Keeping Moorlands Elementary Open

A community proposal from concerned Moorlands parents and neighbors

October 27, 2026 | Revision 2

Our position

Keep Moorlands Elementary open and give that choice a fair, documented comparison. Our children need a stable school community. We recognize the district's enrollment and budget pressures, but those pressures do not by themselves establish which campus should close.

Reconcile the growth forecast with the closure proposal

The Board's June 2026 facilities plan projects elementary enrollment rising from 9,518 to 10,271 by 2031–32. Yet its October 2026 forecast of 9,607 was followed by an actual count of 9,208: 399 fewer students. Explain what changed and whether the longer-term growth forecast still holds before closing schools. This high-range districtwide forecast does not establish growth at Moorlands. [2, 3]

Moorlands offers capacity worth testing

The facilities plan lists 510 permanent instructional seats at Moorlands and 326 at Arrowhead. Test serving the proposed western group of 463 residents at Moorlands in 2028–29. These measures differ; confirm capacity with a room and service plan. [1, 2]

The choice must work before and after a future rebuild

Staff favor Arrowhead for a larger future school, acknowledged Moorlands' additional parcels and said both campuses may need rebuilding. A possible 2030 bond was discussed. Compare operations from 2028, future construction and costs at both sites, including delayed or unsuccessful funding. [21]

A larger property needs a practical site plan

Our terrain screen identifies about 3.20 acres of Arrowhead at grades of 15% or steeper. It does not prove that Arrowhead has less usable land. Require comparable layouts for both campuses, including Moorlands' reliance on neighboring parking and park space described by staff. [20, 21]

Show the actual savings and protect services

Staff anticipated retaining most positions through reassignment and attrition. That makes a clear staffing and cost comparison essential: moving a cost is not eliminating it. The study session did not quantify Moorlands-specific net savings after receiving-school, transport and transition costs. [21]

What we are asking the district to do

Compare keeping Moorlands with the proposed plan

Use the same students, services and financial assumptions to compare Moorlands and Arrowhead. Also price a defined option that keeps all three south-area schools open. The district tested a boundary-only approach and rejected its disconnected areas and travel effects; our alternative must address those problems. [1, 21]

Publish the costs and the plan for students

Show which costs disappear, which move, and what each option provides in classrooms. Publish the room plans, site studies, privacy-safe route results, and transition commitments. Include the years before any future rebuild and what happens if capital funding is delayed. [2, 11, 16, 21]

Update the forecasts and answer community questions

Reconcile the June Board-approved growth forecast with October 2026 counts and the closure scenarios. Publish what changed by neighborhood and grade, including housing, migration and school-choice assumptions. Test lower and higher enrollment and show capacity after each closure and capital project. [2, 3, 13, 21]

Allow meaningful public review

We propose at least 30 days to review the complete comparison before a final campus vote. This is our requested review period, separate from legal requirements. The October 26 recommendation is not a final Board closure decision. [1, 5, 18]

Where to find the details

Topic	Pages
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What the study session adds

The October 26 discussion strengthens the case for a transparent campus comparison. It also identifies evidence our proposal must address. Times below refer to the district's study-session recording; captions can contain errors and are not official minutes. [21]

Staff retention makes the savings question more specific

At 33:52–34:37, staff described positions following students and anticipated attrition would help retain most positions by 2028. This is not a guarantee for every employee. It supports asking which positions actually disappear, which are reassigned, and which vacancies would otherwise be filled. Other operating savings may still exist. [21]

The forecast is being updated

At 55:36–56:02, staff said this year's demographic projections were still pending and actual enrollment was below forecast. At 1:32:51–1:33:23, they again cautioned that future counts could be lower. We need the updated numbers and a comparison with earlier predictions before treating any campus forecast as settled. [21]

The district did consider migration and newer counts

At 5:21–7:26, staff discussed migration, home turnover, housing types and annual student-yield analysis. At 7:45–8:32, they identified October 2026 enrollment. Claims that the district ignored migration or relied only on 2024 data are not supported. Technology employment remains a reason to test local assumptions, not to add speculative pupils. [21]

A general boundary-only argument is insufficient

At 17:46–18:42, staff described a tested approach that produced seven disconnected areas and 32 neighborhood shifts. At 24:38–25:45, they described travel concerns. This does not establish that every Moorlands alternative was tested. It does mean an alternative needs specific neighborhoods, service costs and travel results. [21]

There is a concrete opening for alternatives

At 1:37:43–1:38:56, speakers said boundaries were not locked and invited specific alternatives. Ask EDAC to evaluate serving the same western student group at Moorlands, publish the result and explain any rejection. That invitation is an opportunity to present evidence, not a commitment to retain the school. [21]

Questions raised by the study session

What works in 2028 before a possible rebuild

At 45:41–48:36, staff explained Arrowhead's long-term advantage, acknowledged roughly seven acres at Moorlands including acquired homes, and suggested a possible Arrowhead rebuild in a 2030 bond. That was not an approved project or completion date. Show classrooms, services, construction phasing and costs from 2028 onward, including delay and no-bond cases. Apply the same tests to Moorlands. [21]

