School Closure and Boundary Change Report

Aligning Facilities with Enrollment to Support Students

Prepared for the TTSD Board of Directors and the Tigard-Tualatin Community

November 2026

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Introduction: School Closure and Boundary Change Rationale

Tigard-Tualatin School District's enrollment has declined from a peak of approximately 12,500 students in 2018 to approximately 10,400 today, a decrease of 2,100 students, or about 17%, in eight years. Projections indicate that enrollment will continue to decline over the next several years. This decline is consistent with statewide and national trends driven largely by declining birth rates, economic conditions, and increased school choices. As a result, our district is serving fewer students than our schools were designed to accommodate, and the effects are increasingly visible.

Spreading enrollment across more buildings than necessary stretches our resources. Smaller schools are more impacted by enrollment fluctuations, which can lead to split grade-level classrooms, less consistent access to teacher specialists, and staff sharing their time between multiple schools. Meanwhile, the costs of operating, maintaining, and repairing school buildings remain, despite underutilization.

We have a responsibility to align our schools, staffing, and resources with the students we serve today, so that we maintain a system that can sustainably serve students well into the future. The District will apply lessons learned from previous boundary changes and take a comprehensive, long-term approach rather than relying on isolated, reactive adjustments.

School closures and boundary adjustments offer an opportunity to address these challenges proactively. The goal is not simply to operate fewer buildings or reduce expenses. Our goal is to concentrate resources where they can make the greatest difference for students: in classrooms, in student support services, and in the quality and consistency of the educational experience we provide.

The approach to boundary adjustments and school consolidation advances three priorities:

1. **Create stronger, more consistently resourced schools.** More balanced enrollment supports stable staffing, reduces the frequency of split grade-level classrooms, and improves students' access to teacher specialists. Closures and boundary changes that address enrollment discrepancies lead to more equitable learning conditions across schools so that a student's educational experience is less dependent on which school they attend.
2. **Direct limited resources toward students and classrooms.** Closing a school will save approximately $1 million annually. We can redirect these resources toward staffing, student services, and instructional priorities. After using the closed facility for two years as a short-term learning space while other schools are remodeled, the District will plan an alternative use for the building, which could include community partnerships, specialized programs, or leasing opportunities.
3. **Support students and families with thoughtful, well-planned transitions.** School closures and boundary changes are difficult because schools are more than buildings; they are places where students learn, families build relationships, and communities

come together. The District recognizes the significance of boundary changes and school closures, and we commit to keeping students at the center of our decisions.

The District will work closely with families and staff to carefully plan transitions, clearly communicate, and address students' needs. Closures and associated boundary changes will take full effect in the 2028-29 school year, with some early changes for certain groups, like incoming kindergarteners, in the 2027-28 school year. This timeline provides nearly two years for transition planning, family engagement, and early communication.

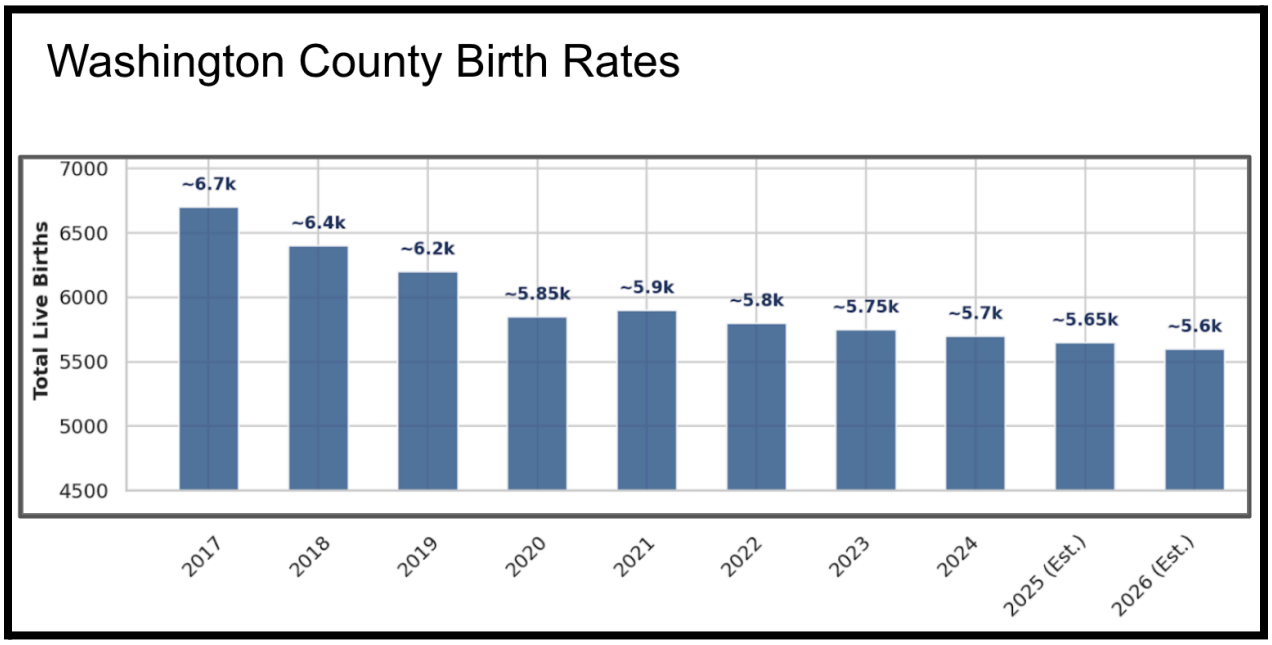
We are making difficult choices now to strengthen the educational experience that we provide for the future. By aligning our facility use with enrollment, Tigard-Tualatin School District can build a sustainable system that supports stable staffing, preserves essential programs, strengthens student services, and directs limited resources toward what matters most: students and their learning. In the sections that follow, we outline all the factors that contribute to the decision to close a school and adjust our boundaries.

Enrollment Trends and Projections

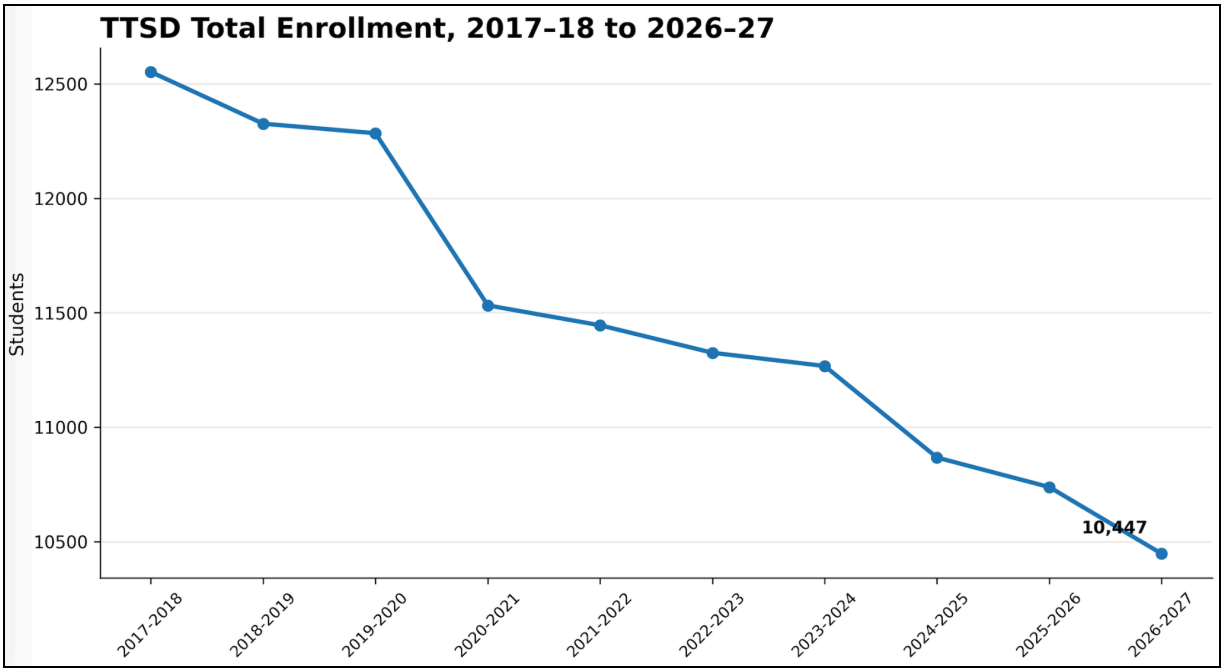
The district's enrollment decline is not a short-term fluctuation. Over the past decade, enrollment has steadily decreased by about 2,100 students total, while the number of births in the communities we serve has also declined significantly. This aligns with statewide and national trends. Fewer births today mean fewer students entering our schools in the years ahead, making a return to previous enrollment levels unlikely without significant changes in population or housing patterns.

Adjusting boundaries and consolidating schools allows us to respond to this long-term enrollment trend proactively, rather than continuing to spread students, staff, programs, and resources across more buildings than we need for our future student population.

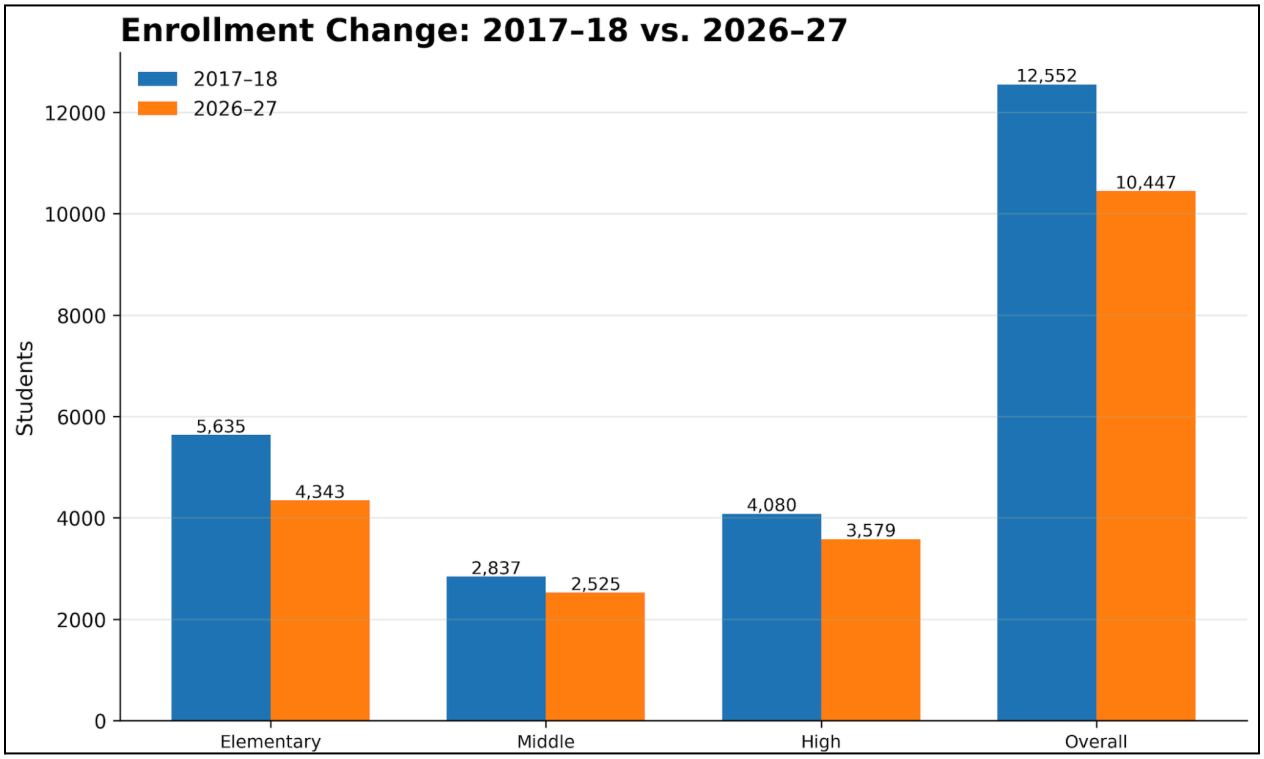
The following graph illustrates birth trends across Washington County over the past ten years, using data published by the Oregon Health Authority (OHA).



The graph below highlight's TTSD's enrollment decline: approximately 17% over the last decade.



The following graph shows that the impact of declining enrollment is most pronounced at the elementary level, at this time, contributing to greater underutilization and an immediate need to evaluate the district's elementary school footprint. Based on the projections in future sections, consolidating a middle school or high school will not be feasible within the next ten years.



Elementary Enrollment, Capacity, and Utilization Considerations

“School capacity” refers to the number of students a school is equipped to serve. “School utilization” measures how much of that available capacity is being used. The number of instructional classrooms available within each building determines a school’s capacity. In calculating capacity, TTSD accounts for four classrooms that must be “set aside” to support the standard operation of an elementary school:

- One reading intervention room
- One Special Education resource room
- One Special Education learning center for students with more intensive needs
- One Wellness, Health, and Movement (WHAM) classroom to help meet Oregon’s state-mandated physical education minute requirements

School capacities also consider the following variables:

- We do not include portable classrooms in these calculations. Because these are temporary structures, the District intends to remove them from campuses in the coming years.
- Our calculations anticipate changes to classroom spaces associated with planned construction at Bridgeport, Byrom, Durham, and Mary Woodward.
- Calculations also considered space for Trails programming at Byrom.
- Alberta Rider, Art Rutkin, Metzger, and Tualatin elementaries host Pre-K classrooms, which reduces the number of instructional classrooms available. We treat those classrooms and Pre-K students as set-asides when calculating capacity and utilization.

