

McKay Elementary Boundary Change Due to School Closure Interim Superintendent's Recommendation

March 10, 2026

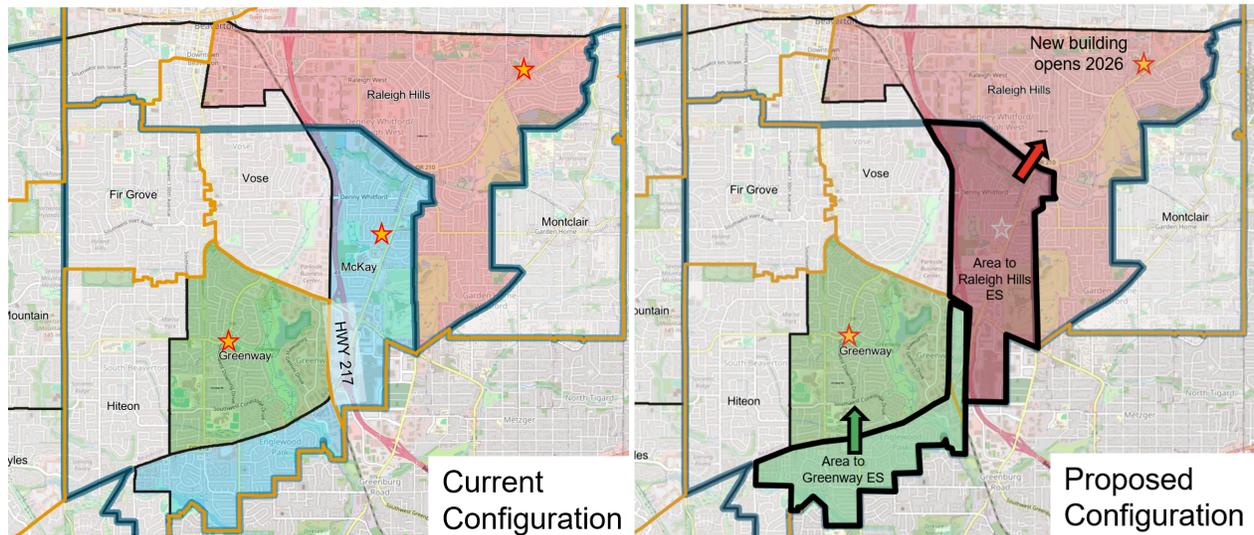
A. Introduction

In a separate action item on March 10, 2026, the school board was presented with a proposal to close and consolidate McKay Elementary with two nearby schools, Raleigh Hills Elementary and Greenway Elementary. This report addresses the boundary adjustment needed to implement that consolidation, effective for the 2026-27 school year.

B. Proposed Boundary Adjustment

The proposed boundary adjustment to accommodate McKay Elementary's closure is to assign the areas east of Highway 217 to Raleigh Hills Elementary, and residential areas west of Highway 217 to Greenway Elementary. This dividing line follows existing middle school boundaries and groups nearby neighborhoods together so students attend the schools closest to where they live. The maps below illustrate the current boundary configuration and the proposed configuration after McKay Elementary's closure.

Maps 1 & 2: Current and Proposed Boundary Configuration



C. Policy JC – School Attendance Areas

Board policy JC, attached as Appendix A, lays out how the district may adjust attendance boundaries. Contained within the board policy are four factors for evaluating boundary adjustments. The factors are as follows, in no particular priority order:

- Student body composition;
- Current and future availability of space at a school;
- Feeder patterns from elementary, middle to high school; and
- Neighborhood proximity and accessibility.