What makes one site more practical than the other

Staff cited stormwater, environmental requirements, parking and Moorlands' use of church parking and the adjoining park. Compare surveyed layouts, access rights, educational space and lifecycle costs for the complete sites. Our Arrowhead slope screen identifies questions; it cannot determine which campus is less constrained. [6, 7, 20, 21]

What travel and school transitions would families face

At 1:03:44–1:04:33, the transportation consultant described student-by-student analysis for the recommended scenarios. Publish privacy-safe summaries and apply the same method to the Moorlands alternative. At 1:07:54–1:17:27, feeder continuity and legacy attendance arrangements were still being discussed. Show cohort splits, repeated moves and the eventual commitments. [21]

Which capital commitments would change

At 1:28:40–1:29:03, staff said proposed closure campuses had no major bond rebuild projects. That does not mean no improvements or prior investment. Publish approved scopes, committed and remaining spending, cancellation costs and proposed future uses. Avoid treating a past acquisition as an annual saving or evidence of an imminent completed rebuild. [6, 7, 21]

What evidence will the Board consider and when

At 1:39:51–1:40:24, staff discussed possible written closure analyses on November 23, conditional on Board direction, and a subsequent policy review process. This was not a final closure vote or confirmed hearing notice. Publish the analyses, dated maps and corrections together, and show how community alternatives were considered. [21]

Ask for existing studies where they are maintained. Separately ask the district to prepare missing comparisons for its decision. The absence of figures in this session alone does not establish that no analysis exists.

Three campus options

The October 26 recommendation favors Arrowhead for a larger future rebuild; staff said both campuses may need rebuilding. Compare school operations from 2028 with long-term capital work and the future use of any campus that closes. A possible 2030 bond is not approved funding or a completion date. [1, 21]

Option	Operating plan	What must be demonstrated
A · EDAC south plan	Serve the proposed western basin at Arrowhead and the eastern basin at Woodmoor.	Room and program fit; transport; full operating and capital effects; future Moorlands use.
M · Retain Moorlands	Serve the same western basin at Moorlands; keep the Woodmoor basin unchanged.	The same tests as A, including a costed future use of Arrowhead and effects on its families.
N · Keep campuses open	Retain Moorlands, Arrowhead and Woodmoor with defined boundary, program or shared-service changes.	Identified student sources and future cohorts; any smaller-school staffing or cost tradeoff.

For Option N, identify contiguous neighborhoods, travel effects and service costs. The district's boundary-only test produced disconnected areas and extensive shifts. Price existing levy commitments and any additional classes; explain how this specific alternative addresses the district's concerns. [12, 21]

Hold the resident basins constant for A and M

School year	Western basin	Woodmoor basin	Combined
2028-29	463	686	1,149
2029-30	456	681	1,137
2030-31	438	657	1,095

Published EDAC resident projections. Serving the western basin at Moorlands is a proposed comparison, not a new district-certified forecast. [1]

The no-closure option needs a defined enrollment plan. With a fixed 2028-29 pool of 1,149 residents, boundary redistribution alone cannot put all three schools at 400: that would require 1,200, a difference of 51. Any proposed imports must identify actual sending areas and future cohorts. Alternatively, the district should price the choice of retaining a smaller school. [1]

The 400-student state prototype is not a funding cliff. Staff nevertheless described staffing, split-grade and peer-group concerns below their 400–700 target. Any smaller-school option must cost those tradeoffs and show the services students would receive. [4, 21]

Budget evidence and classroom delivery

Measure	Amount or count	Interpretation
2025-26 General Fund expenditure budget	$464.4 million	Published budget, not actual spending.
2026-27 General Fund expenditure budget	$497.6 million	Budget presentation; capacity allowance identified separately.
2026-27 displayed sources	$498.9 million	Revenue $484.1m plus financing $14.8m.
Teaching activity FTE, 2026-27 budget	1,202.700	An activity budget; not observed classroom delivery.

June 22 presentation and F195. NSD identifies $25 million of capacity in the displayed budgets. Financing and conditional fund balances are not unrestricted recurring classroom cash. [11]

Full-time equivalent (FTE) positions measure staffing time, not a headcount of teachers or actual class sizes. Teaching activity FTE is 36.499 above the prior budget of 1,166.201, but only 0.55 above the May 31 actual count of 1,202.15. Those are different comparators. Neither demonstrates actual class-size changes. The 2026-27 F195 identifies July 13 adoption with August 13 signatures. [11]

Historical budget comparison

The original April 2021 FAC packet documents the exact 2020-21 General Fund budget of $404,522,307. Compared with $464,400,000 in 2025-26, the nominal budget increase is $59,877,693, or approximately 14.802%. This is not an actual-spending trend or a measure of discretionary growth. [11, 19]

The accompanying workbook uses a rounded $404.522 million endpoint and therefore reports a $59,878,000 difference, $307 above the exact-endpoint calculation. The source guide links to the original budget record.