This analysis provides a foundation for considering school closures and boundary adjustments that will balance enrollment and more effectively use district facilities and resources to enhance students’ experiences in our schools.

Target Utilization Rate Summary

The district’s goal is to reach school utilization rates that effectively use space while maintaining flexibility to respond to unanticipated changes in enrollment. Ideally, schools would operate within a 70–90% utilization range, providing a balance between efficient use of facilities and sufficient capacity to accommodate enrollment fluctuations.

These ranges serve as a planning guide rather than a rigid threshold. The District considers them alongside enrollment projections, facility conditions, program requirements, transportation, and other factors, when evaluating long-term facility needs.

Beyond operational efficiency, an especially small school size can negatively impact the student experience, regardless of the utilization rate. Some of our larger elementary buildings can accommodate so many students that even when utilization is below 70%, there are still over 400 children in the building. This volume reduces the need for split-grade classes and has an overall

positive effect on staff and student experiences.

TTSD Current Enrollment, Capacity, and Utilization Rates

Current utilization ranges from 58% to 106%. Several schools are operating well below the district's desired utilization range, with five elementary schools at or below 67% utilization. This level of underutilization represents a significant amount of available space and highlights an opportunity to better align school capacity with current and projected enrollment.

School	November 2026 Enrollment	Capacity	Utilization %
Alberta Rider	290	500	58%
Art Rutkin	419	625	67%
Bridgeport	476 (269 TWI)	450	106%
Byrom	318	425	75%
Charles F. Tigard	427	600	71%
Deer Creek	332	525	63%
Durham	424	475	89%
Mary Woodward	285	450	63%
Metzger	519 (262 TWI)	575	90%
Templeton	485	625	78%
Tualatin	363	600	60%

Challenges of School Underutilization

Declining enrollment creates challenges that extend beyond empty classrooms and operational inefficiencies. Spreading students across more schools than necessary stretches staffing thin, limiting flexibility and creating inconsistencies in the educational experience across the district.

- **Inconsistent service to students:** Smaller schools rely more heavily on part-time staff or staff who divide their time between multiple buildings, making it more difficult to provide consistent service to students. Here are some examples:
    - Wellness Health and Movement (WHAM) classes are not available at some schools, or they are only available to certain grades, when schools are especially small.
    - At very small schools, literacy specialists or other instructional specialists may split their time between schools or work part time which limits students' access to their services.
- **Split-grade classes:** Split-grade classes are more common in small schools because minor fluctuations in enrollment have a more dramatic impact on class sizes when the overall scale is smaller.
    - These classes are challenging for teachers and students because there are two grade levels of students with very unique needs and instructional requirements in the same classroom.
    - We aim to reduce the number of split-grade classes across the district due to these challenges.
- **Class size fluctuations:** Small schools with fewer classrooms cannot easily accommodate minor enrollment changes at a given grade level as easily as larger schools can. This can lead to midyear hiring and disruptive class changes.
    - If classes are particularly large, sometimes teachers are hired after the school year starts to alleviate class size. This requires students to change classrooms after the school year starts.
    - When classes are small or do not fall within the target range for that grade level, split-grade classes result.
- **Inconsistent experiences for staff:** Operating more schools with fewer students divides staff and support across more buildings, sometimes leading to inconsistent workloads and less capacity to support students with essential services.
- **Unnecessary operational costs:** Many costs remain largely fixed regardless of enrollment. We can redirect these resources toward improving and supporting the student and staff experience.

For TTSD, maintaining the status quo risks recurring budget reductions that gradually diminish staffing, programs, and student services without addressing the underlying mismatch between enrollment and facility use. School consolidation provides an opportunity to take a more proactive approach by aligning facilities with projected enrollment, improving staffing efficiency, and directing resources where they can have the greatest impact on students.

Boundary and Closure Considerations

The District evaluated potential school consolidation options using six primary considerations:

1. Minimizing disruption to students, families, and staff
2. Maintaining middle school and high school pathways, referred to as “feeder patterns”
3. Balancing school utilization rates
4. Accounting for projected population growth and housing development
5. Maximizing bond expenditures and planned capital investments
6. Implementing and growing effective programming, like Two-Way Immersion (TWI)

While no single factor determined which school was identified for closure, together these considerations provided a consistent framework for creating a new boundary map that minimizes disruption, maintains reasonable proximity to schools, and will serve students consistently long-term, even as enrollment continues to vary.

Disruption to students and families

Minimizing disruption to students, families, and staff was our key consideration throughout the process. We evaluated options based on the number of students affected by any given boundary change or closure, and the resulting “domino effect” on nearby boundaries. Our preferred approach addressed enrollment challenges while limiting unnecessary disruption.

Maintaining feeder patterns

Maintaining consistent student pathways to middle and high school, known as “feeder patterns” (apart from one intentional adjustment to balance middle school enrollment) was a primary consideration. This consistency helps preserve continuity for students and families. Our goal was to minimize unnecessary changes to pathways from elementary to middle and high school, and to avoid worsening existing enrollment discrepancies at the middle school level.

Utilization rates

Utilization was a consideration because it helps the district better align its facilities with current and projected enrollment. Persistently underutilized schools can result in unnecessary operational costs.

Projected population growth and housing development

While we expect overall enrollment to continue declining for some time, some areas in our district will experience housing development and overall population growth. To project this, demographers consider construction progress, the type of housing being built, economic factors, and housing trends in nearby and similar areas. While imprecise, this provides the best information available to guide our planning.

Maximizing bond expenditures and planned capital investments

We carefully considered bond expenditures and planned building investments. Because of the substantial commitment of public resources, we paid particular attention to schools with significant bond funds already encumbered for major renovations. However, this was not the only factor in identifying a site for closure, and it did not by itself preclude any one site from consideration.

Implementing and growing effective programming

TTSD's Two-Way Immersion (TWI) programming has proven to be an asset to our students and our district. Boundary changes and school closure plans must consider the district's plan to expand programming, alleviating challenges with the current model and providing access to immersion programming district-wide.

Feeder Pattern Considerations

Feeder patterns are an important consideration when evaluating school consolidation and boundary adjustments because they establish the pathway students follow from elementary school through middle school and eventually to high school.

When the District consolidates a school or adjusts boundaries, changes at the elementary level can affect enrollment and capacity at middle and high schools as well. For this reason, we must consider the entire feeder system, not just individual schools, when evaluating potential changes.

Split Feeders

Deer Creek Elementary, Art Rutkin Elementary, and Twality Middle School all send students to two different schools. This can be challenging for students who move on to a different school than their friends as they progress through the grade levels. Unfortunately, with three middle schools and two high schools (all of which will continue to be necessary to accommodate our future middle school and high school students) there is simply no way to avoid this at the secondary level. At the elementary level, eliminating these splits would require dramatic boundary adjustments, resulting in boundaries that are more unnatural than the existing ones.

<table>
<tr><th colspan="2">Elementary School</th><th>Middle School</th><th>High School</th></tr>
<tr><td colspan="2">Bridgeport - Feeds TuHS</td><td rowspan="4">Hazelbrook (HMS)</td><td rowspan="6">Tualatin (TuHS)</td></tr>
<tr><td colspan="2">Byrom- Feeds TuHS</td></tr>
<tr><td colspan="2">Tualatin - Feeds TuHS</td></tr>
<tr><td>Deer Creek to TMS -Feeds TuHS</td><td>Deer Creek to HMS - Feeds TuHS</td></tr>
<tr><td colspan="2">Alberta Rider Feeds TuHS</td><td rowspan="3">Twality (TMS)</td></tr>
<tr><td colspan="2">Templeton Feeds THS</td></tr>
<tr><td colspan="2">Durham Feeds THS</td><td rowspan="2">Tigard (THS)</td></tr>
<tr><td>Rutkin to Twality, then TuHS</td><td>Rutkin to Fowler then THS</td><td></td></tr>
</table>

Mary Woodward - feeds THS	Fowler (FMS)	
CFT - feeds THS		
Metzger - feeds THS		

Closure Scenarios and Process

Overview of Analysis Process

To identify a school for closure, the TTSD team used a series of steps to analyze the various options.

In the first step, we completed a general analysis by hypothetically “closing” each school and assessing the impact on students. In doing so, we narrowed the candidates for closure to three.

In the second step, we evaluated student placements, feeder pattern disruptions, and school utilization, taking into consideration TWI programming expansion and projected enrollment growth. During this step, we identified Alberta Rider for closure.

Finally, in the third step, we refined the map, making additional boundary changes to support more consistent utilization across the district and draw boundary lines along natural borders wherever possible.

Step 1 Analysis

To assess the feasibility of closing an elementary school, TTSD staff first modeled a closure for every elementary school in the district, except for Art Rutkin and Templeton, which were excluded because they are newly built. Staff used the following considerations to identify candidates for closure:

1. Disruption to students While redistributing students during this hypothetical modeling, there were scenarios where we could smoothly redistribute students to neighboring schools that have adequate capacity and share the same feeder pattern. However, closing a school that lacks neighboring capacity causes greater disruption. This could include:

- Redistributing students across multiple schools
- Causing changes to feeder patterns and creating new “split” elementary schools, meaning that students in an elementary school could feed to multiple middle schools
- Adjusting additional boundaries
- Creating enrollment imbalances that affect school utilization
- Creating challenging transportation distances

Fewer than 300	300-499	500-699	700 or more

School	Students Impacted if School Closed
Alberta Rider	Fewer than 300
Bridgeport	700 or more
Byrom	700 or more
Charles F. Tigard	500-699
Deer Creek	300-499
Durham	700 or more
Mary Woodward	Fewer than 300
Metzger	700 or more
Tualatin Elementary	700 or more

This initial step in the analysis did not factor in TWI expansion or anticipated population growth, which was considered in the following step.

It is important to note that, in many cases, multiple ways exist to redistribute students in a hypothetical closure. The option we modeled for each school attempted to preserve proximity for students. In many cases, this created a boundary domino effect that affected more students overall. The alternative to this domino effect would involve assigning students to a new school with available space, even if it is not the next-closest option, meaning they would be bused to another part of town.

For example, when modeling the closure of Byrom, preserving student access to their next-closest schools (Tualatin Elementary or Bridgeport) required adjusting Tualatin Elementary and Bridgeport's boundaries to manage capacity. This shift then impacted even more children. Alternatively, TTSD could bus Byrom students to a school with sufficient space in Tigard. While this alternative would impact fewer students overall, it conflicts with our goal of avoiding challenging transportation patterns.

2. Maintaining elementary → middle → high school pathways (feeder patterns)

When the District consolidates a school or adjusts boundaries, changes at the elementary level can also affect enrollment and capacity at middle and high schools. For this reason, we must evaluate potential changes by considering the entire feeder system rather than individual schools alone. Preserving these middle and high school feeder patterns served as a primary consideration.

Ideally, all students from an elementary school would attend the same middle school to maintain relationships and consistency. Unfortunately, two of our elementary schools, Deer Creek and Art Rutkin, each split their students between two middle schools. In the table below, options labeled "disrupt feeders" do one of the following:

- Require an elementary school to send students to multiple middle schools
- Require redrawing middle school boundaries completely due to a domino effect
- Perpetuate existing enrollment discrepancies between middle schools

Maintains feeders	Disrupts feeders

School Considered for Closure	Impact to Feeder Patterns
Alberta Rider	Maintains feeders
Bridgeport	Disrupts feeders
Byrom	Disrupts feeders
Charles F. Tigard	Maintains feeders
Deer Creek	Maintains feeders
Durham	Disrupts feeders
Mary Woodward	Disrupts feeders
Metzger	Disrupts feeders
Tualatin Elementary	Disrupts feeders

3. Target Utilization Rates

The district's goal is to reach school utilization rates that make efficient use of available space while preserving flexibility to respond to changes in enrollment. A realistic district-wide range is between 70-90% utilization. Operating a school below 70% may indicate excess capacity, while operating above 90% can limit flexibility and create challenges.

These ranges serve as planning benchmarks rather than rigid thresholds. The District considers them alongside enrollment projections, facility conditions, program requirements, transportation, and other factors when evaluating long-term facility needs.

Below 60%	60-69%	70-79%	80-89%	90% or greater

School and Student Capacity	Current Utilization
Alberta Rider, Capacity 500	290 students 58% utilization
Bridgeport 450 Capacity	476 students 106%
Byrom 425 Capacity	318 students, 75% utilization
Charles F. Tigard 600 Capacity	427 students, 71% utilization
Deer Creek 525 Capacity	332 students, 63% utilization
Durham 475 Capacity	424 students, 89% utilization
Mary Woodward 450 Capacity	285 students, 63% utilization
Metzger 575 Capacity	519 students, 90% utilization
Tualatin Elementary 600 Capacity	363 students, 60% utilization

4. Bond Funds Committed Between 2016 and 2025 Bonds

We carefully considered bond expenditures and planned building investments. Because of the substantial commitment of public resources, we paid particular attention to schools with significant bond funds already set aside for major renovations. However, this was not the only factor in identifying a site for closure, and it did not by itself rule out any site.