D. Findings

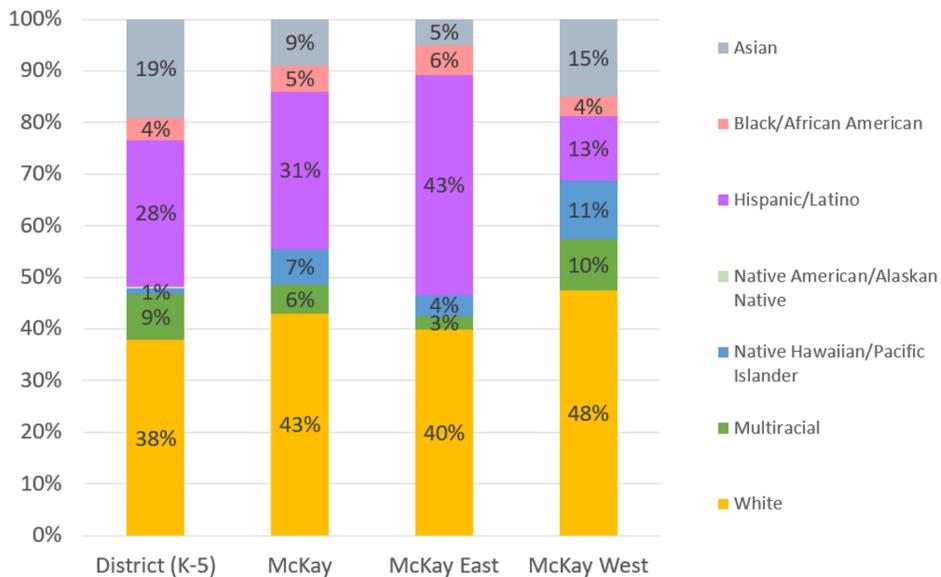
1. Student body composition

a. Race / Ethnicity Characteristics

i. McKay Elementary

Chart 2 shows that McKay Elementary’s resident population for 2025–26 differs from districtwide K–5 demographics, with higher proportions of White and Hispanic/Latino residents and a lower proportion of Asian residents than the district overall. The McKay East and McKay West areas reflect similar patterns, each with an even larger share of White residents and varying proportions of Hispanic/Latino and Asian residents. Smaller groups—Black/African American, Native American/Alaskan Native, Native Hawaiian/Pacific Islander and Multiracial—represent relatively small percentages across all areas.

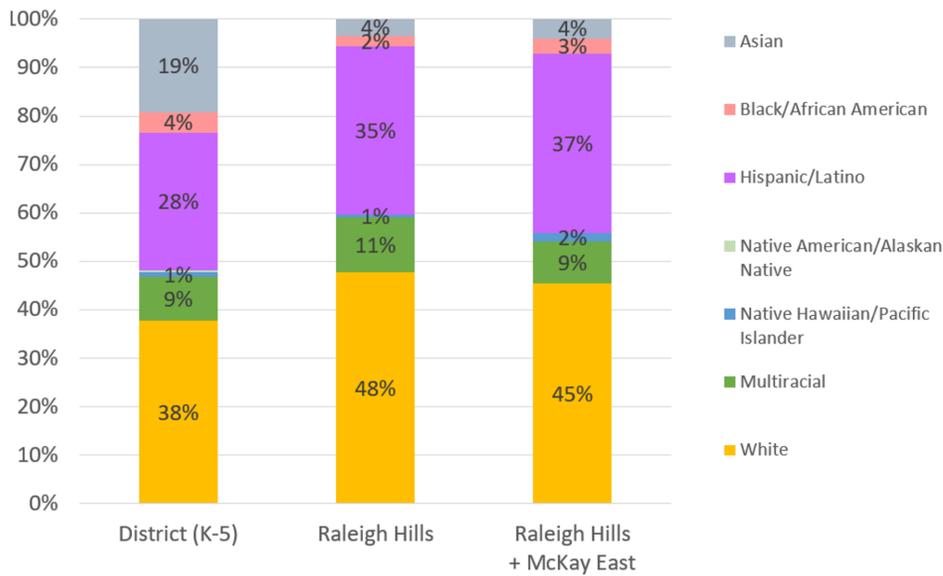
Chart 2: Race/Ethnicity Profile – District and McKay (with east and western portions)
McKay Residents: Race / Ethnicity (2025-26)