Measure what students receive

For the retained-campus instructional option, preserve existing commitments and price additional service separately. Obtain actual pupils and sections by grade/program, median and mean class size, upper-tail and over-target counts, filled teacher/provider FTE, instructional hours and loaded incremental compensation. Account for contract rounding, split classes, space and the cost of small cohorts. [12]

The levy passed with 63.20% approval, and NSD announced 2026-27 reductions in grades 4, 5, 6 and 9. Those baseline commitments cannot also be counted as a new benefit caused by a later closure. [12]

Cost comparison and allocation

Recurring operating effect

Net recurring benefit = verified avoidable recurring cost − added receiving cost − incremental transportation − other continuing costs + incremental operating revenue. Define terms so the same cost is not deducted twice. Report one-time transition and capital effects separately.

Required input	What must be reconciled
Avoidable costs	Positions or operating costs actually eliminated, with contracts and cost centers.
Receiving and service additions	Added teachers, providers, support, rooms, meals and common-area needs.
Transportation	Routes, driver and bus hours, access mitigation and continuing obligations.
Retained facilities	Utilities, maintenance, security and any swing-site or alternative-use costs.
Transition and capital	Moving, temporary space, safety, construction, cancellation and phasing.
Revenue and residual value	Enrollment-related operating changes, fund restrictions and future site value.

At 33:52–34:37, staff anticipated retaining most positions through transfers and attrition. Identify eliminated, reassigned and added positions by year. Count vacancy savings only against a credible staffing alternative. The workbook leaves missing costs blank; this session did not establish a Moorlands-specific net saving. [21]

Lifecycle comparison

Use the same price year, discount convention and horizon. Include the 2028 operating plan, a possible later rebuild, construction during school operations, delay or no-bond cases, and the future use of either vacated campus. Compare recurring costs, transition costs, future capital and residual value. Keep past acquisitions separate. [21]

Savings destination

For each year and option, identify verified net savings; receiving additions; classroom/intervention allocation; operating-gap reduction; reserves; other uses; and any unallocated balance. Name the approving Board action or proposed amendment. Reconcile totals to the forecast and distinguish existing levy service from incremental improvement. [11, 12]

Use low, central and high cases where uncertain inputs materially change the result, and state the threshold at which the preferred option changes. A sensitivity case is useful only when tied to a disclosed assumption.

Reconcile growth planning with the closure proposal

The Board adopted its 2026–2032 Capital Facilities Plan on June 22, 2026. It uses a January 2026 high-range demographic forecast to plan space for future students. That growth outlook needs an explicit reconciliation with the October closure scenarios and newer actual enrollment. [1, 2, 3]

What the Board approved for capacity planning

Enrollment	Starting count	Future forecast	Increase
K–12 · 2025–26 to 2031–32	21,891 actual	23,517	1,626 / 7.4%
K–5 · 2025–26 to 2031–32	9,518 actual	10,271	753 / 7.9%
K–5 · Oct. 2026 to Oct. 2035	9,607 projected	10,814	1,207 / 12.6%

Facilities Plan p. 9, Tables 2.1 and 2.2. Percentages calculated from each row's starting count. The final row begins with a forecast, not an actual count. [2]

The October count fell below that forecast

The plan projected 9,607 elementary students for October 2026. The October district report counted 9,208 K–5 students, including Northshore Learning Options: 399 fewer, or 4.2% below forecast. This is a headcount comparison, not full-time-equivalent enrollment. It supports updating the model; one year's shortfall does not establish that later growth will or will not occur. [2, 3]

Growth is uneven and the forecast is a high case

The plan anticipates growth particularly in Snohomish County and describes the southern district as relatively stable. It uses a high-range case because school construction takes time. These are capacity-planning assumptions, not a guarantee of district growth or a Moorlands forecast. The October study session warned that updated projections could be lower. [2, 21]

Capacity depends on which seats remain available

For 2031–32, Table 5.3 shows an elementary permanent-seat shortfall of 92, but a surplus of 1,113 when portables are included. For 2035, Table 5.4 shows a permanent shortfall of 635 and a total surplus of 570. These districtwide figures assume the plan's listed projects; they are not a post-closure analysis and do not show whether seats are in the right neighborhoods. [2]

The comparison we are requesting

Publish a dated bridge from the June plan to the October scenarios and the next demographic update. Show changed inputs, forecast ranges and neighborhood effects. Recalculate permanent and portable capacity after each proposed closure and capital project, including delays, funding risk and the cost of restoring capacity. Apply the same analysis to keeping Moorlands open.

What the latest school counts show

The October district reports allow a local check that is newer than the 2024 American Community Survey (ACS). They count attending students and do not replace the resident-pocket forecasts used for boundary scenarios. [3]

K-5 attendance	Oct. 2025	Oct. 2026	Change	Entry/exit	Advancing residual
NSD	9,518	9,208	−310	−291	−19
Moorlands	518	460	−58	−45	−13
Arrowhead	277	280	+3	+9	−6
Woodmoor	484	492	+8	+20	−12

Entry/exit = new kindergarten − prior fifth grade. Advancing residual = the sum of changes between successive grade counts. The two components sum to the K-5 change. [3]

For NSD, 1,384 incoming kindergarten students − 1,675 prior fifth graders = −291. The total change is −310, leaving −19 across advancing grades. At Moorlands, the corresponding components are −45 and −13. The supporting data tables provide the grade counts and calculations.