Below $10m	$10-20M	$20-30M

Elementary School	Funds Spent and /or Committed In 2016 and 2025 Bond Programs
Alberta Rider	$7.7M
Bridgeport	$28.8M

Byrom	$29.2M
Charles F. Tigard	$7M
Deer Creek	$7.2M
Durham	$26.7M
Mary Woodward	$29M
Metzger	$7.85M
Tualatin Elementary	$7.1M

Step One Analysis Summary

	Supports closure	Does not support closure
Alberta Rider	• One of two schools that disrupt fewer than 300 students • Well under target utilization • Feeder patterns can be maintained • Under $10 million in bond funds committed	
Bridgeport		• Highly disruptive in terms of student movement • Utilization falls within target range • Feeder patterns disrupted • Over $20 million bond funds committed
Byrom		• Highly disruptive in terms of student movement • Utilization falls within target range • Feeder patterns disrupted • Over $20 million bond funds committed
Charles F. Tigard	• Feeder patterns can be maintained • Under $10 million in bond funds committed	• Highly disruptive in terms of student movement • Utilization falls within target range
Deer Creek	• One of three schools that disrupt fewer than 500 students	

	• Under target utilization • Feeder patterns can be maintained • Under $10 million in bond funds committed	
Durham		• Highly disruptive in terms of student movement • Utilization falls within target range • Feeder patterns disrupted • Over $20 million bond funds committed
Mary Woodward	• One of two schools that disrupt fewer than 300 students • Under target utilization	• Feeder patterns disrupted • Over $20 million bond funds committed
Metzger	• Under $10 million in bond funds committed	• Highly disruptive in terms of student movement • Utilization falls within target range • Feeder patterns disrupted
Tualatin Elementary	• Under target utilization • Under $10 million in bond funds committed	• Highly disruptive in terms of student movement • Feeder patterns disrupted

Based on the analysis in the first step, we narrowed the closure candidates to three: Alberta Rider, Deer Creek, and Mary Woodward. While Mary Woodward also has attributes that do not support closure according to the considerations in this step, because it disrupts fewer students than most options, we chose to analyze this option further in the second step.

Here are the schools that were eliminated from consideration for closure and the rationale:

- **Bridgeport:** The team eliminated Bridgeport because consolidating it would create program implications beyond the proposed Two-Way Immersion (TWI) expansion examined in the next step. Consolidation would require TWI students to relocate to Metzger, or displace students at an additional school to house the TWI program. Additionally, Bridgeport's utilization falls within the target range, closing it would disrupt feeder patterns, and there is a high amount of bond funds committed to the school.
- **Byrom:** We eliminated Byrom because closing it would impact too many students and likely create unsustainable transportation patterns. Additionally, Byrom's current utilization falls within the district's target range, closing the school would disrupt

established feeder patterns, and a significant amount of bond funding has already been committed to the facility.

- **CFT:** While closing CFT could maintain feeder patterns and its bond investments fall into the lower range, utilization rates remain acceptable, and most importantly, closing it would disrupt too many students. For those reasons, we eliminated CFT.
- **Durham:** The team eliminated Durham because closing it would impact too many students through boundary domino effects. Additionally, Durham's utilization falls within the target range, closing it would disrupt feeder patterns, and there is a high amount of bond funds committed to the school.
- **Metzger:** Although bond investments for Metzger fall into the lower range, we eliminated it because consolidation would create program implications beyond the proposed TWI expansion examined in the next step. Consolidation would require TWI students to relocate to Bridgeport, or displace students at an additional school to house the TWI program. Additionally, Metzger's utilization falls within the target range and closing it would disrupt feeder patterns.
- **Tualatin Elementary:** While bond investments at Tualatin Elementary fall into the lower range and the school is underutilized, closing it, as would be the case with Byrom, would cause tremendous disruption to students. Additionally, closing Tualatin Elementary would make it impossible to maintain feeder patterns.

Step 2 Analysis

Based on our step one analysis, TTSD staff identified Alberta Rider, Deer Creek, and Mary Woodward as the three viable options for closure. In the second step of analysis, we further examined utilization, feeder patterns, and the number of students impacted, but in this step, we also considered projected population growth and district-wide TWI expansion plans.

Alberta Rider	• Impacts the fewest students • Does not impact middle school feeder patterns • Compatible with TWI expansion • No growth expected
Deer Creek	• Impacts about 140 more students than Alberta Rider • Creates split middle school feeder patterns at two more schools • Is not compatible with TWI expansion due to the impact on Tualatin Elementary, creating a capacity issue for TWI expansion and further displacing students • Only TTSD school projected to grow in the next ten years due to development of Kingston Terrace
Mary Woodward	• Impacts about 40 more students than Alberta Rider • Creates split middle school feeder patterns at two more schools • Is not compatible with TWI expansion due to the its proximity to CFT, which creates capacity issues and

	further displaces students ● No growth expected

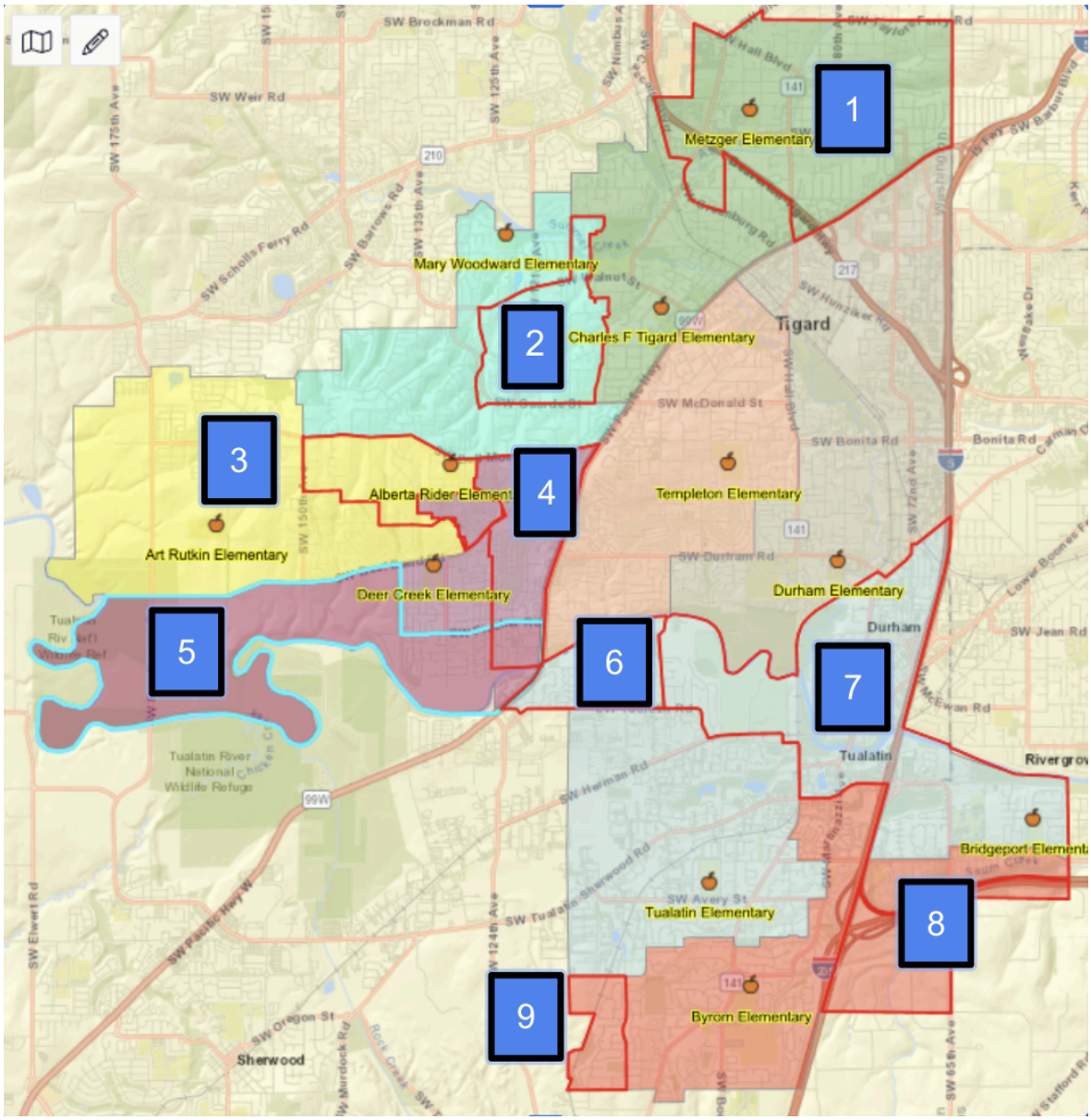
- **Alberta Rider:** Closing Alberta Rider disrupts the fewest students. This option preserves middle school feeder patterns without introducing additional split feeders, supports TWI expansion, and aligns with demographics, as the surrounding area shows no expected growth.
- **Deer Creek:** We eliminated Deer Creek from consideration because it impacts the most students of all three options, creates split middle school feeder patterns, and fails to support TWI expansion. Importantly, King City and the area toward Roy Rogers Road represent the main growth areas in our district, and Deer Creek is best positioned to absorb these new students.
- **Mary Woodward:** We eliminated Mary Woodward from consideration because, although it impacts only slightly more students than Alberta Rider and sits in an area without expected growth, it does not support TWI expansion and requires splitting two additional feeder patterns, or completely redrawing middle school boundaries. Furthermore, this option would undermine the $25 million bond investment noted in step one.

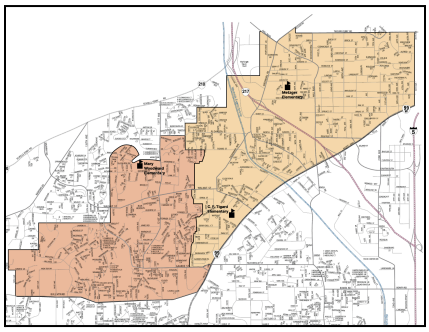
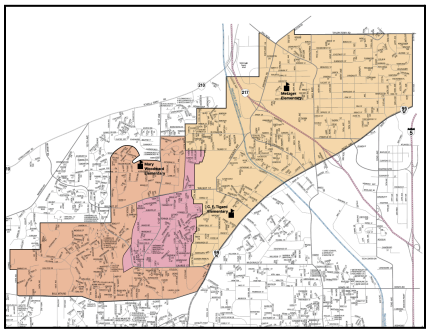
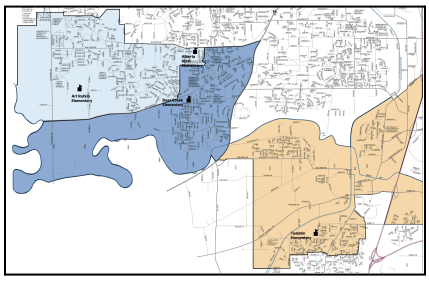
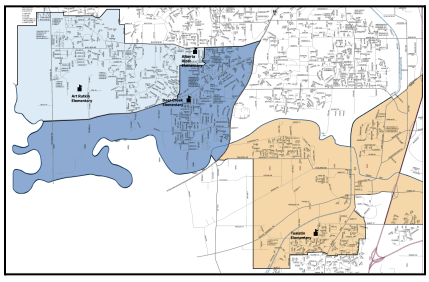
Step 3 Analysis

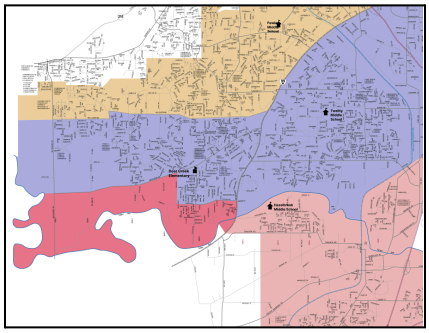
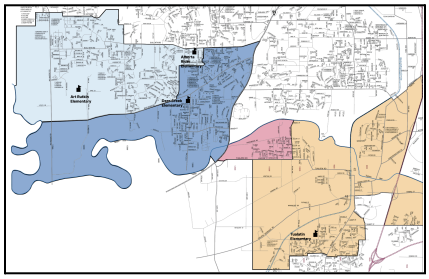
Our third step in analyzing boundary changes and developing a new map was to refine boundaries to ensure more comfortable utilization (70%-90%) and draw boundary lines in the most natural way possible, without unnecessarily disrupting additional students. Details regarding additional boundary changes are in the following section titled “Boundary Change Overview.”

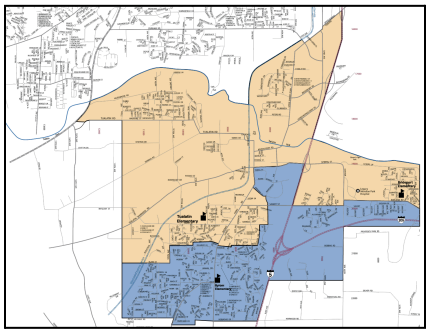
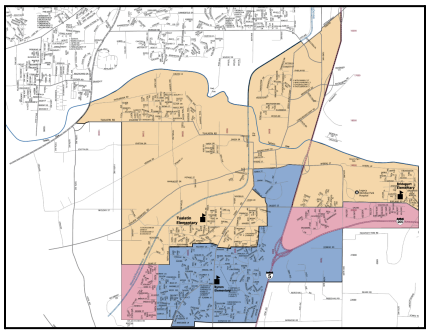
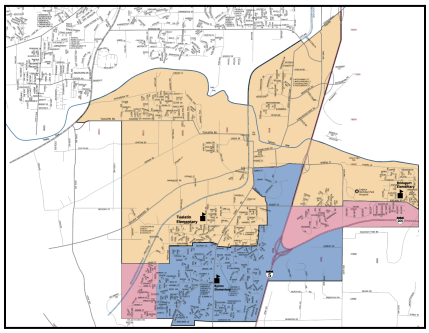
Boundary Change Overview and Maps

The map below, and the corresponding table on the following pages, summarize all of the proposed boundary shifts and the rationale for each.



