacant at the time of purchase. Owners whose properties are acquired for school sites are compensated for property values and relocation assistance.

l. Proposed measures to ensure the proposal is compatible with existing and projected land uses and plans, if any:

The CFP is intended to identify facilities needed to accommodate student population growth anticipated by the land use elements of the County, Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway's Comprehensive Plans. Under the GMA, these jurisdictions are required to reassess the land use element of their comprehensive plans, if probable funding falls short of meeting existing needs. Reassessment undertaken is to ensure that the land use element, capital facilities plan elements and financing plan are coordinated and consistent.

The compatibility of the specific projects included in the CFP with existing uses and plans has been or would be assessed as part of the comprehensive planning process, and during project-specific environmental review, when appropriate.

In accordance with GMA mandates and Chapter 30.66C SCC, this CFP contains the following elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing facilities owned by the District.
- A forecast of the future facility needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A financing program (minimum 6-year planning horizon).
- A schedule of impact fees, and support data.

In developing this CFP, the plan performance criteria of Appendix F of the Snohomish County General Policy Plan were used as follows:

- Information was obtained from recognized sources, such as the U.S. Census the Puget Sound Regional Council. In addition, District generated data derived through statistically reliable methodologies was used. The information is consistent with the State Office of Financial Management (OFM) population forecasts used in the General Policy Plan.
- The CFP complies with the provisions of RCW 36.70A (Growth Management Act) and RCW 82.02.
- The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. The District proposes the use of impact fees for funding its capital projects and facilities. In future CFP updates, the District intends to update alternative funding sources in the event that impact fees are not available due to action by the State, County or the cities within their district boundaries.
- The District has available four major sources of project financing: bonds, state match funds, proceeds from real estate, and school impact fees. Bonds are typically used to fund construction of new schools and require a 60% voter approval. They are then retired through property taxes. State match funds come from the common school construction fund. Proceeds from real estate come from sales or leases of District properties. Bonds are sold on behalf of the funds then retired from revenues acquired predominantly from the sale of renewable resources from State school loans set aside by Enabling Act of 1889. To qualify, schools must meet state-established criteria of need. Proceeds from real estate come from sales or leases of District properties. School impact fees are usually collected by the permitting agency at the time building permits are issued; however, the District is not requesting collection of impact fees in this plan. The District may decide to collect impact fees in the future. The District will closely monitor development as it occurs and will actively seek appropriate developer contributions for impacts upon the District on a case-by-case basis as authorized by applicable law.
- In 2024, both Proposition 1, a \$594 million Bond, and Proposition 2, \$120 million Technology/Capital Levy, passed with \$40 million funding Capital Construction. The Bond funds the transfer of Oak Heights from Levy-funded to Bond-funded, College Place, and Westgate Elementary Schools Replacements, College Place Middle School Replacement, the

addition of Salish Middle School (previously referred to as New Middle School), and multi-site renewal and upgrade projects.

Housing projects in the Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway are required to mitigate impacts to the District under SEPA (State Environmental Policy Act) by voluntary mitigation agreements based on the anticipated impacts of each specific project and are not based on an impact fee calculation.

m. Proposed measures to reduce or control impacts to agricultural and forest lands of long-term commercial significance, if any:

Schools within this urban District will not typically be located near the rural agriculture or forestry activities. Should this occur, the design process and the entitlement process will disclose any potential incompatibilities which can be addressed on a case-by-case basis.

9. HOUSING

a. Approximately how many units would be provided, if any? Indicate whether high, middle, or low-income housing.

No housing units will be provided in connection with the completion of the projects included in the CFP. There are sometimes opportunities for “supportive housing” adjacent to and in conjunction with school projects although these are sponsored by non-District organizations.

b. Approximately how many units, if any, would be eliminated? Indicate whether high, middle, or low-income housing.

The impacts of the projects proposed in the CFP on existing housing units have been or will be identified at the time of project-specific environmental analysis.

c. Proposed measures to reduce or control housing impacts, if any:

Measures to reduce or control any housing impacts caused by the projects included in the CFP have been or will be addressed during project-specific environmental review.