Interpretation

These are aggregate count identities. They do not track individual pupils or separate migration, transfers, retention, school choice and data changes. Kindergarten entry also is not a direct measure of local births. The results test how a narrative fits current counts without assigning an unsupported cause.

Data dates and forecast inputs

At 7:45–8:32, staff explicitly identified the October 2026 enrollment count. At 55:36–56:02, they said updated demographic projections were still pending and actual enrollment was below forecast. This is a question about reconciling versions and inputs, not proof that the district used only 2024 data. [3, 21]

The district should publish the October forecast workbooks, input dates, neighborhood definitions, school-choice assumptions and checks against actual enrollment. That would show where newer counts, housing and family movement entered its calculations. [13]

Avoid double counting mobility

At 5:21–7:26, staff discussed migration, home turnover, housing types and annual student-yield analysis. Following grade sizes may also capture some movement. Test any added relocation assumption against what the forecast already includes, using privacy-safe neighborhood and grade data. [13, 21]

Regional movement and technology employment

Seattle metro migration components

Year	International	Domestic	Net migration
2021	11,017	−36,942	−25,925
2022	28,973	−23,229	5,744
2023	42,940	−26,640	16,300
2024	54,043	−11,796	42,247
2025	37,353	−8,422	28,931

Census Vintage 2025 annual components for the Seattle-Tacoma-Bellevue metro. All ages; not NSD, school-age-only or a forecast. [14]

School-age arrivals from abroad

2024 ACS, ages 5-17	Estimate	90% margin of error
King County	5,694	±2,019
Snohomish County	1,772	±2,081

One-year ACS B07001. Gross arrivals from abroad, not net international migration, elementary enrollment or a district estimate. [14]

The Snohomish margin of error exceeds the estimate. County estimates cannot be assigned to district neighborhoods without an appropriate geographic and pupil-yield model. The ACS figures shown here are from the 2024 one-year survey; this report does not establish that they are the newest available estimates.

Technology jobs are context, not a pupil conversion

CBRE reports 213,010 Seattle-market tech workers in 2025, up 13.1% from 2022. Its #2 ranking is a weighted score across 13 metrics, not a statement that Seattle has the second-largest tech workforce. Neither figure establishes workers' family composition or how many children attend NSD schools. [15]

Test aggregate employment and relocation assumptions alongside home turnover, occupied housing, bedroom mix, pupil yields and school choice. The district already considers migration and housing. Its warning that forecasts may fall makes downside testing as necessary as growth testing. Compare predictions with actual counts and avoid adding movement already embedded in the model. [21]

Enrollment and room capacity

Common-basin comparison

Year	Western	Woodmoor	Total
2028-29	463	686	1,149
2029-30	456	681	1,137
2030-31	438	657	1,095

EDAC p. 28; the western basin is held constant when testing service at Moorlands. [1]

The no-closure screen is 3 × 400 − 1,149 = 51 residents. The difference equals 4.44% of the fixed 2028-29 combined basin. It is a comparison to the prototype, not a forecast of imports, a funding-loss calculation or proof that three schools are infeasible. [1, 4]

Capacity measures need a documented bridge

Measure	Moorlands	Arrowhead	Woodmoor
Permanent instructional	510	326	816
Instructional, with portables	694	408	816
October EDAC design	765	518	833

Facilities Plan Table 4.2 and October EDAC p. 28. Capacity definitions differ between the two documents. [1, 2]

Simple screens: Moorlands 510 − 463 = 47; Arrowhead 408 − 463 = −55, or 518 − 463 = 55 using the design figure; Woodmoor 816 − 686 = 130. These results do not reconcile attending students, room assignments, grade sizes or services.

Moorlands/Woodmoor total instructional capacity is 694 + 816 = 1,510, compared with 408 + 816 = 1,224 at Arrowhead/Woodmoor, a difference of 286. That includes portables and does not establish lower cost, better condition or educational superiority.

Sensitivity and acceptance

The workbook's 90%, 100% and 110% resident screens multiply the same basins by 0.90, 1.00 and 1.10. They are illustrative stress tests, not probability intervals or migration-calibrated scenarios. For example, the 2028-29 upper case is 509.3 western residents and 754.6 Woodmoor residents.