#	Boundary Change	Rationale	Associated Map (See following pages)
1	Metzger becomes a TWI only school; CFT's boundary expands and receives 74 current English strand Metzger students **(See map A)**	The transition would be phased over three years, beginning in 2027–28 when Metzger K–1 English strand students transition to CFT. This change expands access to TWI for students district-wide.	
2	Mary Woodward absorbs a portion of the CFT boundary, approximately 77 current students **(See map B)**	This boundary adjustment, noted on the map in pink, bolsters Mary Woodward's current low enrollment. The boundary adjustment begins in Fall of 2028-29 after renovations at Mary Woodward are complete, with the exception of incoming kindergarteners.	
3	Alberta Rider closes; Art Rutkin receives 53 current Alberta Rider students in 2028-29 **(See map C)**	The number of students includes current kindergarten through third graders. Current fourth and fifth graders will finish at Alberta Rider, and next year's Alberta Rider kindergarteners will start at Art Rutkin.	
4	Alberta Rider closes; Deer Creek receives 101 current Alberta Rider students in 2028-29 **(See map C)**	The number of students includes current kindergarten through third graders. Current fourth and fifth graders will finish at Alberta Rider, and next year's Alberta Rider kindergarteners will start at Deer Creek.	

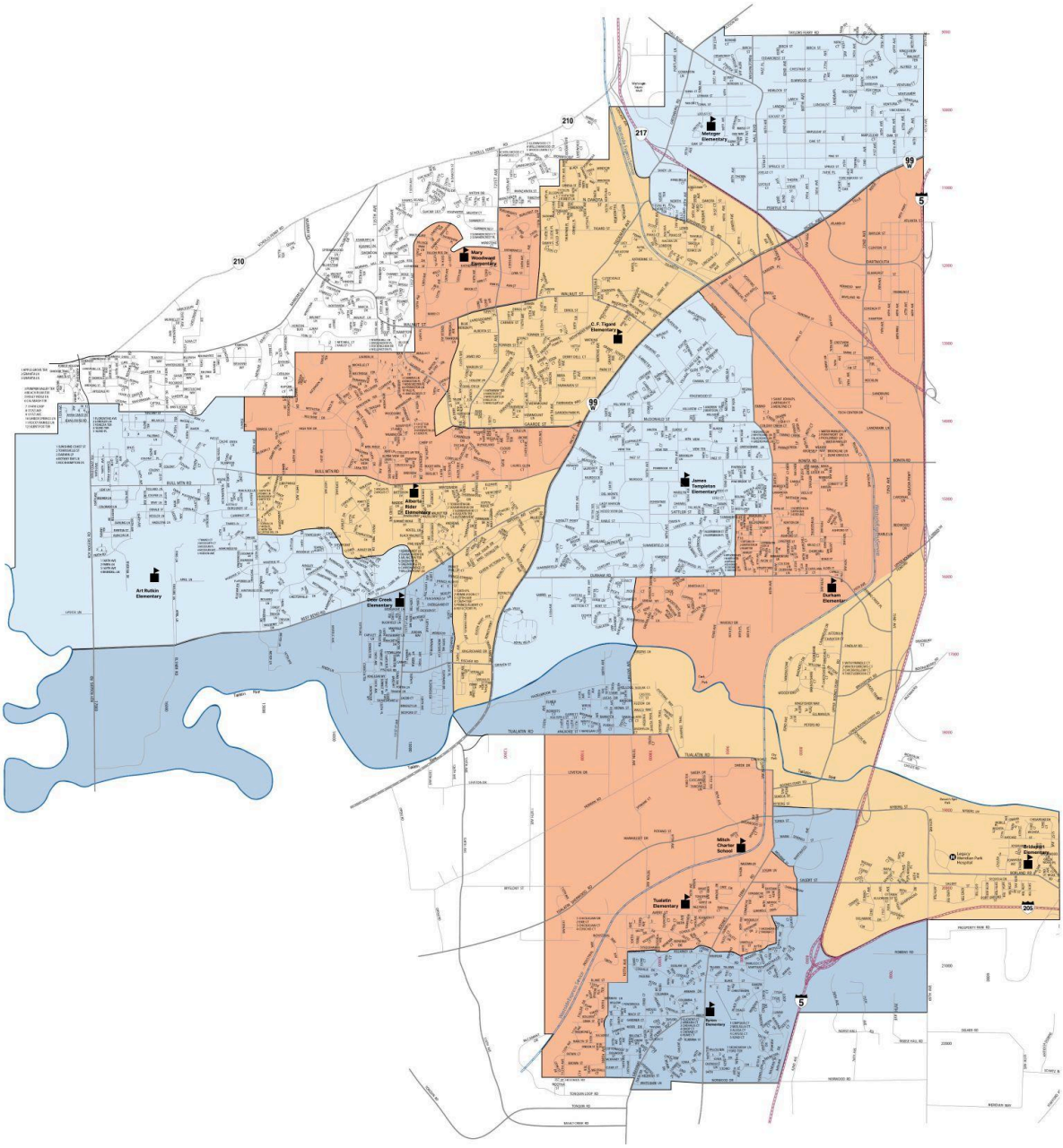
#	Boundary Change	Rationale	Associated Map (See following pages)
5	Hazelbrook absorbs a portion of the Deer Creek boundary currently assigned to Twality **(See map D)**	Twality currently serves more than 200 students than Hazelbrook and Fowler, and Twality's enrollment is expected to continue increasing with development in King City and on the west side of Bull Mountain. Moving students to Hazelbrook creates more balanced enrollment between the middle schools. Current Deer Creek fifth graders attend Hazelbrook in 2027-28 (next year). Current Twality students in this area finish their time at Twality.	
6	Tualatin Elementary absorbs a portion of the Deer Creek boundary: 77 students **(See map E)**	A portion of the current Deer Creek boundary within the Tualatin city limits, indicated in pink, moves to Tualatin Elementary in 2028-29. This change is part of a broader set of boundary adjustments in the Tualatin area intended to improve utilization at both Tualatin Elementary and Byrom Elementary. The adjustment would also provide Deer Creek with additional capacity to accommodate anticipated enrollment growth associated with development in King City.	

#	Boundary Change	Rationale	Associated Map (See following pages)
7	Bridgeport becomes a TWI-only school; Tualatin Elementary receives 61 current English strand Bridgeport students north of Borland/Sagert Road **(See map F)**	The transition would be phased over two years, beginning in 2027-28 when K-1 English strand students transition to Tualatin Elementary, followed in 2028-29 by English strand students in grades 2–4. This change expands access to TWI for students district-wide.	
8	Bridgeport becomes a TWI-only school; Byrom receives 21 current English strand Bridgeport students south of Borland/Sagert road **(See map G)**	The transition would be phased over two years, beginning in 2027-28 when K-1 English strand students transition to Byrom, followed in 2028-29 by English strand students in grades 2–4. This change expands access to TWI for students district-wide and bolsters enrollment at Byrom.	
9	Byrom receives 38 current students from Tualatin Elementary in 2028-29 following renovations at Byrom. **(See map G)**	This adjustment improves utilization at Byrom while creating additional capacity at Tualatin Elementary to accommodate students from the Bridgeport and Deer Creek boundary adjustments. Together, these changes help balance enrollment and make more efficient use of available capacity across the Tualatin-area schools.	

Current Elementary Map

Tigard-Tualatin School District 23J
Elementary School Attendance Boundaries

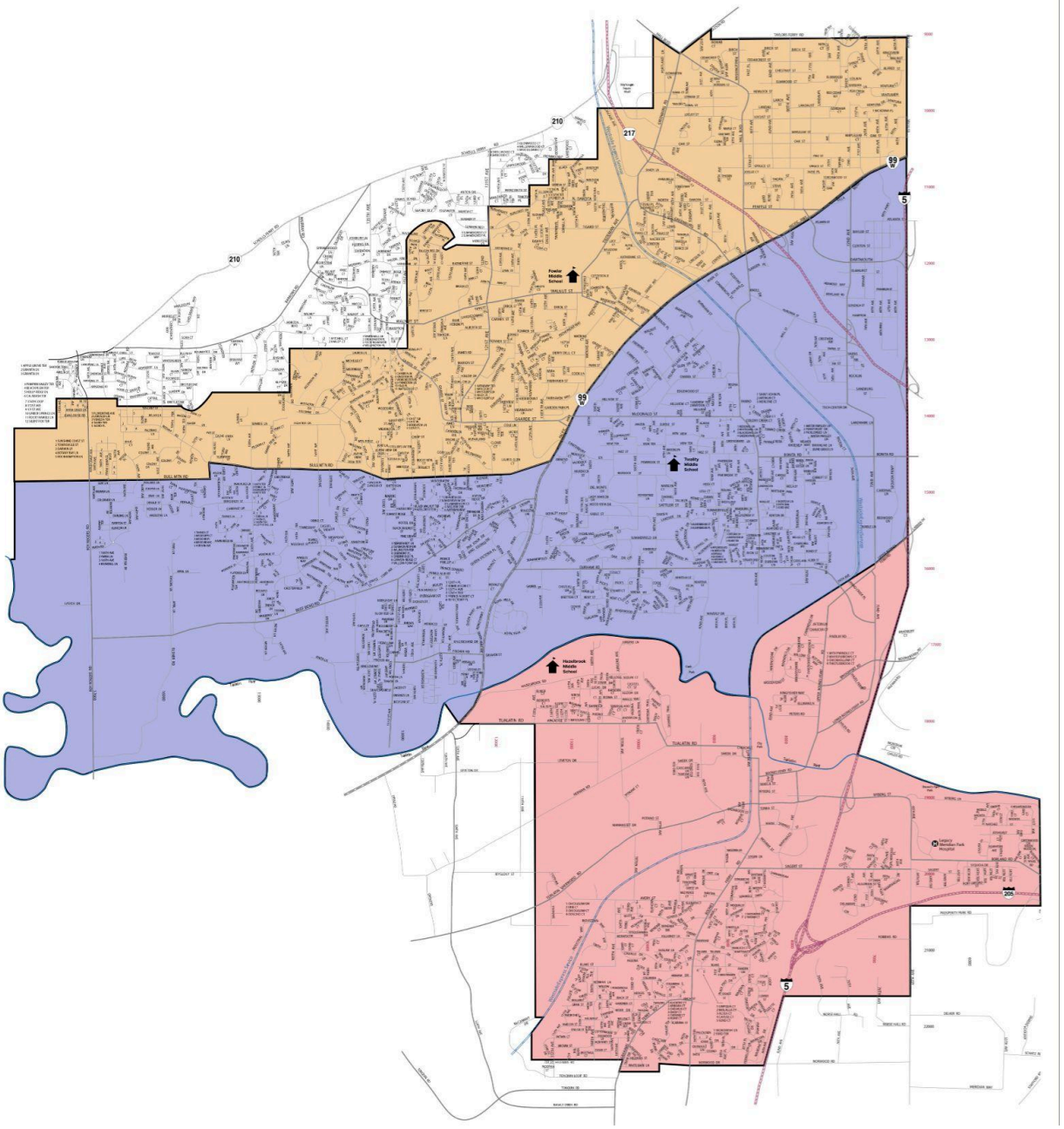
For more information: www.ttsdschools.org
Twitter: @TigardTualSD
Instagram: @TTSDschools
Facebook: @TTSDschools
YouTube: Tigard-Tualatin School District



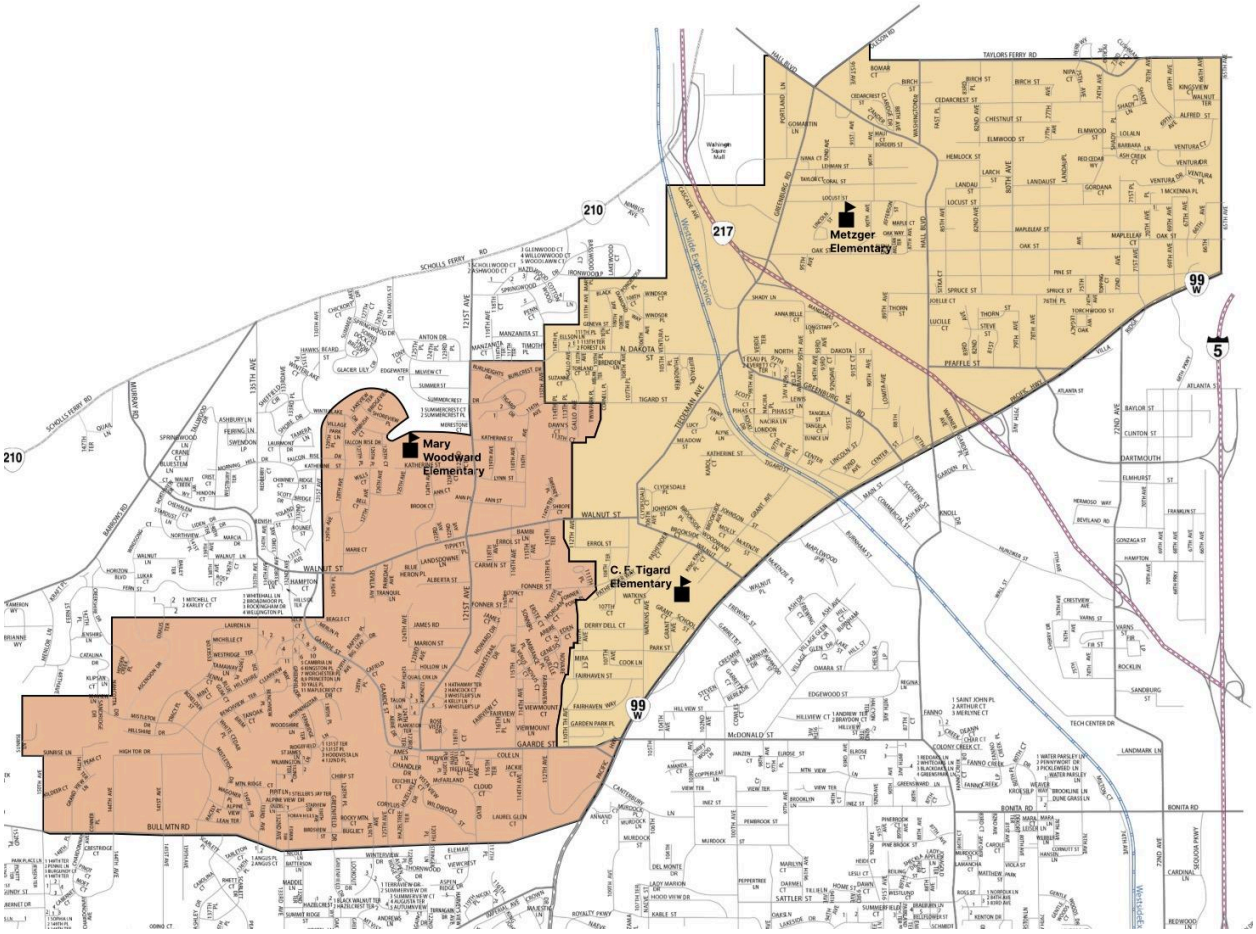
Current Middle School Map

Tigard-Tualatin School District 23J
2024-2025 Middle School Attendance Boundaries