10. AESTHETICS

a. What is the tallest height of any proposed structure(s), not including antennas; what is the principal exterior building material(s) proposed?

The design elements of the projects included in the CFP will be addressed during project-specific design. Schools typically will exceed the building height limits in residential areas, but these exceedances are allowed by special use or conditional use permit after a design review to ensure compatibility with surrounding residential areas.

b. What views in the immediate vicinity would be altered or obstructed?

The aesthetic impacts of the projects included in the CFP will be identified during project-specific environmental review.

c. Proposed measures to reduce or control aesthetic impacts, if any:

Appropriate measures to reduce or control the aesthetic impacts of the projects included in the CFP will be identified on a project-specific basis. Jurisdictional design requirements would be satisfied during project review.

11. LIGHT AND GLARE

a. What type of light or glare will the proposal produce? What time of day would it mainly occur?

The light or glare impacts of the projects included in the CFP have been or will be identified during project-specific environmental review. Schools are in session during the 7:00 – 4:00 time period, with uses often present in the evening for school or community events.

b. Could light or glare from the finished project be a safety hazard or interfere with views?

The light or glare impacts of the projects included in the CFP have been or will be identified during project-specific environmental review when appropriate. The main source of glare will often be related to athletic fields when used in the evening.

c. What existing off-site sources of light or glare may affect your proposal?

Off-site sources of light or glare (such as land use generators and traffic) that may affect projects included in the CFP have been or will be identified during project-specific environmental review, when appropriate.

d. Proposed measures to reduce or control light and glare impacts, if any:

Proposed measures to reduce or control light and glare impacts have been or will be identified during project-specific environmental review. Athletic field lighting can use down-shielding to minimize lighting drift across the property lines of adjacent residential uses.

12. RECREATION

a. What designated and informal recreational opportunities are in the immediate vicinity?

There are numerous formal and informal recreational facilities within the Edmonds School District. These include facilities both on and in the vicinity of District facilities.

b. Would the proposed project displace any existing recreational uses? If so, describe.

The recreational impacts of the projects included in the CFP have been or will be addressed during project-specific environmental review. The proposed projects included in the CFP, once completed, may

enhance recreational opportunities and uses that exist on school sites. Displacement associated with pending construction projects would be temporary.

- c. **Proposed measures to reduce or control impacts on recreation, including recreation opportunities to be provided by the project or applicant, if any:**

Recreational impacts of the projects included in the CFP have been or will be subject to mitigation during project-specific environmental review. School sites provide opportunities for public use throughout the District's boundaries.

13. HISTORIC AND CULTURAL PRESERVATION

- a. **Are there any buildings, structures, or sites, located on or near the site that are over 45 years old listed in or eligible for listing in national, state, or local preservation registers located on or near the site? If so, specifically describe.**

There are no other known places or objects listed on or proposed for such registers on any sites currently being considered for projects included in the CFP. A more detailed review of the potential historical significance and potential mitigation measures for these sites would be conducted during project-specific environmental review.

- b. **Are there any landmarks, features, or other evidence of Indian or historic use or occupation? This may include human burials or old cemeteries. Are there any material evidence, artifacts, or areas of cultural importance on or near the site? Please list any professional studies conducted at the site to identify such resources.**

An inventory of historical sites at or near the sites of the projects included in the CFP would be developed during project-specific environmental review, including review of data from the Washington Department of Archaeology and Historic Preservation (DAHP).

- c. **Describe the methods used to assess the potential impacts to cultural and historic resources on or near the project site. Examples include consultation with tribes and the Department of Archeology and Historic Preservation, archaeological surveys, historic maps, GIS data, etc.**

Research would be conducted on the web using the Washington Information System for Architectural and Archaeological Records Data (WISAARD) and County/City records. If any landmarks or evidence of historic, archaeological, scientific, or cultural importance were to be discovered during project-specific review, the State Historic Preservation Officer would be contacted.