Current capacity does not settle the long-term rebuild choice. For each option, show grade and program rooms, portable status, shared-space limits and resident-to-attendance adjustments from 2028 through construction. Include delayed or unsuccessful capital funding. Staff's possible 2030 bond reference was not a funded rebuild schedule. [21]

Moorlands land and acquisition record

Component	Square feet	Acres
Existing campus, PIN 5631500036	216,000	4.9587
Six adjuncts: 0030, 0031, 0032, 0035, 0040, 0045	84,493	1.9397
Combined gross inventory	300,493	6.8984

Adjunct PINs share prefix 563150. The separate 4.57-acre City park is excluded. Areas are gross parcel attributes, not a certified development envelope. [6, 7]

At 47:18–47:44, staff acknowledged the acquired homes and described Moorlands as roughly seven acres versus more than twelve at Arrowhead. Our parcel total is approximately 6.90 acres. Staff still preferred Arrowhead for expansion flexibility. The issue is the comparative layout and cost, not an omission of the acquired land. [6, 21]

Recorded consideration

Transaction	Gross consideration	Record
2018 · PIN ending 0032	$425,000	REET E2915340
2022 · PIN ending 0031	$530,000	Deed 20220331000975; REET E3180943
2025 · PIN ending 0035	$1,025,000	Deed 20251024000256; REET E3352795
Total	$1,980,000	Sum of the three gross consideration amounts

The 2025 instrument is dated October 22 and was recorded October 24, 2025. Consideration is not a cash-disbursement ledger or a complete capital-investment total. [6]

The selected fiscal-year capital expenditure snapshots total approximately $1.375 million. They overlap the acquisition subject matter and must not be added to $1.98 million as if they were independent investments. Settlement statements, payment records and project accounting are needed for reconciliation. [7]

What the record does not settle

Road and utility exceptions in recorded instruments require title and survey review. Assessor attributes do not establish clear title. The old inventory's 30,500 + 14,493 = 44,993 square feet differs from the later 49,993-square-foot entry by 5,000; a maintained inventory bridge should resolve it. [6]

Past spending does not by itself justify future operation or rebuilding. Staff described church parking and adjoining park use at 47:56–48:11. Verify those agreements, practical reliance and alternatives. Their later statement that closure campuses had no major bond rebuilds does not establish that no improvements were funded. [6, 7, 21]

Arrowhead physical-site screen



Figure 1. Screening map from City and County GIS. Yellow outlines the parcel geometry; orange marks mapped slopes over 15%; cyan shows watercourses, with pipes dashed. Green marks park land; red shows nearby mapped high-landslide hazard. This screen does not certify boundaries or buildable acreage.

North is up. The figure combines City of Kenmore and King County geographic layers. The orange shading is the City's mapped slope area; the next two pages present a separate analysis of USGS elevation data. [8]