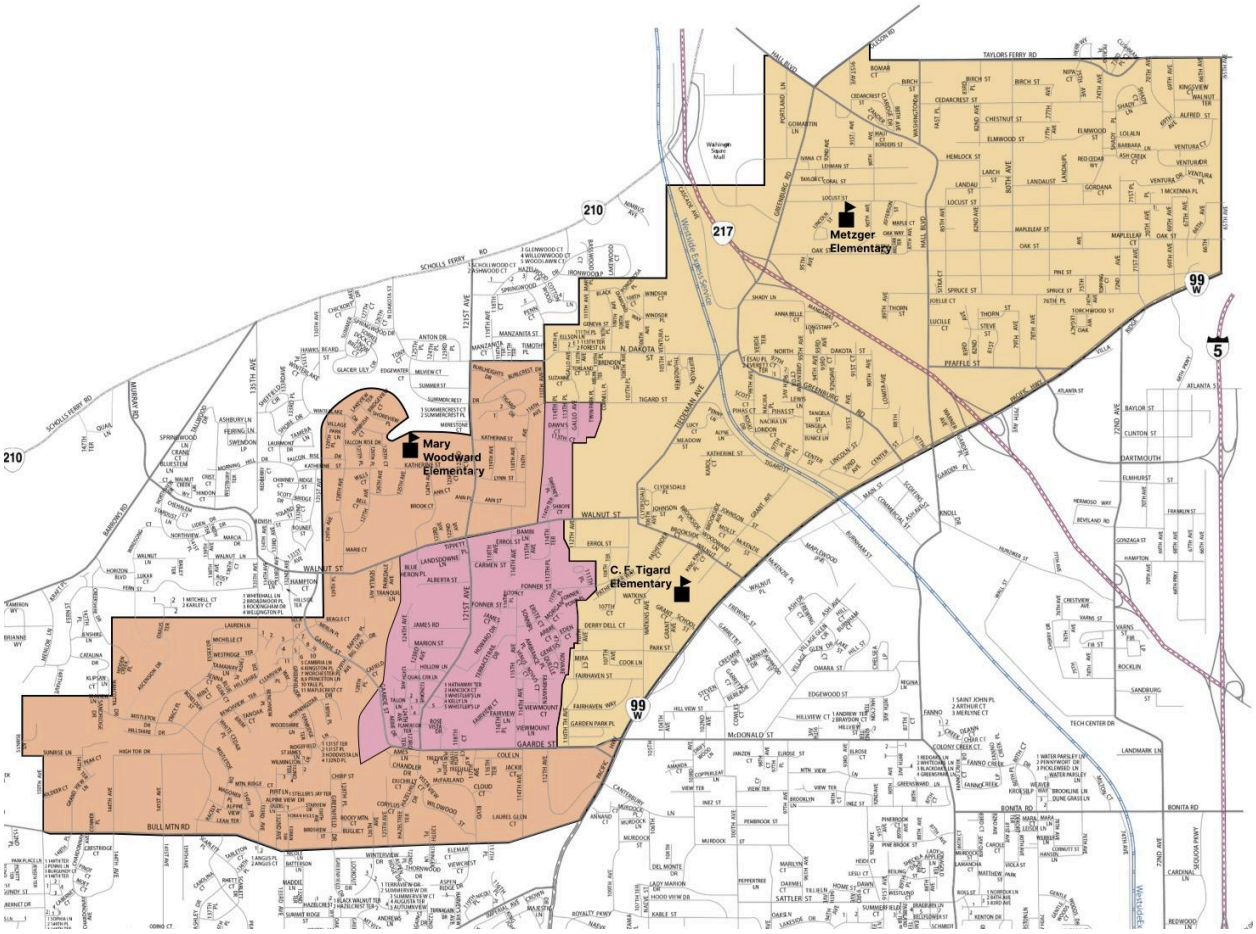
For more information: www.ttsdschools.org
Twitter: @TigardTualSD
Instagram: @TTSDschools
Facebook: @TTSDschools
YouTube: Tigard-Tualatin School District



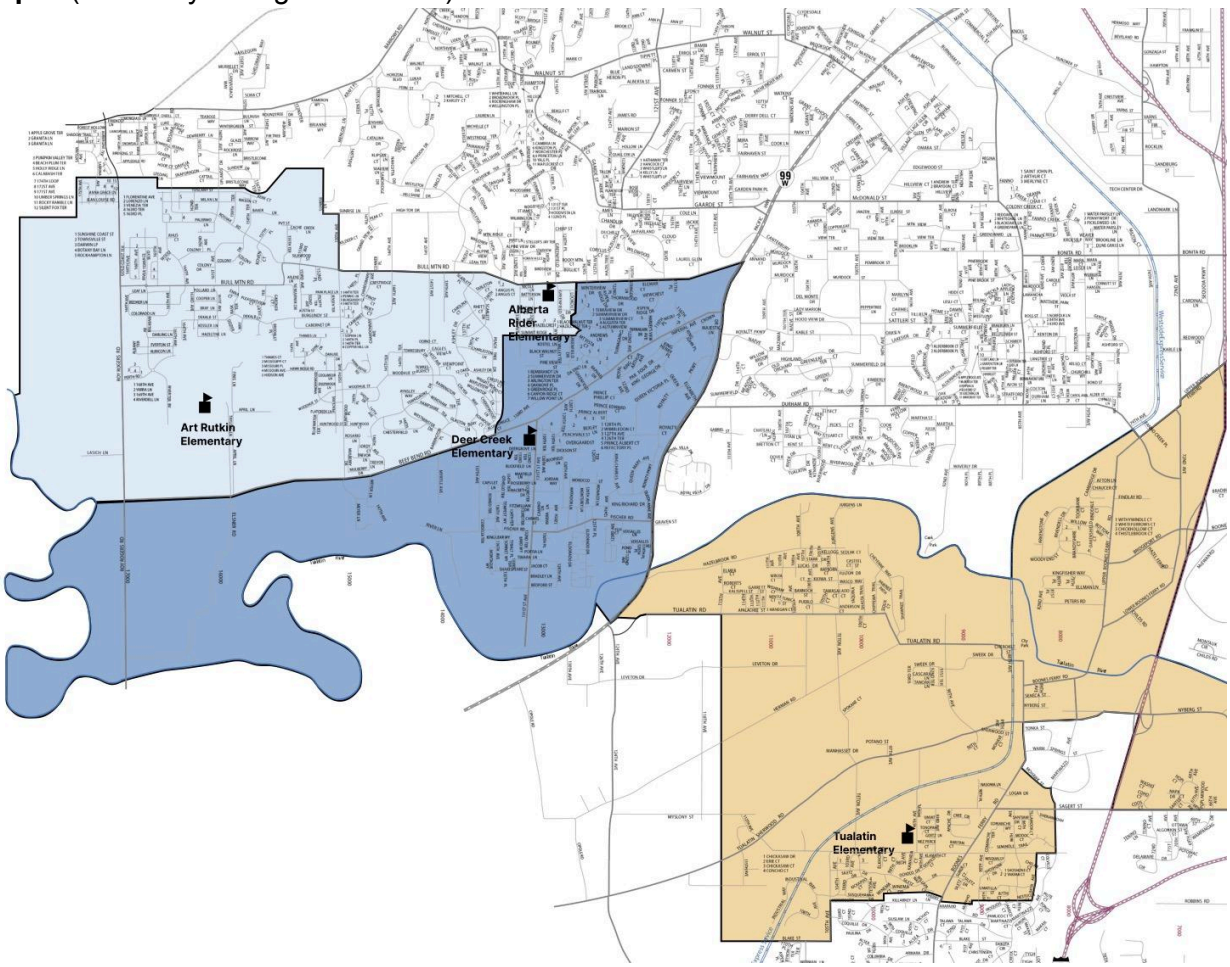
Map A (Boundary change #1)



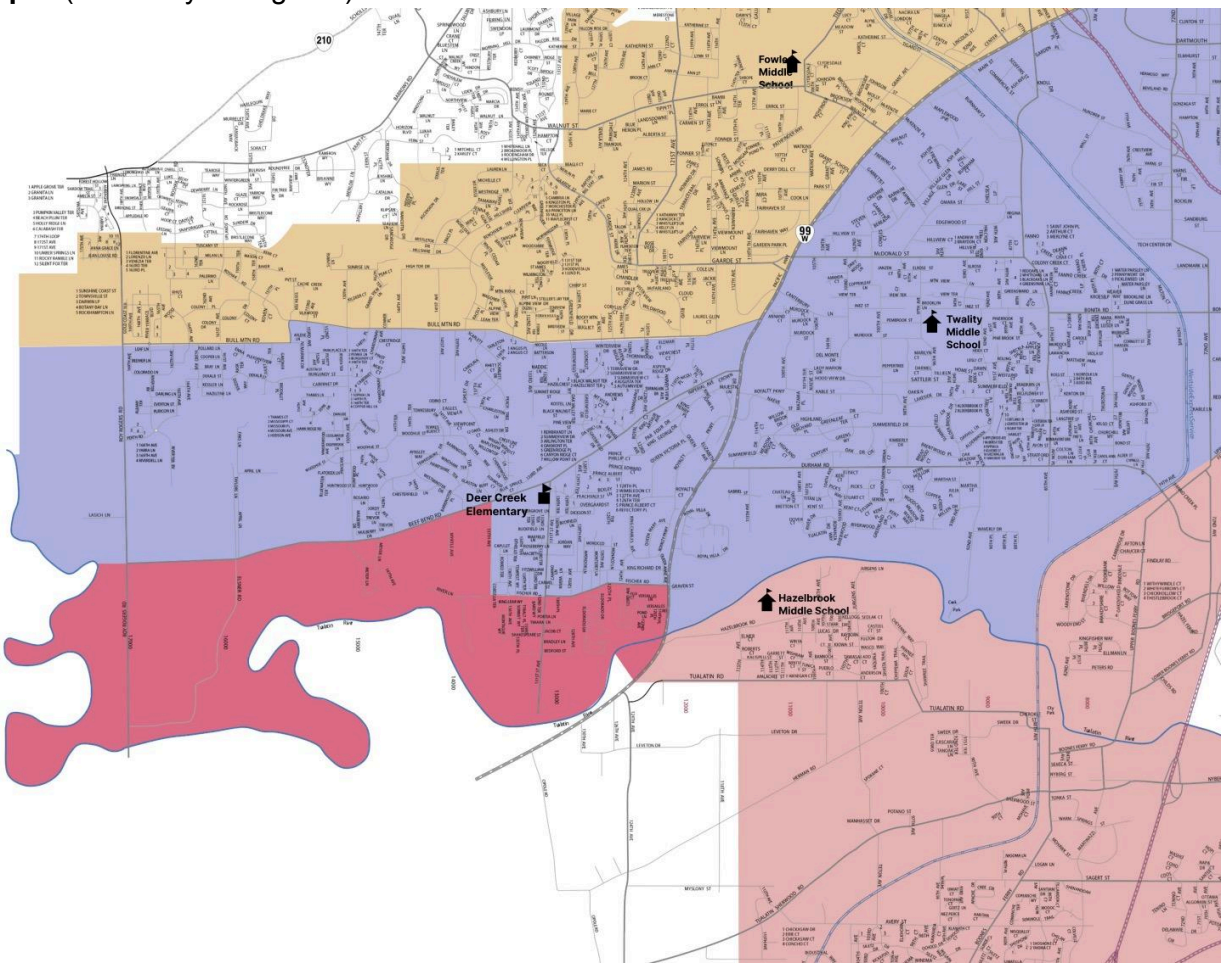
Map B (boundary change #2)