Raleigh Hills Elementary Current and With New Boundary

Chart 3 shows that Raleigh Hills Elementary differs from the districtwide K–5 demographics primarily by having a higher proportion of White residents and a lower proportion of Asian residents, while maintaining a comparable share of Hispanic/Latino residents. When McKay East is added to form the resulting Raleigh Hills + McKay East boundary, the overall demographic profile shifts only slightly—White residents decrease modestly from the original Raleigh Hills Elementary share, and Hispanic/Latino residents increase by a small amount. The remaining racial and ethnic groups remain relatively small in all categories. Overall, the resulting boundary maintains a demographic composition similar to Raleigh Hills Elementary, with only minor shifts in the proportions of White and Hispanic/Latino residents.

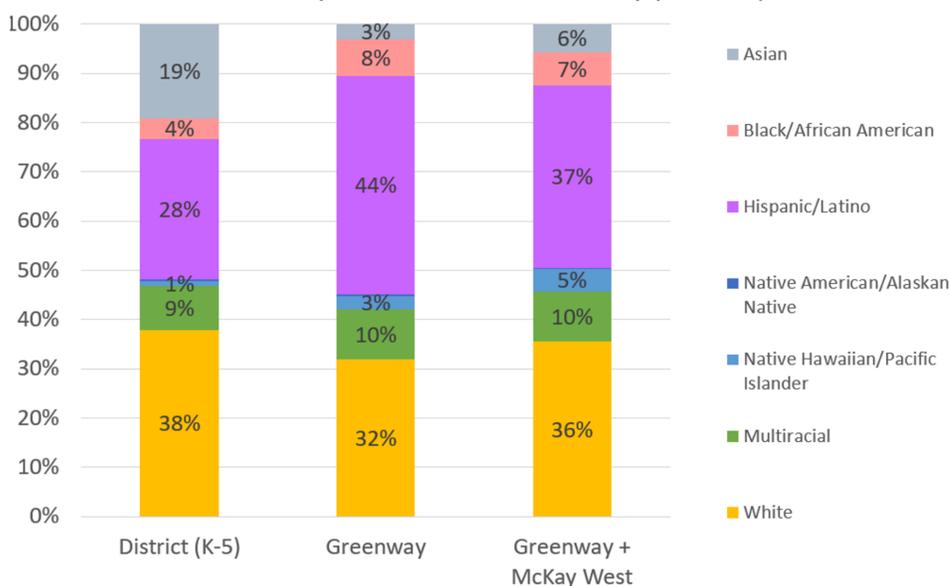
Chart 3: Race/Ethnicity Profile – District and Raleigh Hills (current and proposed)
 Raleigh Hills Residents: Race / Ethnicity (2025-26)



Greenway Elementary Current and With New Boundary

Chart 4 shows that Greenway Elementary differs from the districtwide K-5 demographics by having a higher proportion of Hispanic/Latino residents and a lower proportion of White and Asian residents compared with the district bar. When McKay West is added to form the resulting Greenway + McKay West boundary, the share of White residents increases slightly while the proportion of Hispanic/Latino residents decreases, resulting in a demographic profile that remains generally similar to the original Greenway Elementary with only modest shifts in the balance of these groups. The remaining racial and ethnic groups—Black/African American, Native American/Alaskan Native, Native Hawaiian/Pacific Islander and Multiracial—remain relatively small across all categories with limited variation.

Chart 4: Race/Ethnicity Profile – District and Greenway (current and proposed)
 Greenway Residents: Race / Ethnicity (2025-26)



b. Poverty Rates

Table 1 summarizes the estimated student poverty percentages for each school under current boundaries and with the proposed reassignment of McKay Elementary students. Greenway’s estimated poverty rate decreases slightly under the proposal, shifting from 55.6% to 53.1%. Raleigh Hills Elementary shows a modest increase, rising from 35.7% to 39.6%. Because McKay Elementary would close under the proposal, no “proposed” value is shown for McKay. Overall, the changes reflect relatively small adjustments toward the mean in each receiving school’s student poverty percentage.