Arrowhead contours and ground slope

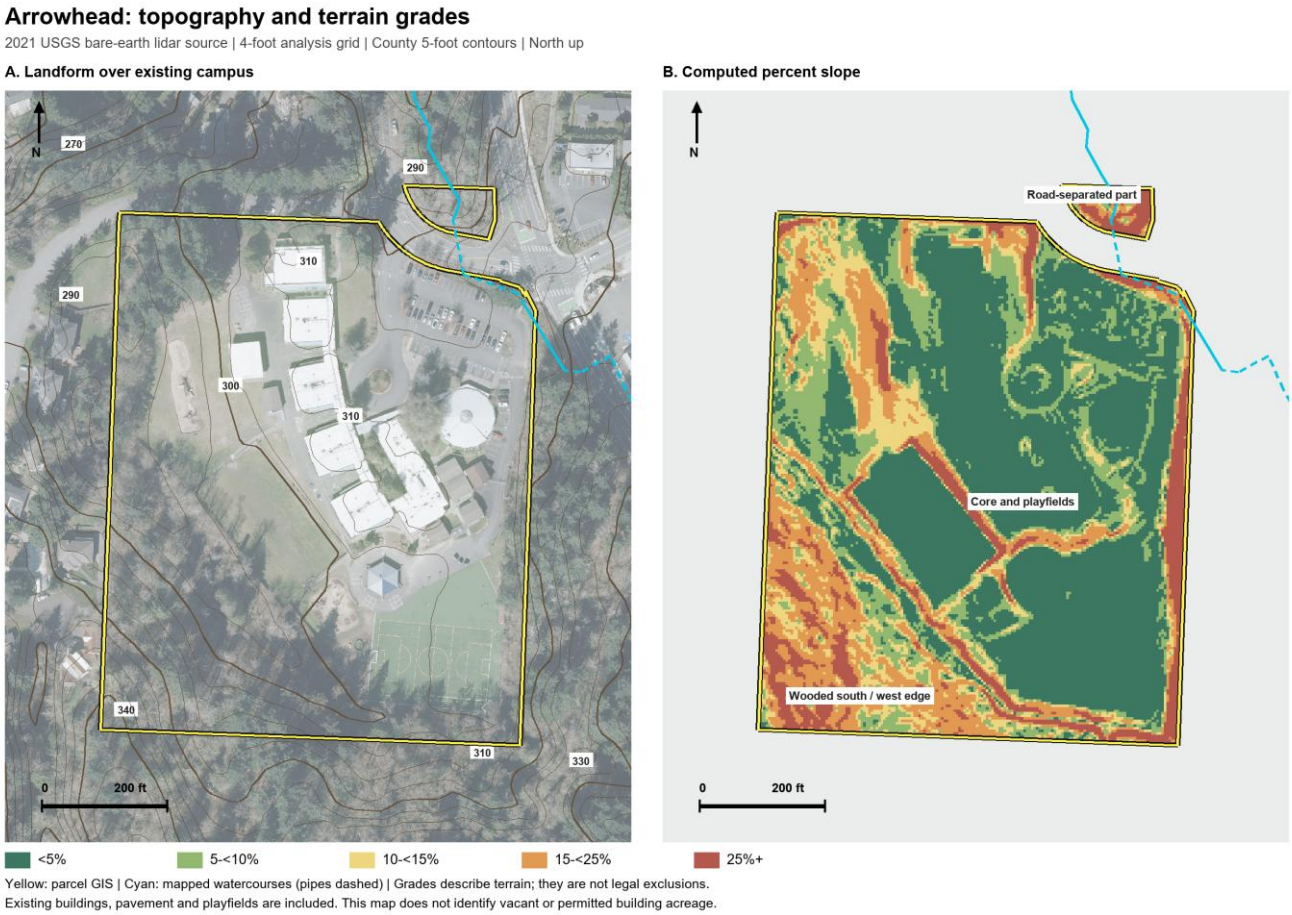


Figure 2. County five-foot contours at left; USGS-derived grade classes at right. Yellow outlines the GIS parcel and cyan marks mapped watercourses. The maps are screening products, not a survey or buildable-land determination.

The contour spacing shows the change from the gentler developed core to steeper perimeter ground. The slope colors summarize terrain across the entire GIS boundary, including existing campus uses. [20]

Source elevation was collected in 2021 and published in 2023. Recent service update dates do not establish newer ground measurements. The following page gives the acreage calculations and limits. [20]

Arrowhead topography findings

The district favors Arrowhead as a larger, less-constrained site. This terrain screen identifies issues for a comparative site study; it does not establish that Arrowhead is more constrained than Moorlands or determine buildable acreage. [20]

Ground slope	Approximate acres	Share of GIS parcel
Below 5%	5.77	46.2%
5% to below 10%	2.15	17.2%
10% to below 15%	1.37	11.0%
15% to below 25%	1.95	15.6%
25% or steeper	1.25	10.0%

Four-foot grid across the 12.49-acre GIS boundary. Rounded values; grades are percentages, not degrees. Assessed area is 12.39 acres. [20]

What the terrain shows

About 3.20 acres, or 26% of the mapped parcel, are at grades of 15% or steeper. The main parcel ranges from approximately 282 to 344 feet above the vertical datum, a 62-foot change. Steeper ground is concentrated along the wooded south and west sides and parts of the perimeter. [20]

The gentler core already contains school buildings, pavement and playfields. The largest connected area below 5% grade is about 4.25 acres on the four-foot grid (4.56 acres on the eight-foot grid). Connectivity does not establish a vacant building pad, a useful shape or compliance with school design and access requirements. [20]

Method and sensitivity

The analysis locks the USGS service to its 2021 King County one-meter elevation source, converts vertical meters to US survey feet, and calculates percent grade on four- and eight-foot grids. The eight-foot check gives 3.13 acres at 15% or steeper. County five-foot contours provide a consistency check, not independent survey validation. [20]

The earlier City slope-layer overlap is 3.07 acres. It measures a different mapping product and is retained in the next section. Neither calculation should be subtracted from gross area to claim a legally buildable remainder.

The comparison the Board needs

Obtain equivalent surveyed site plans for Arrowhead and Moorlands showing the educational program, grading, drainage, stream constraints, accessible routes, bus and parent circulation, play space and construction phasing. Price those plans and explain how the constraints at each site support the campus choice.

Arrowhead usable land and access

Gross area and mapped constraints

The assessor reports 539,614 square feet, or 12.3878 acres. The mapped geographic information system (GIS) parcel has two components totaling about 12.4923 acres, including a roughly 0.2077-acre road-separated part. The approximately 0.10-acre difference calls for survey, title and road-conveyance reconciliation. The assessor legal description already excludes roads, so roads should not be deducted a second time. [8]

A one-foot grid screen estimates 133,865 square feet, or 3.0731 acres, overlapping the City's mapped slopes over 15%: about 24.6% of the GIS parcel. The two-foot check differs by 17 square feet. This measures mapped overlap, not legally unbuildable land. The separate "Slopes Over 20 and Relief Over 10ft" layer has undocumented threshold units and is not treated as a regulatory classification. [8]

Critical areas require site-specific review

Kenmore's hazard definitions do not turn every slope over 15% into a prohibited area. One high-hazard definition combines slope, geologic contact and seepage; other definitions and treatment of previously graded slopes also matter. No overlap was found in the queried high-landslide, wetland, erosion or seismic maps. That result is not a field clearance. [8, 9]

Tributary 0222 includes mapped open Type Np and piped segments near the northeast road edge. The code generally provides a 25-foot Np/Ns buffer measured from ordinary high water, with potential adjustments and specific alteration rules. Mapping and field work must establish applicability. An empty buffer layer does not eliminate a code requirement. [8, 9]