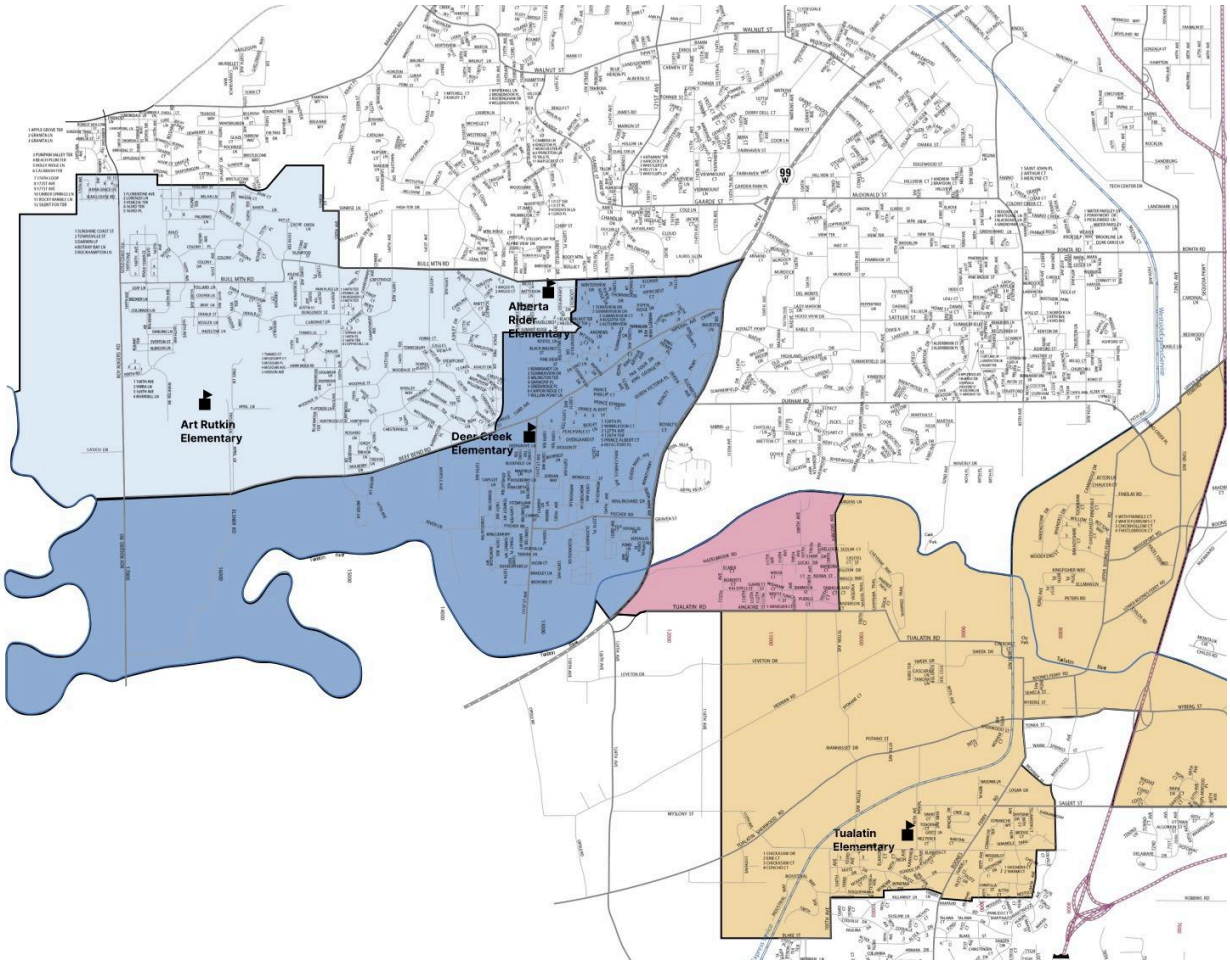
Map C (boundary change #3 and #4)



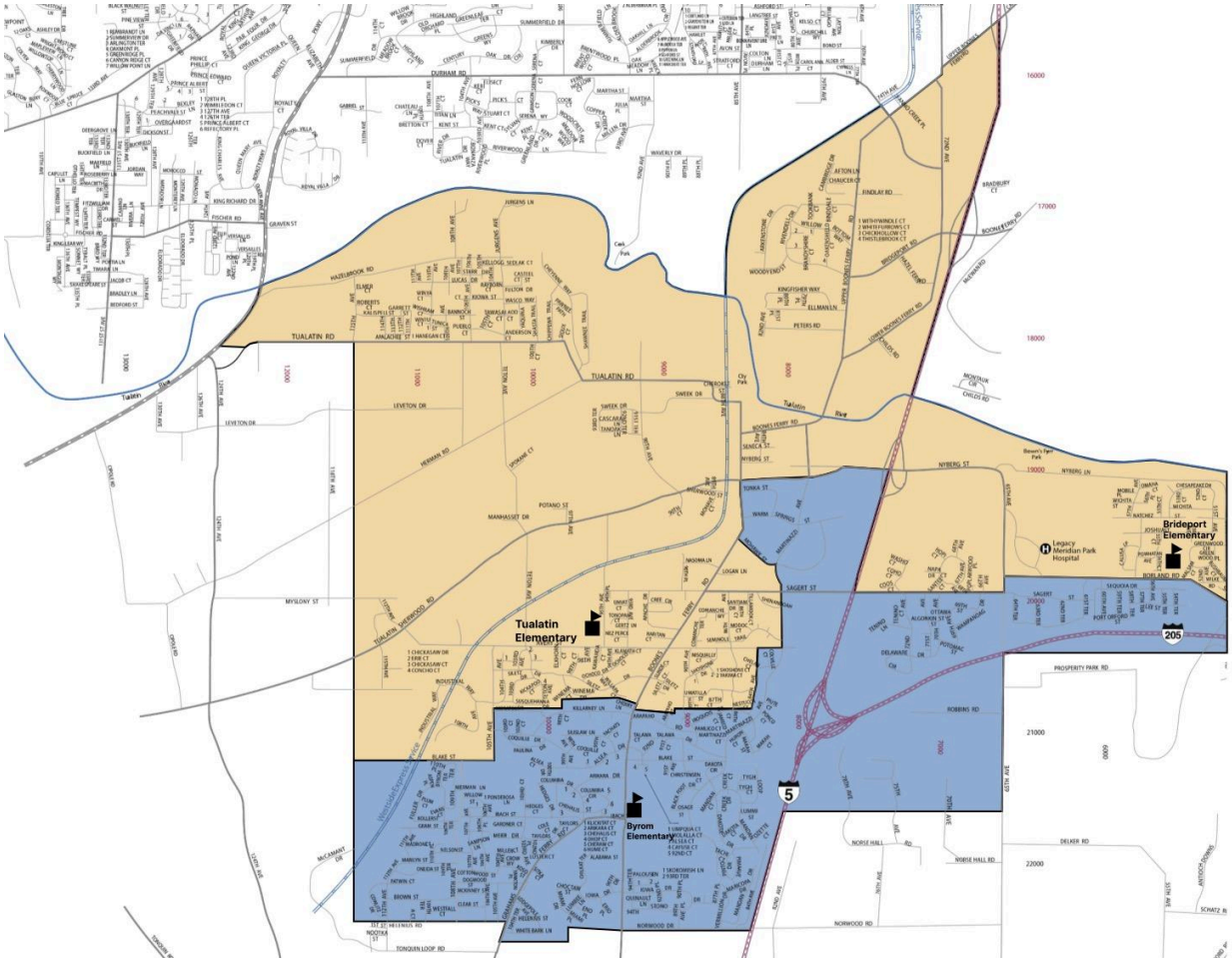
Map D (Boundary change #5)



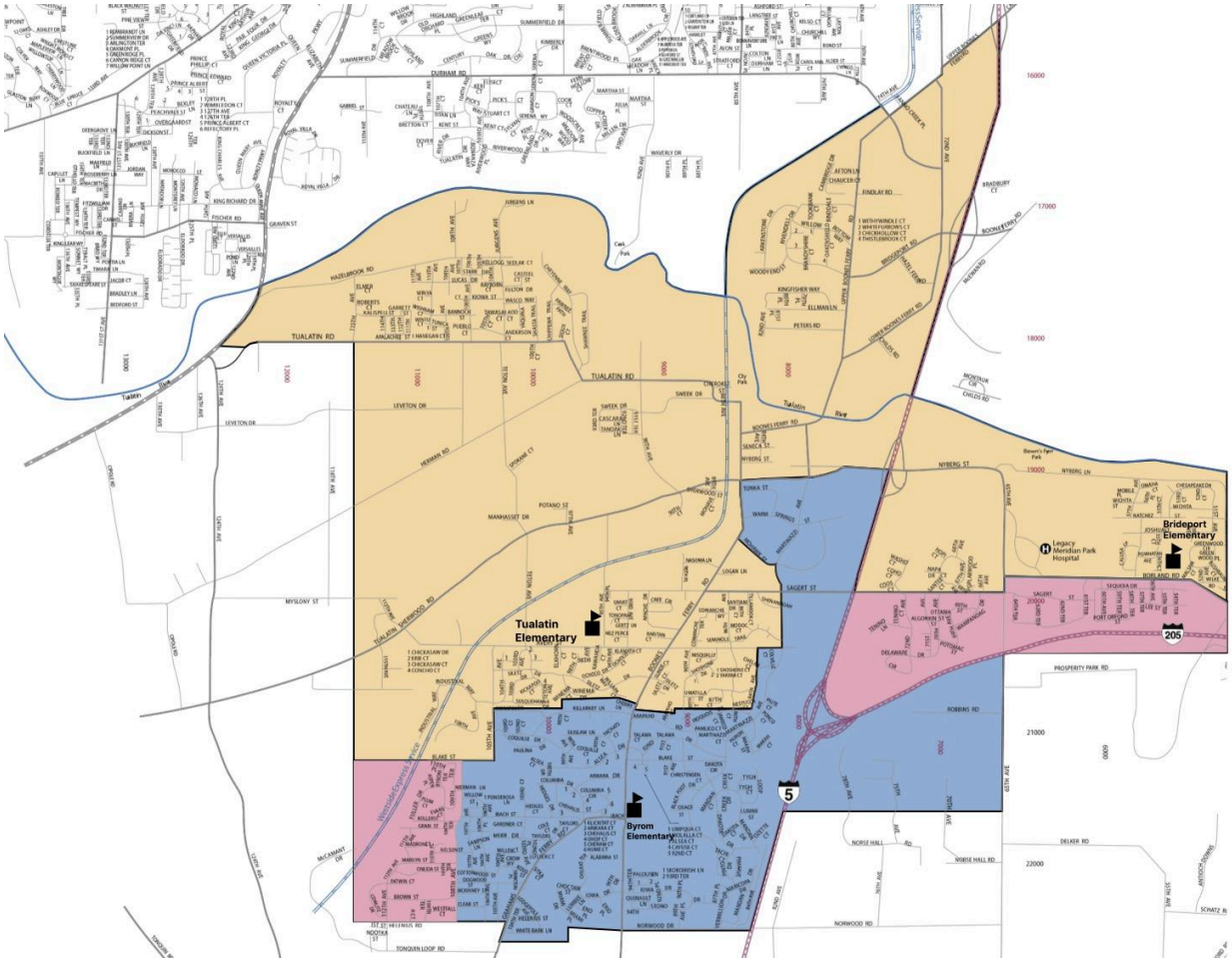
Map E (boundary change #6)



Map F (boundary change #7)



Map G (boundary change #8 and #9)



TTSD Demographer Report Highlights

TTSD is utilizing a yearly demographer's report to support the closure and boundary adjustment process. This report examines current enrollment, historical trends, projected student populations and anticipated residential development across the district. These analyses help the district understand whether declining enrollment is likely to continue, identify schools that may experience long-term underutilization, and evaluate how potential consolidation scenarios could affect enrollment balance across remaining schools. While a demographer's report does not determine which schools should be closed, it provides critical information to guide district planning.