- d. **Proposed measures to avoid, minimize, or compensate for loss, changes to, and disturbance to resources. Please include plans for the above and any permits that may be required.**

If evidence of any on-site historic, archeological, scientific or cultural significance were found during site activity, construction would be halted in that area and the State Historical Preservation Officer would be notified. If suspected sites are found, then archaeological monitoring would be a likely requirement of permit approval. Additionally, a more detailed review of the potential historical significance and potential mitigation measures for project sites would be conducted during project-specific environmental review.

14. TRANSPORTATION

- a. **Identify public streets and highways serving the site or affected geographic area and describe proposed access to the existing street system. Show on-site plans, if any.**

The impact on public streets and highways of the individual projects included in the CFP has been or will be identified during project-specific environmental review. Traffic studies are typically required for new school of major additions. Information will be provided as part of the environmental review for the projects and will be reviewed by the permitting and other transportation agencies.

- b. **Is the site or affected geographic area currently served by public transit? If so, generally describe. If not, what is the approximate distance to the nearest transit stop?**

The relationship between the specific projects included in the CFP and public transit will be identified during project-specific environmental review. The District does provide school bus service to their facilities. The need for additional service would be evaluated during project-specific review. Sound Transit and Community Transit facilities are located throughout the District's boundaries.

- c. **Will the proposal require any new or improvements to existing roads, streets, pedestrian, bicycle or state transportation facilities, not including driveways? If so, generally describe (indicate whether public or private).**

An inventory of parking spaces located at the sites of the projects are not included in the CFP. The need for new streets or roads, or improvements to existing streets or roads has been or will be addressed during project-specific environmental review.

- d. **Will the project or proposal use (or occur in the immediate vicinity of) water, rail, or air transportation? If so, generally describe.**

Use of water, rail or air transportation has been or will be addressed during project-specific environmental review, when appropriate.

- e. **How many vehicular trips per day would be generated by the completed project or proposal? If known, indicate when peak volumes would occur and what percentage of the volume would be trucks (such as commercial and nonpassenger vehicles). What data or transportation models were used to make these estimates?**

The traffic impacts of the projects included in the CFP will be addressed during project-specific environmental review.

- f. **Will the proposal interfere with, affect or be affected by the movement of agricultural and forest products on roads or streets in the area? If so, generally describe.**

Schools within this urban District will not typically be located near rural agriculture or forestry activities. Specific impacts of the projects included in the CFP will be addressed during project-specific environmental review.

- g. **Proposed measures to reduce or control transportation impacts, if any:**

The mitigation of traffic impacts associated with the projects included in the CFP will be addressed during project-specific environmental review. Identified mitigation would be consistent with the local permitting jurisdiction requirements for transportation mitigation and concurrency.

15. PUBLIC SERVICES

- a. Would the project result in an increased need for public services (for example: fire protection, police protection, public transit, health care, schools, other)? If so, generally describe:**

The District does not anticipate that the projects identified in the CFP would substantially increase the need for public services. Actual needs would be evaluated at project-specific environmental review.

The CFP is intended to provide the District, Snohomish County, the Cities of Brier, Edmonds, Lynnwood, Mountlake Terrace and the Town of Woodway a description of school facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2031. It also provides a more detailed schedule and financing program for capital improvements. Funding sources include General Obligation Bonds, State construction assistance funds, development mitigation fees, proceeds from real-estate leases, and surplus property sales.

- b. Proposed measures to reduce or control direct impacts on public services, if any.**

New school facilities would be built with automatic security systems, fire alarms, smoke alarms, heat sensors, and sprinkler systems. Other measures to reduce or control impacts to public services will be identified at the project-specific level of environmental review.

16. UTILITIES

- a. Underline utilities currently available at the site: electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other:**

Electricity, natural gas, water, refuse service, telephone, sanitary sewer, septic system, other.