Current PSP standards generally permit educational services and include a 35-foot base height, a 70% ordinary impervious-surface limit and 20-foot setbacks at residential interfaces, with conditional provisions. These standards are inputs to a test fit, not a net-acreage formula. No automatic state-park-adjacency buffer was identified in the sources reviewed. [9]

Documented neighborhood issues

Official September 21 and 28 City Council videos record mixed views on Arrowhead Drive traffic calming, including diversion, noise and emergency-access concerns as well as support. This is relevant access context. It does not establish a formal association position, opposition to a future school rebuild or a private veto. The prior Saint Edward Lodge process is project-specific history, not a predetermined process for a school proposal. [10]

A usable-land conclusion needs a licensed survey, topography, geotechnical and drainage work, field-verified critical areas, title review, code confirmation and an educational/circulation test fit. Apply the same requirements at Moorlands.

Protect students and school communities

Keeping Moorlands open would avoid a campus closure for the families who use it. Boundaries, programs or staffing could still change. Any alternative should explain those changes clearly and protect students' access to the services they need.

Classrooms and services

Before choosing a campus, show where each grade and program would be placed. Include special education, individual education programs and Section 504 accommodations, multilingual services, highly capable instruction, therapy and sensory space. A total seat count does not show whether every child can receive the right support. [2, 16]

Getting to school and staying connected

The consultant described student-by-student transport analysis at 1:03:44–1:04:33. Publish privacy-safe summaries of travel times, eligibility and route changes, then test Moorlands with the same method. Add walking safety, accessible arrival, childcare and after-school access. Feeder continuity and legacy attendance options remained under discussion; secure clear commitments. [16, 21]

The transition analysis must account for legacy Elementary Advanced Program transportation ending in June 2028 and the district's neighborhood special-education implementation continuing through 2030–31. [16]

Preserve existing classroom commitments

The district has announced smaller classes in grades 4, 5, 6 and 9 for 2026–27. Those existing levy-funded commitments should be preserved. Any additional classes or intervention proposed as an alternative to closure need their own staffing, space and cost plan. [12]

Listen to families without overstating the evidence

The district survey received 2,144 voluntary responses, including families, students, staff and community members. Their experiences matter, but the survey is not a vote by all district residents. Moorlands' school action plan and PTA supports identify services and relationships worth preserving. Aggregate test scores alone cannot establish that one campus causes better results. [17]

Our position is to keep Moorlands open and make student needs central to the comparison. Arrowhead and Woodmoor families deserve the same service protections and opportunity to be heard.

What the district should publish before a decision

The Board should be able to explain why its preferred campus plan works better than the alternatives. We ask for a public record that lets families follow that reasoning and check the assumptions.

Enrollment and classroom plans

Publish the forecast for each neighborhood and grade, the dates of its inputs, and comparisons between earlier forecasts and actual enrollment. Explain how housing, family moves and school choice are included. Match expected students to classrooms, programs, staff and shared spaces at each campus. [1, 2, 3, 13]

Comparable site studies

Evaluate the full Moorlands property and the full Arrowhead property using the same requirements. Show surveyed boundaries, usable layouts, slopes, drainage, stream constraints, access, play space and construction stages. Explain how school would continue during any building work and include the cost of those arrangements. [6, 8, 9, 20]

A complete financial comparison

Separate annual savings from one-time moving and construction costs. Include transportation, receiving-school additions and the ongoing cost or future use of a campus that closes. Identify the source and destination of any proposed savings. Districtwide budget totals do not answer these campus-specific questions. [11, 12]

Student protections and a public response

Publish service, travel and transition commitments and explain how feedback changed the plan. Staff discussed possible written closure analyses on November 23, conditional on Board direction. We request the complete comparison at least 30 days before the final campus vote, separately from legal notice and hearings. [5, 18, 21]

How to read this research

This report uses district documents, recorded property information, geographic data, demographic sources and the October 26 study-session transcript, reviewed through October 27, 2026. Caption-based paraphrases may contain errors; verify against the recording. Terrain is a preliminary screen. Missing costs remain unknown, not zero.

Our recommendation is to keep Moorlands open. The next step is to test that option with the same students, services, site standards and financial assumptions used for the district’s proposed plan.

Sources

Reference numbers link back to the evidence cited throughout this report. Publisher links are provided below; the accompanying source list identifies individual documents. Page references are PDF pages unless a printed page is specified.

[1] EDAC recommendation and south-area rationale

October 26, 2026 presentation, especially pp. 17, 23-28, 30-40 and 45-46. Resident projections and the future rebuild rationale are on p. 28.

S01

[2] Capacity and demographic planning

June 22, 2026 Board-approved 2026–2032 Capital Facilities Plan: pp. 7–9, Tables 2.1 and 2.2 (January high-range forecasts); pp. 13–15, Table 4.2 (capacity); pp. 20–21, Tables 5.3 and 5.4 (future capacity); pp. 27–28. September 28 demographic presentation, pp. 17 and 20. Definitions and model dates differ.