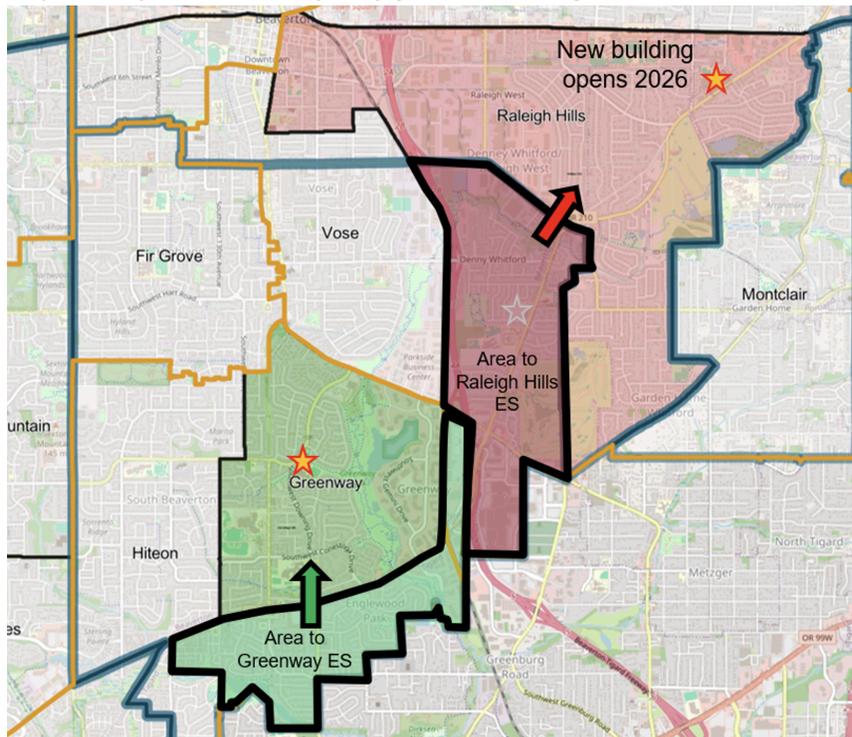
Table 1: Estimated Student Body Poverty Percentage (current and proposed)

School	Current	Proposed Boundary	Change
McKay	45.5%	N/A	
Greenway	55.6%	53.1%	-2.5%
Raleigh Hills	35.7%	39.6%	+3.9%

2. Current and future availability of space at a school

The enrollment declines in the southeastern quadrant of the district (generally bounded by SW Murray and SW Beaverton Hillsdale Highway) have been consistent over the past several school years. McKay ES has experienced enough enrollment decline to a point where the district is projecting an enrollment of fewer than 200 resident students in 2026-2027. Nearby elementary schools at Greenway ES and Raleigh Hills ES have sufficient permanent capacity to be able to accommodate all or a portion of the McKay ES resident student enrollment.

Map 3: Proposed boundary configuration (enlarged)



Greenway ES has a permanent capacity of 475 K-5 students. The enrollment for SY 26-27 is projected to be 249 general education students. Raleigh Hills ES has been rebuilt as a part of the 2022 capital bond program. The permanent capacity of the new building is 750 general education students. The enrollment for SY 26-27 is projected to be 269 general education students. The recommended boundary adjustment will effectively divide the existing McKay ES attendance boundary in half using Highway 217 as the common boundary between Raleigh Hills ES and Greenway ES.

Using this new boundary, the portion of the current McKay ES attendance boundary east and north of Highway 217 will attend Raleigh Hills ES and the portion of the boundary including residential areas west of Highway 217 will attend Greenway ES. The number of McKay ES students that will attend the two schools and the projected enrollment at the two schools is illustrated in the charts below.

Sufficient capacity exists at both schools to accommodate the student populations from McKay, as illustrated in charts 5 and 6.