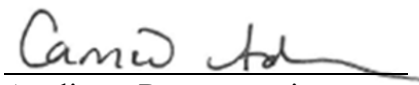
Electricity, natural gas, water, refuse service, and telephone are available at the sites of the projects proposed in the CFP. Sanitary sewer utilities are either available at the sites or must be at the time of occupancy. The specific need for utilities will be addressed in more detail during project-specific environmental review.

- b. Describe the utilities that are proposed for the project, the utility providing the service, and the general construction activities on the site or in the immediate vicinity which might be needed.**

Utility revisions and construction have been or will be identified during project-specific environmental review when appropriate.

C. SIGNATURE

The above answers are true and complete to the best of my knowledge. I understand that the lead agency is relying on them to make its decision.

Signature: 
Applicant Representative

Name of signee: Camie Anderson, Shockey Planning Group, Inc.

Date submitted: June 1, 2026

Appendix A

Supplemental Sheet for Non-Project Actions

D. SUPPLEMENTAL SHEET FOR NON-PROJECT ACTIONS

(Do not use this sheet for project actions)

Because these questions are very general, it may be helpful to read them in conjunction with the list of the elements of the environment.

When answering these questions, be aware of the extent the proposal, or the types of activities likely to result from the proposal, would affect the item at a greater intensity or at a faster rate than if the proposal were not implemented. Respond briefly and in general terms.

1. How would the proposal be likely to increase discharge to water; emissions to air; production, storage, or release of toxic or hazardous substances; or production of noise?

The Capital Facilities Plan (CFP) identifies school facilities to be constructed, renovated, and remodeled. There would be some environmental impacts associated with these activities. Additional impervious surfaces, such as roofs, parking lots, sidewalks, access roads, and playgrounds could increase stormwater runoff, which could enter surface or ground waters. Heating systems, emergency generators, and other school construction equipment could result in air emissions. The projects included in the CFP most likely would not require the production, storage, or release of toxic or hazardous substances, with the possible exception of the storage of diesel fuel or gasoline for emergency generation equipment. The District does not anticipate a significant increase in the production of noise from its facilities, with the possible exception of noise production due to short-term construction activities or the presence of additional students on a site. Construction impacts related to noise and air would be short term and are not anticipated to be significant.

- **Proposed measures to avoid or reduce such increases are:**

Proposed measures to mitigate any such increases described above have been or will be addressed during project-specific environmental review. Stormwater detention and runoff would meet all applicable County, State and/or local requirements, and may be subject to National Pollutant Discharge Elimination System (“NPDES”) permitting requirements. Discharges to air would meet applicable air pollution control requirements of the Puget Sound Clean Air Agency. Any fuel storage would be done in accordance with all applicable regulations.

2. How would the proposal be likely to affect plants, animals, fish, or marine life?

The projects included in the CFP may require clearing plants off the building sites and a potential loss of animal habitat. Because some sites for the remodeling and renovation projects included in the CFP are already developed, lost habitat resulting from these projects should be minimal. These impacts have been or will be addressed in more detail during project-specific environmental review. This would include researching the State register for any threatened or endangered species that may exist on a school site or in the vicinity. Project proponents are required to document and mitigate impacts to critical areas, including significant habitats.

- **Proposed measures to protect or conserve plants, animals, fish, or marine life are:**

Specific measures to protect and conserve plants, animals, fish, and birds have been or will be identified during project-specific environmental review. The District would work directly with the permitting agency to minimize impacts and potentially provide mitigation measures for plants and animals. All applicable regulations would be satisfied. The District has incorporated many ecological programs into their curriculum.

3. How would the proposal be likely to deplete energy or natural resources?

The construction of the projects included in the CFP would require the consumption of energy. The consumption would be related to short-term construction impacts as well as projects at completion.

- **Proposed measures to protect or conserve energy and natural resources are:**

The projects included in the CFP would be constructed in accordance with applicable energy efficiency standards. This would also include the completion of the life-cycle cost analysis, as required by the State Board of Education.