S02 · S04

[3] Current and prior October enrollment

October 2026 and October 2025 district reports, pp. 1-2; OSPI 2024-25 enrollment extract and enrollment FAQ. The local cohort identities use the two October district reports.

S03 · S46 · S22 · S23

[4] State funding prototypes

RCW 28A.150.260, especially subsections (2), (3) and (5); OSPI, Understanding Public School Funding. A prototype is an allocation model, not an automatic school-level funding threshold.

S17 · S18

[5] District criteria and closure process

Procedure 9400P, especially C.1, C.3 and C.5; RCW 28A.335.020; Policy 9270, pp. 1-2; district planning page. The operative versions and actual process records remain request items.

S05 · S27 · S28 · S37

[6] Moorlands parcels, acquisition and site history

Recorded 2018, 2022 and 2025 acquisition instruments; King County parcel attributes; 2020 draft and 2025 facilities inventories; 2022 and earlier facilities monitoring. The 2025 deed was recorded October 24, 2025.

S07 · S08 · S09 · S10 · S11 · S12 · S29 · S30 · S35 · S36

[7] Capital expenditure snapshots and park rights

July 2026 and August 2025 monthly reports, Capital Projects Fund, pp. 15-17; published Moorlands Park agreement. The agreement copy lacks a City signature; acquisition consideration and expenditure snapshots overlap.

S13 · S14 · S31

[8] Arrowhead parcel and physical-site screen

King County assessor parcel 1426049070; City of Kenmore parcel, aerial, slope, watercourse, park and critical-area mapping. Figures 1 and 2 use different slope products and should not be added together.

Assessor parcel · City slope mapping

[9] Kenmore land-use and critical-area standards

Kenmore Municipal Code: PSP uses and standards; critical-area mapping; geologic hazards; stream classification, buffers and alterations. Research notes retain exact section links. Mapping is a screen; permitting requires site-specific review.

Kenmore code · Geologic hazards · Streams

[10] Arrowhead access and public participation

Official City Council videos of September 21 and 28, 2026, Arrowhead Drive traffic-calming materials, and City land-use/project archives. The documented traffic debate does not establish opposition to a school rebuild or an association veto.

September 21 council video · September 28 council video

[11] Adopted budget and financial forecast

2026-27 F195, pp. 7, 134 and 161-163; June 22 budget presentation, pp. 3-13, 15-21 and 25; 2025-26 F195, pp. 7 and 153-154. Separate budgets, actuals, financing and capacity allowances.

S15 · S16 · S44

[12] Levy and class-size commitments

District levy materials, certified February 2026 election result, superintendent class-size announcement and October 26 planning FAQ. Announced smaller classes cover grades 4, 5, 6 and 9 in 2026-27.

S38 · S39 · S40 · S41 · S42

[13] Migration already identified by the district

Facilities Plan, pp. 7-8 and 27-28; archived planning FAQs. These describe migration, mobility and housing considerations but do not expose the full October scenario inputs or back-tests.

S02 · S06 · S42

[14] Regional migration and school-age movement

Census Vintage 2025 annual population components and field definitions; 2024 ACS one-year tables B07001 and B07401, shells and README. Annual components are all ages; ACS estimates use 90% margins of error.

S47 · S48 · S49 · S50 · S51 · S53

[15] Technology employment context

CBRE 2026 Scoring Tech Talent release. The Seattle ranking combines 13 metrics; it is not a workforce-headcount ranking. The figures cited here were captured from the release; a complete original HTML copy was not retained.

S52

[16] Student services and transition obligations

2026-27 highly capable site/service tables; transportation standards and legacy EAP transport end date; comprehensive special-education plan, P-5 neighborhood implementation through 2030-31.

S24 · S25 · S26

[17] Community and instructional evidence

2026 survey, pp. 3-9; Moorlands 2025-26 Strategic Action Plan, pp. 2-9 and 11-12; OSPI assessment extract; PTA grant descriptions. Survey participation is voluntary and aggregate outcomes do not establish causal school quality.

S19 · S20 · S21 · S32

[18] Public access and proposed transparency policy

RCW 42.56.070 and .520; WAC 44-14-03006 and -00001; RCW 28A.505.040; WAC 392-123-110; October 26 Payment of Bills attachment, p. 1 (V019). The proposed 30-day review period is a policy recommendation.

Public access · Budget publication · Monthly reports

[19] Historical budget comparison

April 2021 Financial Advisory Committee packet, PDF p. 23 (printed p. 11), General Fund budget status report. Total expenditure budget: $404,522,307. This is budget authority, not actual spending.

Original FAC packet

[20] Arrowhead elevation and contour analysis

USGS 2021 King County one-meter bare-earth elevation, raster 47210, published in 2023; County five-foot contours. Four- and eight-foot analysis grids in EPSG 2926. Terrain estimates do not certify buildable acreage.

USGS elevation · County contours

[21] October 26 study session and transcript

District study-session recording. Times in the report locate the discussion; caption-based paraphrases are not official minutes or approved commitments. The accompanying findings table links each topic to its starting timestamp.

District recording · Searchable transcript