Chart 5: Greenway Historic and Projected Enrollment with Boundary Change (K-5 only)

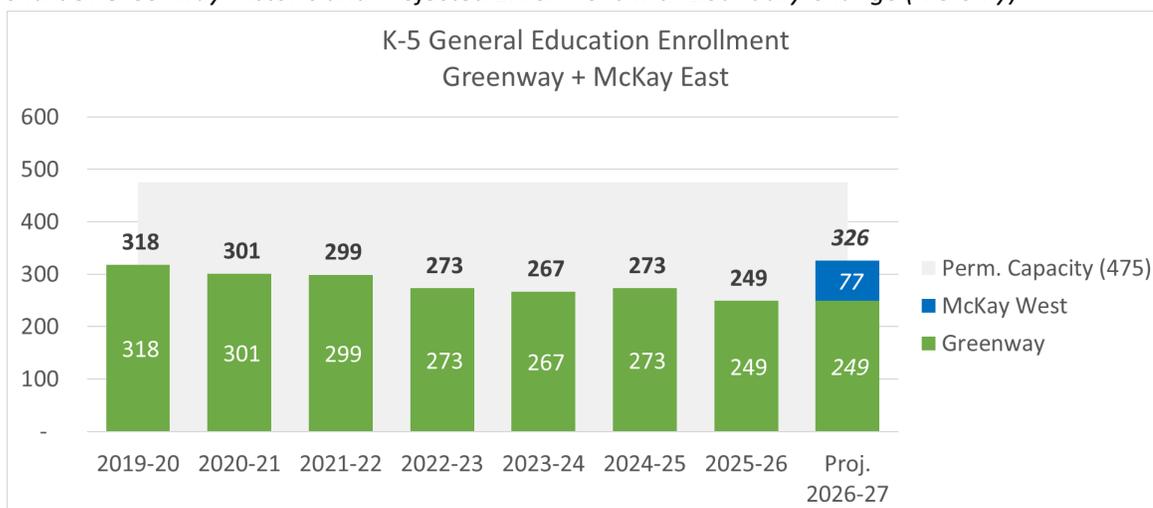
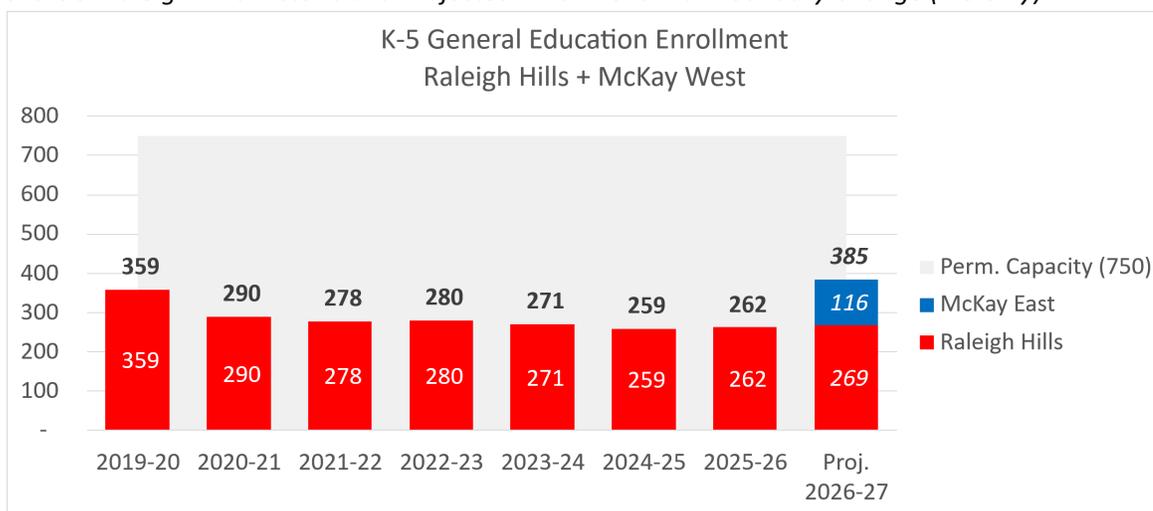


Chart 6: Raleigh Hills Historic and Projected Enrollment with Boundary Change (K-5 only)



The Academic Learning Center (ALC) special education program currently located at McKay ES will be accommodated at Greenway ES. Greenway ES has sufficient specialized classroom space to house this program.