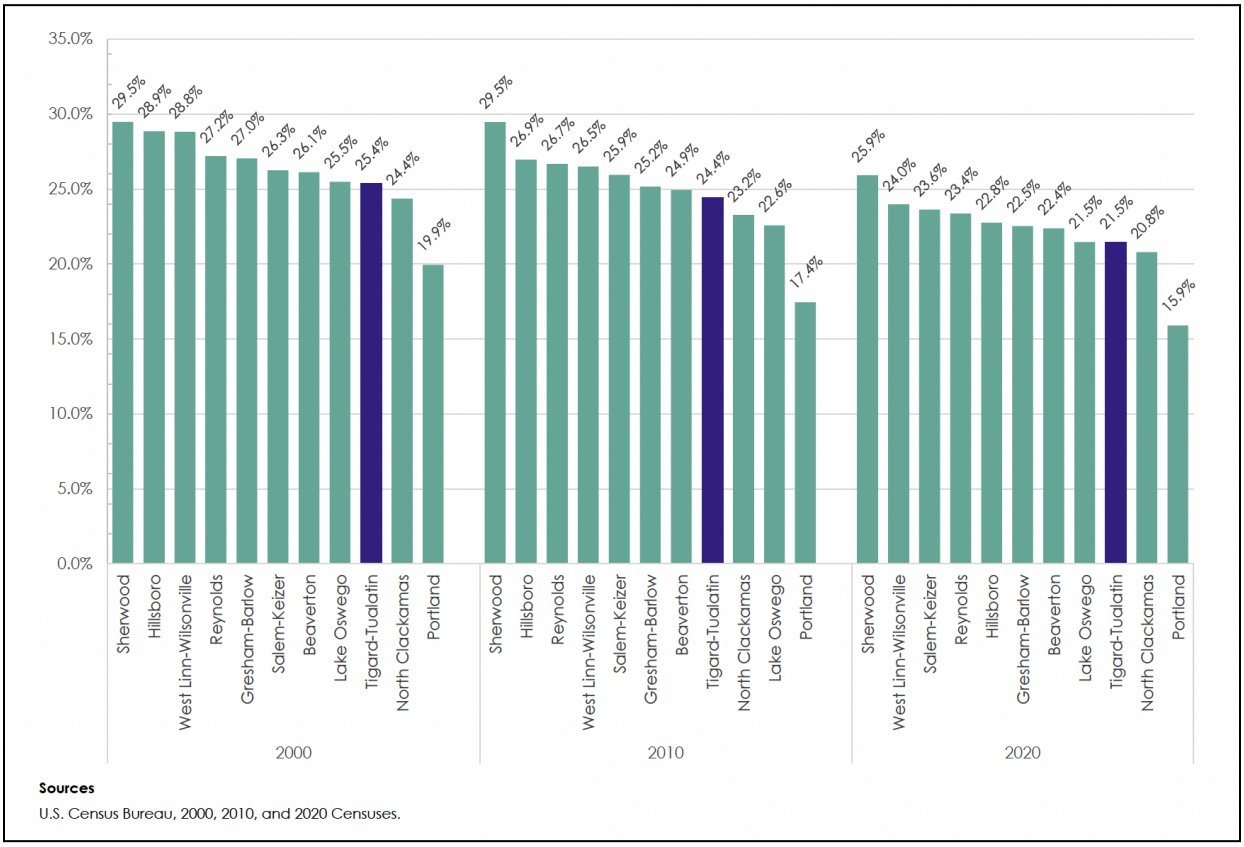
The information below and most recently published demographer's report was generated in December 2025. It is available on the TTSD website. While we worked closely with demographers on the projections that informed our boundary and closure plan, that report has not yet been published. We will add it to the website as soon as it is available.

Our most recent demographer's report finds the following:

- The District enrolled 1,546 (12.6 percent) fewer students in 2025–26 than in 2019–20. The largest numeric and percentage decline during the period was among grades K–5, which lost 876 students (16.0 percent). Grades 6–8 lost 398 students (13.6 percent). The smallest numeric and percentage decline was a loss of 272 students (7.0 percent) in grades 9-12.
- The number of births to TTSD residents fell each year for nine consecutive years, from 1,114 in 2013–14 to a low of 849 in 2022–23. Preliminary birth totals from the Oregon Health Authority (OHA) reveal a modest increase to 891 in 2024–25, the cohort eligible to enroll in K in 2030–31.
- The elementary schools with predicted growth are Art Rutkin and Deer Creek, with planned development in River Terrace 2.0 and Kingston Terrace increasing enrollment in the coming years. All other schools see flat or declining enrollment into the foreseeable future.
- One factor hindering school enrollment growth has been slow growth or decline in the number of children. Figure 1 below depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to Decennial Census counts, the district added 19,835 residents (37.1 percent) ages 18 and older between 2000 and 2020. In comparison, the school-age population (ages five to 17) grew by 1,868 (14.3 percent), and the number of children under the age of five decreased by 33 (0.6 percent) in the same period. The proportion of TTSD population under the age of 18 was 25.4 percent in 2000, 24.4 percent in 2010, and 21.5 percent in 2020. The declining child population share is not unique to TTSD. Each of the 11 districts featured in Figure 1 had a smaller share of population under age 18 in 2020 than in 2000. TTSD consistently had one of the lowest shares, similar to its

neighboring districts Beaverton and Lake Oswego and much lower than Sherwood, which stands out as having the highest share each decade.

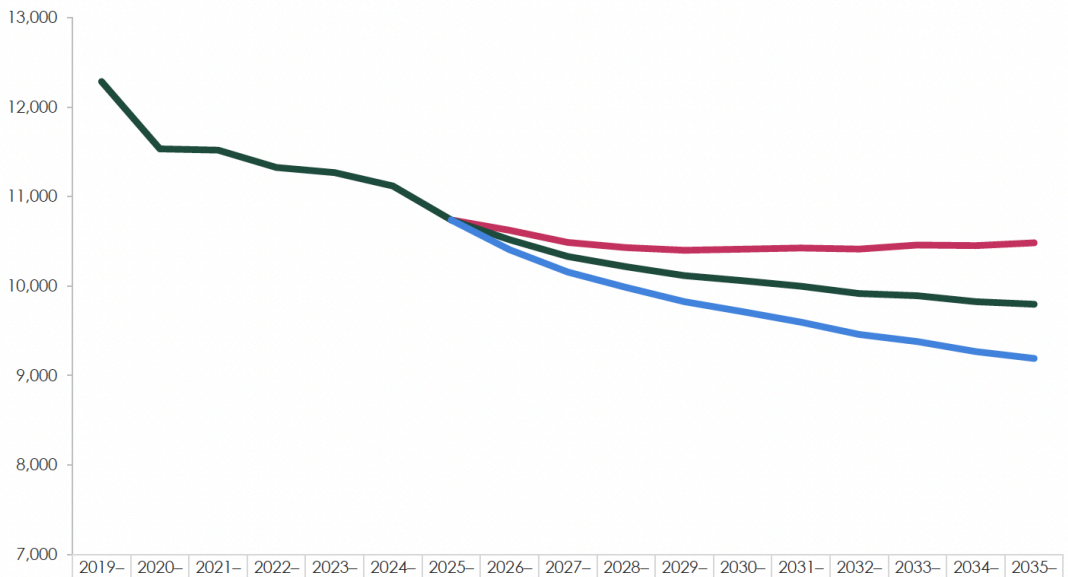
Figure 1: School District Percent of Population Under Age 18 - 2000 to 2020 (December, 2025)



Sources

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

Figure 18: District-wide Enrollment Forecasts – Low, Middle, and High Scenarios



	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
High							10,738	10,623	10,487	10,429	10,400	10,411	10,425	10,413	10,458	10,451	10,482
Middle	12,284	11,532	11,518	11,325	11,267	11,118	10,738	10,518	10,330	10,216	10,116	10,059	9,998	9,916	9,891	9,825	9,797
Low							10,738	10,406	10,156	9,984	9,825	9,713	9,596	9,459	9,379	9,267	9,191

Notes

Students enrolled in pre-kindergarten, MITCH Charter School, Cordero Residential, Lifeworks NW, and Transition and Tutorial Programs are excluded from analysis.

Sources

Tigard-Tualatin School District October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (low, middle, and high scenarios).

Figure 18 shows district-wide enrollment forecasts that are based on the December 2025 demographer report. Because projections are imprecise, demographers provide a range that includes multiple scenarios to inform planning

Figure 20: Enrollment Forecasts by Individual Grade – Low Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
K	665	664	650	648	653	679	673	673	678	683	688
1	701	672	677	663	664	669	696	689	689	695	700
2	734	704	678	683	672	673	678	706	699	699	705
3	815	744	716	690	695	684	685	690	718	711	711
4	866	825	756	729	702	707	696	697	702	731	723
5	816	860	823	755	730	704	709	698	699	704	733
6	864	806	853	818	751	727	700	705	694	695	700
7	839	855	802	849	814	748	724	697	702	691	692
8	829	831	851	798	845	810	744	720	693	698	687
9	863	835	840	860	806	854	820	754	727	702	707
10	869	863	839	843	863	808	857	823	757	730	706
11	920	838	836	813	816	835	782	829	796	733	706
12	957	909	835	835	814	815	832	778	825	795	733
K–5	4,597	4,469	4,300	4,168	4,116	4,116	4,137	4,153	4,185	4,223	4,260
6–8	2,532	2,492	2,506	2,465	2,410	2,285	2,168	2,122	2,089	2,084	2,079
9–12	3,609	3,445	3,350	3,351	3,299	3,312	3,291	3,184	3,105	2,960	2,852
K–12	10,738	10,406	10,156	9,984	9,825	9,713	9,596	9,459	9,379	9,267	9,191

Notes

Students enrolled in pre-kindergarten, MITCH Charter School, Cordero Residential, Lifeworks NW, and Transition and Tutorial Programs are excluded

Darker shading represents higher values and lighter shading represents lower values.

Sources

Tigard-Tualatin School District October 2025–26 enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (low scenario).

Figure 20 is also from the December 2025 demographer report. These estimates will likely change when the new report is received.

School Board Policy

The TTSD Retirement of Facilities Board Policy (FL) establishes how the district uses data to make long-term facility decisions, ensuring transparency, public input, and thoughtful transition planning. Below is a summary of the key guidelines:

- **Data-Driven Planning:** The district continuously tracks student enrollment, building capacities, housing developments, and operational costs to project future needs. If data shows a significant, ongoing enrollment decline in a specific area, the superintendent develops a plan of action, which may include recommending a school closure.
- **Evaluation & Advisory Role:** To evaluate which school to close, the superintendent may appoint an advisory committee. The committee and district leadership assess key factors, including demographic projections, operating costs, building condition and safety, impact on students, and overall district finances.
- **Board Decision & Emergency Action:** The School Board holds sole authority over final closure decisions based on information provided by the superintendent. However, the Board retains authority to act immediately to close a facility if needed to protect student and staff health and safety during unforeseen emergencies.
- **Community Engagement & Transition:** The policy commits to keeping the public informed and offering opportunities for feedback through listening sessions, forums, and board meetings. Once a closure decision is finalized, the district ensures adequate time to communicate with families, adjust attendance boundaries, reassign staff and students, and coordinate smooth school transitions.
- **Repurposing Facilities:** When a building is no longer needed for standard school purposes, the district evaluates alternative uses or potential property sales.

School Closure Financial Considerations

School closure reduces operating costs and redirects limited district resources toward improving the overall student experience. Each school carries fixed and recurring expenses, including staffing, utilities, custodial services, maintenance, and building operations, all of which continue even when a facility is significantly underutilized.

Based on TTSD's estimates for a school serving 250–450 students, these potential efficiencies total approximately $1,094,975. While not all of these costs represent immediate or guaranteed budget savings, aligning the district's facility use with actual student numbers allows for a financially responsible, long-term strategy that creates an opportunity to reinvest savings directly into areas that impact students.

An important point of discussion during the budget adoption process for the 2026-27 school year, in May 2026, was the need for a structural change to interrupt the pattern of annual reductions. School closure was not referenced, but this action aligns with the need to make a structural adjustment that truly changes the course of the cycle.

Component	Cost
Staffing - Site Specific Roles	$522,575
Staffing - Ratio Based Positions	$374,000
Facility Operating Expenses	$198,400
TOTAL	**$1,094,975**

TTSD has target staff to student ratios. Staff are assigned to buildings based on the number of students in the school and in each class. If school enrollment increases, staffing also typically increases. However, it is more efficient to staff a larger school because minor fluctuations in student enrollment do not always require staffing adjustments in large schools, whereas they often have a greater impact in small schools. We estimate staffing savings, as a result, in addition to site-specific roles that do not need to be replicated even when enrollment increases.

2016 and 2025 Bond Funds Facility Investments

The following table summarizes bond spending at each elementary school under the 2016 and 2025 bond programs, providing a building-by-building view of the district's historical and planned investments. These figures offer important context for school consolidation considerations by illustrating the level of financial resources allocated to individual buildings over time.

A	B	C	D	F	G
Elementary School	**2016 Bond Dollars Spent**	**2025 Bond Dollars Spent To Date**	**Total Dollars Spent in the last 10-years**	**2025 Bond Projects Promised To Voters**	**Total Spending Planned once 2016 and 2025 Bond Projects are Completed**
			Column B+C		Column B+F
Alberta Rider	$2,700,000	$1,100,000	$3,800,000	$5,000,000	$7,700,000
Art Rutkin	$50,000,000	n/a	$50,000,000	n/a	$50,000,000
Bridgeport	$3,800,000	$100,000	$3,900,000	$25,000,000	$28,800,000
Byrom	$4,200,000	$850,000	$5,050,000	$25,000,000	$29,200,000
CFT	$400,000	$800,000	$1,200,000	$6,600,000	$7,000,000
Deer Creek	$1,400,000	$2,500,000	$3,900,000	$5,800,000	$7,200,000
Durham	$1,700,000	$100,000	$1,800,000	$25,000,000	$26,700,000
Templeton	$30,000,000	$15,000	$30,015,000	600,000	$30,600,000
Mary Woodward	$4,000,000	$850,000	$4,850,000	$25,000,000	$29,000,000
Metzger	$450,000	$770,000	$1,220,000	$7,400,000	$7,850,000
Tualatin	$600,000	$2,800,000	$3,400,000	$6,500,000	$7,100,000
Total	**$99,250,000**	**$9,885,000**	**$109,135,000**	**$131,900,000**	**$231,150,000**

TTSD Historical Boundary Adjustments

The table below provides an overview of TTSD boundary adjustments to serve as historical context.