4. How would the proposal be likely to use or affect environmentally sensitive areas or areas designated (or eligible or under study) for governmental protection; such as parks, wilderness, wild and scenic rivers, threatened or endangered species habitat, historic or cultural sites, wetlands, floodplains, or prime farmlands?

The CFP and proposed individual projects would analyze these potential impacts on a project-specific level. See discussion above.

- **Proposed measures to protect such resources or to avoid or reduce impacts are:**

See discussion above. Appropriate measures to protect environmentally sensitive areas have been or would be implemented through the process of project-specific environmental review. Updates of this CFP would be coordinated with permitting agencies as part of the GMA process. One of the purposes of the GMA is to protect environmentally sensitive areas. The District's facilities planning process is part of the overall growth management planning process. Environmentally sensitive resources are more likely to be protected, with the extent of the District's CFP process. Future

projects would comply with permitting regulations regarding environmentally sensitive areas.

5. How would the proposal be likely to affect land and shoreline use, including whether it would allow or encourage land or shoreline uses incompatible with existing plans?

The CFP would not have any impact on land or shoreline uses that are incompatible with existing comprehensive plans, land use codes, or shoreline management plans. The District does not anticipate that the CFP, or the projects contained therein, would directly affect land and shoreline uses in the area served by the District.

- **Proposed measures to avoid or reduce shoreline and land use impacts are:**

No measures to avoid or reduce land use impacts resulting from the CFP, or the projects included are proposed at this time. To the extent the District's facilities planning process is part of the overall growth management planning process, land use impacts or conflicts should be minimized.

6. How would the proposal be likely to increase demands on transportation or public services and utilities?

The proposal should not create substantial new demands for transportation. The projects included in the CFP may create an increase in traffic near District facilities. The construction of the facilities included in the CFP may result in minor increases in the demand for public services and utilities, such as fire and police protection, and water, sewer and electric utilities. None of these impacts is likely to be significant. The impacts on transportation, public services and utilities of the projects included in the CFP will be addressed during project-level environmental review.

- **Proposed measures to reduce or respond to such demand(s) are:**

Any proposed measures to reduce demands on transportation, public services or utilities would be done at the project-specific level. Requirements of the permitting jurisdiction would be complied with, as well as a review of concurrency requirements.

7. Identify, if possible, whether the proposal may conflict with local, state, or federal laws or requirements for the protection of the environment.

The CFP would not conflict with any laws or requirements for the protection of the environment. The Washington Growth Management Act (the GMA) outlines 13 broad goals, including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts serving Snohomish County residents have developed capital facilities plans to satisfy the requirements of RCW 36.70A.070, and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

ATTACHMENT B

Appendix F of the Snohomish County Comprehensive Plan

Appendix F

Review Criteria for School District Capital Facility Plans

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:

- a 6-year forecast (or more) to support the financing program;
- a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.

2. Inventory of Existing Facilities, including:

- the location and capacity of existing schools;
- a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
- the location and description of all district-owned or leased sites (if any) and properties;
- a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
- information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.

3. Forecast of Future Facility Needs, including:

- identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
- the number of additional portable classrooms needed.

4. Forecast of Future Site Needs, including:

- the number, size, and general location of needed new school sites.

5. Financing Program (6-year minimum Planning Horizon)

- estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
- projected schedule for completion of these projects; and
- proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

6. Impact Fee Support Data (where applicable), including:

- an explanation of the calculation methodology, including description of key variables and their computation;
- definitions and sources of data for all inputs into the fee calculation, indicating that it:
 - a) is accurate and reliable and that any sample data is statistically valid;
 - b) accurately reflects projected costs in the 6-year financing program; and
- a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multi-family/studio or 1-bedroom, and multi-family/2-bedroom or more.

Plan Performance Criteria

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.

2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.

3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.

4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.
6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

Plan Review Procedures

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.
2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan, and will be considered no more frequently than once a year.
3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.
4. School district capital facility plans and plan updates must be submitted no later than 180 calendar days prior to their desired effective date.
5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.