Staff have reviewed the potential for residential development in the southeastern quadrant of the district. The area is almost completely developed with limited opportunities for small land divisions on older, larger parcels. There are some properties which could be the subject of new residential or redevelopment in the future. The two most substantial properties in the area for potential residential development are two golf courses. The likelihood of large-scale development is minimal based on history and the substantial investment that would be required.

Therefore, we find that sufficient capacity exists in the area to accommodate projected enrollment from this area.

3. Feeder patterns from elementary to middle to high school

Former McKay ES students reassigned to Raleigh Hills ES will continue on to Whitford Middle School and then to Southridge High School. Whitford MS's existing pattern—feeding roughly 50/50 into Beaverton High School and Southridge—will remain unchanged. Former McKay students reassigned to Greenway will follow the Conestoga Middle School and Southridge High School feeder path, as they currently do. Currently, about 60% of McKay's attendance area feeds to Whitford Middle School and 40% to Conestoga, with the split defined by the commuter and freight rail line just west of Highway 217. For high school, 100% of McKay ES students feed into Southridge, meaning that even students split at the middle school level ultimately reunite at the same high school.

With the recommended boundary adjustment; the western portion of the existing McKay ES attendance area will move to Greenway ES. All of Greenway ES students matriculate to Conestoga MS and Southridge HS. The eastern part of the McKay ES attendance area will move to Raleigh Hills ES. Raleigh Hills ES feeds 100% to Whitford MS. This area of the McKay ES attendance boundary also feeds 100% to Whitford MS. However, this area currently feeds to Southridge HS and 100% of Raleigh Hills ES currently feeds to Beaverton HS. This would create a new split feeder at the middle school level. The SY 2026-27 fifth grade class will not matriculate to high school until SY 30-31. The district expects to conduct an analysis of split feeder patterns over the next 12 to 24 months with the intention of minimizing split feeders to the extent practicable.

We find that the recommended attendance boundary will improve feeder patterns at the middle school level. While high school feeder patterns may create a new split, the district has the time and a process by which this new split feeder may be eliminated.

4. Neighborhood proximity and accessibility

The western portion of the existing McKay ES attendance area is closer to Greenway ES than McKay ES. By having this area moved to Greenway ES, students will live closer to more of their peers, families will be closer to their students while they are in school, and the students will have a shorter bus ride to and from school.

The students located in the eastern portion of the existing McKay ES attendance area will no longer reside in a walk zone as they currently do for McKay ES. These students will now take a bus to Raleigh Hills ES. The route to Raleigh Hills ES will be on Scholls Ferry Road. The distance between McKay ES and

Raleigh Hills ES is approximately 1.5 miles. The time of the route from the current McKay ES attendance area is estimated to be less than 15 minutes. However, the time of the route will be determined once the route has been established.

For additional transportation analysis, please see Transportation Impact Analysis – Proposed McKay Elementary Closure, Appendix B.

We find that the recommended boundary adjustment will benefit the students and their families with the proximity to Greenway ES and Raleigh Hills ES.

School Attendance Areas

The superintendent shall establish and, when warranted, adjust school attendance areas which shall be defined to support the established goals of the district and the welfare of its students.

The superintendent may initiate the review and act on attendance boundary adjustments if any of the following conditions exist:

- Actual or projected student enrollment changes;
- Programming changes that affect the utilization capacity in school;
- The closing of an existing school or opening of a new school;
- Changes to the district's external boundary.

To initiate the boundary adjustment, the superintendent shall present the basis and proposed objective(s) for the adjustment to the Board for consideration. The Board shall approve the final objectives by which the boundary adjustment will be judged. The superintendent's boundary adjustment recommendation shall be based on these objectives.

The district is committed to a boundary adjustment process that is transparent, collaborative and inclusive. The superintendent shall promote consistent and timely communication among the affected schools, parents and other community members regarding the boundary adjustment process.

At the beginning of the boundary adjustment process the Board may require the superintendent to appoint the creation of an advisory committee. District employees will not be voting members of a boundary adjustment committee.

The superintendent shall establish and execute a public involvement plan for the boundary adjustment process and its implementation following adoption. The superintendent shall establish and promote opportunities for residents, parents and students of the district to review and provide input on proposed boundary adjustments.

The Board recognizes that there are multiple factors to consider in satisfying the objectives of a boundary adjustment. Those factors may include, in no particular priority:

- Student body composition;
- Current and future availability of space at a school;
- Feeder patterns from elementary, middle to high school; and
- Neighborhood proximity and accessibility.

The superintendent shall recommend to the Board the proposed boundary adjustment. The proposal shall detail how the proposal meets the Board-approved objectives, explain how the applicable factors were considered and summarize the public input received. This proposal may also describe measures to address student transitions.

If the Board finds that the superintendent's proposal 1) meets the Board-approved objectives; and 2) reasonably considers the relevant factors and public input, the Board shall approve the proposed boundary adjustment. If the

Board does not find that the recommendation satisfies those conditions, the superintendent may provide additional information or modify the recommendation.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 339.010 to -339.090

MEMORANDUM

TO: Steve Sparks, Executive Administrator for Long-Range Planning
FROM: Craig Beaver, Administrator for Transportation
CC: Casey Waletich, Associate Superintendent for Operations & Support Services
DATE: February 27, 2026
SUBJECT: Transportation Impact Analysis – Proposed McKay Elementary Closure

Executive Summary

This memo outlines the transportation and financial implications associated with the proposed closure of McKay Elementary and reassignment of students to Greenway and Raleigh Hills Elementary schools.

Currently, Transportation serves approximately 53% of McKay's student population (100 students). Under the proposed closure scenario, transportation eligibility would increase to 100% of the reassigned McKay population (approximately 187 students) due to boundary changes and distance considerations.

As a result, the district would experience a net increase of one additional transportation route and an estimated annual cost increase of \$9,774.

Operational Impact

Current Conditions

- Raleigh Hills operates 4 general education routes serving approximately 254 students.
- McKay operates 2 general education routes serving 100 students (53% of enrollment).
- Greenway operates no general education routes, as its current boundary lies entirely within the one-mile non-transportation zone.

Proposed Closure Scenario

- Transportation service would increase from 100 McKay students to approximately 187 students.
- Two McKay routes would be eliminated.
- One new route would be established at Greenway to serve reassigned students.

- Two additional routes would be required at Raleigh Hills to absorb increased enrollment.

This represents a shift from transporting just over half of McKay's students to transporting the entire reassigned population, resulting in a net increase from 6 to 7 total routes across the three affected schools.

	# Routes		Cost		
	Current	Proposed	Current	Proposed	Diff
Greenway	0	1	\$0	\$8,580	\$8,580
McKay	2	0	\$14,449	\$0	-\$14,449
Raleigh Hills	4	6	\$37,520	\$53,163	\$15,643
Total	6	7	\$51,969	\$61,743	\$9,774

Strategic Considerations

- The closure substantially increases transportation reliance for former McKay students.
- Despite this expanded service level, the overall fiscal impact remains moderate.
- Implementation can be accommodated within existing fleet capacity, though one additional driver assignment would be required.
- Final routing efficiencies may adjust slightly once enrollment and boundary decisions are finalized.

Equity and Access Considerations

Expanding transportation eligibility from 53% to 100% for former McKay students ensures consistent access to school regardless of distance, family transportation capacity, or neighborhood walkability. From an equity standpoint, the proposed change removes variability in transportation access and provides a uniform level of service to all reassigned students.

Conclusion

From a transportation operations standpoint, the proposed McKay closure results in a manageable expansion of service, driven primarily by the shift from partial to full transportation eligibility for former McKay students. The projected annual net increase is approximately \$9,774 and requires one additional route districtwide.