Year	Impacted Schools	Rationale/Description
2025	Mary Woodward and Deer Creek Elementaries	Increase enrollment at Art Rutkin
2024	Durham and Bridgeport Elementary	Students shifted to Bridgeport to address overcrowding at Durham
2023	Alberta Rider and Art Rutkin Elementary	Opening of Art Rutkin Elementary
2015	Metzger and C.F. Tigard Elementary	Students shifted to C.F. Tigard to address overcrowding at Metzger
2013	Byrom and Tualatin Elementary	Balance Byrom and Tualatin
2013	Mary Woodward and Alberta Rider Elementary	Balance Mary Woodward and Alberta Rider
2005	Alberta Rider, Mary Woodward, Deer Creek, and CFT Elementary	Opening of Alberta Rider
2001	Tualatin and Tigard High School	Tigard High had grown to more than 350 students larger than Tualatin High
1997-98	Bridgeport, C.F. Tigard, Deer Creek, Durham, Mary Woodward, Metzger and Templeton Elementary Fowler, Hazelbrook and Twality Middle School Tigard and Tualatin High School	Opening of Deer Creek Elementary and Closing of Phil Lewis Elementary New construction in the City of Tigard
1992-93	Bridgeport, Byrom, C.F. Tigard, Durham, Mary Woodward, Metzger, Phil Lewis, Templeton, and Tualatin Elementary Fowler, Hazelbrook and Twality Middle School Tigard High School	District-wide changes occurred with the opening of Tualatin High School and Hazelbrook Middle School

TTSD Bond History and Changing Enrollment Conditions

The Lead-Up to the 2016 Bond: Planning for Growth

In 2010, TTSD purchased the property that would later become the home of Art Rutkin Elementary School, anticipating the need for additional capacity on the west side of Bull Mountain. In August 2011, the Tigard City Council unanimously approved annexing the River Terrace area. As community planning progressed, River Terrace emerged as a primary growth area, shaping expectations for future housing and student enrollment. The District's early land acquisition and facility planning reflected a proactive effort to prepare for this growth.

When the 2015-16 Long-Range Facilities Planning Committee convened to assess building needs, demographers projected over 600 additional elementary students in River Terrace by 2026. As of October 1, 2015, Alberta Rider served 587 students (98% utilization) and Deer Creek served 600 students (100% utilization). Current enrollment and demographer projections pointed to an urgent need for space, leading the planning team to include a new elementary school in River Terrace as part of the 2016 bond.

In November 2016, voters approved a $291.3 million bond measure. Bond projects included the construction of Art Rutkin Elementary, rebuilding Templeton Elementary and Twality Middle School, upgrades to security features, including vestibules, and significant updates to other district facilities. At the time, these investments addressed immediate capacity needs while positioning the district to accommodate expected student growth.

Changing Conditions Following the 2016 Bond

While the 2016 bond responded to anticipated growth, actual enrollment and housing development did not progress as expected. Residential development in River Terrace moved more slowly than projected, in part due to changing construction companies. Some housing was converted to age-restricted 50+, while other housing changed to multi-family homes, which tend to generate fewer children than single family homes.

Consequently, the District's enrollment and facility needs began to diverge from the assumptions that informed earlier decisions. However, even in 2019, city planners still projected significant growth in the River Terrace area, albeit at a slower pace. At that time, projected enrollment discrepancies could be solved with boundary changes, but the possible need for school closure was not yet on the horizon. As such, the District moved forward with construction, maintaining its commitment to fulfilling the projects voters approved in the bond.

The COVID-19 pandemic further disrupted enrollment projections. Beginning in 2020, more families chose alternative options, such as online programs and homeschooling. Many families also chose to stay in large homes that would normally house young children because of lower interest rates that became available. These shifts aligned with broader demographic trends,

including steadily declining birth rates. As a result, TTSD experienced a notable decline in overall enrollment, with elementary schools seeing the most significant impact.

The 2025 Bond and the Need to Reassess Facility Use

TTSD now operates in a very different enrollment environment than the one that shaped the 2016 bond.

This history provides important context for our current consolidation decisions. Past bond investments reflected the needs and expectations of their time, but responsible long-term planning requires us to continually evaluate how our buildings can best serve students. By evaluating past bond investments alongside current enrollment trends and operating costs, TTSD can ensure high-quality, equitable learning environments while stewarding public tax dollars responsibly.

Helping Students Transition to a New School

District and building leadership are thoughtfully planning for how to welcome students into their new schools with a warm, supportive transition. Here is a summary of the initial plan designed to support students and families navigating a boundary change or school closure. These plans will be informed by ongoing family communication and evolve over time based on individual student and community needs.

Below is an overview of the current plans to support student transitions:

1. Early Outreach (November 2026) The transition process begins with intentional collaboration between the schools sending and receiving students. School administrators will attend community meetings to introduce themselves to incoming families. The main focus of these meetings is to answer questions and gather feedback on what will help make the transition better for the students.

2. Welcoming Families with Campus Tours (December 2026 & May 2028) To help students feel comfortable in their new environment, receiving schools will host guided tours and informational nights.

- **December 2026 Tour:** This initial event includes a presentation on school facts, schedules, and transition support, followed by small group tours led by staff, students, and families. Families will have the opportunity to see classrooms, the library, the gym, the playground, and other school highlights.
- **May 2028 Information Night:** A second event will allow incoming families to connect with existing families and parent-school organization (PSO) representatives to hear about their experiences. Parents will also be asked to complete an input form regarding their child's placement, sharing which peers and the type of environment that would best support their student.

3. Ongoing Communication (Spring 2027-Spring 2028) Throughout the transition period, receiving schools will keep incoming families connected by inviting them to school events, sharing school newsletters, and adding them to ParentSquare communication groups. Parent organizations may also collaborate to co-host events.

4. The First Weeks of School (September 2028) When the new school year officially begins, schools will take steps to foster unity and help new students feel at home:

- **Unifying Themes:** Schools may launch a year-long, school-wide theme centered around growth, new beginnings, or unity.
- **Honoring Traditions:** To respect the identity of the closing school, receiving schools will incorporate some of the old school's traditions. This may include creating a temporary display to honor the closing school or adopting one of its favorite traditions.
- **Buddy System:** Schools may pair incoming students with a returning student. The

buddy's job is to help the new student navigate the school.

5. Follow-Up and Support (October 2028) After the first 30 days of the new school year, schools will check-in with parents to ask how their students are adjusting and to address any questions they may have.

By intentionally partnering across schools and prioritizing communication, this timeline is structured to make the transition as smooth and comfortable as possible for everyone involved.

Sibling and Transition Options

Schools	Transition Options
Bridgeport → Tualatin	2027-28 ● K-1 English strand students (current pre-k and kinders) attend Tualatin Elementary. ● Their grade 2-5 siblings (current grade 1-4) may choose to attend Tualatin Elementary or remain at Bridgeport. Transportation will be provided. ● Grade 2-5 students (current grade 1-4) who do not have younger siblings that are required to attend Tualatin Elementary but would like to transition early may apply for a transfer, which is dependent upon space. Transportation will not be provided. 2028-29 ● Grade 2-4 English strand students (current grade 1-2) attend Tualatin Elementary. ● Their grade 5 siblings (current grade 3) may choose to attend Tualatin Elementary or remain at Bridgeport.
Bridgeport → Byrom	2027-28 ● K-1 English strand students attend Byrom. ● Their grade 2-5 (current grade 1-4) siblings may choose to attend Byrom or remain at Bridgeport. Transportation will be provided. ● Students at grades 2-5 (current grade 1-4) who do not have kinder siblings that are required to go to Byrom may not opt to transition to Byrom in 2027-28. Byrom will undergo construction and does not have capacity for additional students. 2028-29 ● Grade 2-4 (current grade 1-2) English strand students attend Byrom ● Their grade 5 (current grade 3) siblings may choose to attend Byrom or remain at Bridgeport.
Metzger → CFT	2027-28 ● K-1 (current pre-k and kinder) English strand students attend CFT. ● Their grade 2-5 (current grade 1-4) siblings may choose to attend CFT or remain at Metzger. Transportation will be provided. ● Students at grades 2-5 (current grade 1-4) who do not have younger siblings that are required to go to CFT but want to begin attending CFT early must apply for a transfer, which is dependent upon space. Transportation is not provided.
Alberta Rider → Deer Creek and Art Rutkin	2027-28 ● New kindergarteners next year do not attend Alberta Rider. They start at Deer Creek or Art Rutkin.

	● Their grade 1-5 (current grade k-4) siblings may choose to attend Deer Creek/Art Rutkin, or remain at Alberta Rider for the year. Transportation provided. ● Students at grades 1-5 (current grade k-4) who do not have kinder siblings that are required to go to Deer Creek/Art Rutkin but want to begin attending Deer Creek/Art Rutkin early must apply for a transfer, which is dependent upon space. Transportation is not provided. 2028-29 ● All Alberta Rider students transition to Deer Creek/Art Rutkin.
Deer Creek → Tualatin	2027-28 ● New kindergarteners who will eventually be zoned for Tualatin Elementary must enroll there, rather than at Deer Creek. ● Their grade 1-5 (current grade k-4) siblings may choose to attend Tualatin or remain at Deer Creek for the year. Transportation provided. ● Students at grades 1-5 (current k-4) who do not have kinder siblings that are required to go to Tualatin Elementary but want to begin attending Tualatin Elementary because they are zoned to go there the following year, must apply for a transfer, which is dependent upon space. Transportation is not provided. 2028-29 ● All Deer Creek students zoned to move to Tualatin Elementary must move ● Deer Creek fifth graders (current grade 4) may stay at Deer Creek for their final year. Transportation will not be provided. ● Their younger siblings may also remain at Deer Creek for the one year, but must transition in 2029-30. Transportation will not be provided.
Tualatin → Byrom	2027-28 ● New kindergarteners who will eventually be zoned for Byrom must enroll there, rather than at Tualatin Elementary. ● Their grade 1-5 (current k-4) siblings may choose to attend Byrom , or remain at Tualatin Elementary for the year. Transportation provided. ● Students at grades 1-5 (current k-4) who do not have kinder siblings that are required to go to Byrom may not opt to transition to Byrom in 2027-28. Byrom will undergo construction and does not have capacity for additional students. 2028-29 ● All Tualatin Elementary students zoned move to Byrom must move ● Tualatin Elementary fifth graders (current third graders) may stay at Tualatin Elementary for their final year. Transportation will not be provided. ● Their younger siblings may also remain at Tualatin Elementary for

	one year, but must transition in 2029-30. Transportation will not be provided.
CFT → Woodward	2027-28 ● New kindergarteners who will eventually be zoned for Woodward must enroll there, rather than at CFT. ● Their grade 1-5 (current k-4) siblings may choose to attend Woodward, or remain at CFT for the year ● Students at grades 1-5 (current grades k-4) who do not have kinder siblings that are required to go to Woodward may not opt to transition to Woodward in 2027-28. Woodward will undergo construction and does not have capacity for additional students. 2028-29 ● All CFT students zoned move to Woodward must move, except CFT fifth graders (current third graders) may stay at CFT for their final year. Transportation will not be provided. ● Their younger siblings may also remain at CFT for one year, but must transition to Woodward in 2029-30. Transportation will not be provided.
Twality → Hazelbrook	2027-28 ● Incoming sixth graders (current fifth graders) from the Deer Creek area that was recently zoned for Hazelbrook begin attending Hazelbrook ● If they have seventh or eighth grade siblings (current sixth or seventh grade) at Twality, they may attend Twality. 2028-29 ● The last class of Deer Creek area students is in 8th grade at Twality (and any younger siblings that opted in). They may finish there.

Future Building Use

We know many community members are curious about what will happen to the Alberta Rider building. Initially, it will serve as a temporary "swing site" for Durham Elementary students during their 2028-29 remodel, and for Bridgeport Elementary students during their 2029-30 remodel. This means that Durham and then Bridgeport students will go to school at the Alberta Rider building for one year while their schools are under construction.

Using the building this way will significantly improve the learning experience for these students, avoiding the multiple classroom moves and other disruptions of attending school that is under construction. This approach also saves approximately $2.5 million in bond funds, by avoiding the installation of temporary portables, which the Bond Oversight Committee can redirect toward further building improvements.

After the building finishes its time as a “swing site”, the District plans to retain ownership of the property. We want Alberta Rider to remain an active, occupied asset for our community. We are currently exploring partnerships to lease the space to local organizations and will share more details as we get closer to 2030.

Boundaries & Closure FAQ
November 5, 2026

General

1. **Why do we have to close a school and change boundaries?**

In TTSD, enrollment has decreased from about 12,000 students to about 10,000 students over the past ten years, and it is predicted to drop by over 800 students more in the next ten years. This has left schools with uneven enrollment from school to school, and some schools are quite small. The problem is that students do not have a consistent school experience, and that in the especially small schools, there is a higher chance of split-grade classes and less teacher specialist availability.

2. **What is the goal of boundary changes and school closure?**

The main goal for closing a school and changing boundaries is improving our students' and staff's experience by balancing enrollment and having fewer small schools. This district-wide plan addresses current and future boundary issues while also making sure that we can focus our funding on students rather than costs related to running a building.

3. **What is the timeline for changes?**

Boundaries will change and schools will close in 2028-29 (the year after next school year.) We want to allow sufficient time for families and educators to plan for a smooth transition for students. At the same time, we also want to ensure that next year's kindergarteners do not have to switch schools the following year. For that reason, kindergarteners will attend their new school in 2027-28. Older siblings have the option of attending with them. Either way, transportation will be provided.

4. **I thought that small schools were a good thing? Why are we closing one?**

We are so proud of the student-centered communities at <u>all</u> of our TTSD schools. Unfortunately, very small schools can also create challenges, like a higher likelihood of split grade classes and limited access to teacher specialists. We will continue to prioritize warm, caring communities in all of our TTSD schools by carefully planning how to welcome students with open arms as they change schools.

5. **What was the process for determining which school to close and which boundaries to move?**

We modeled closing every one of our TTSD elementary schools, except for Templeton and Art Rutkin, because both of those buildings were recently built.

- *One goal is to move as few students as possible, so we looked at how many students would be impacted by closing each school, including any additional boundaries that would need to change as a result of each closure.*
- *We reviewed building conditions, avoiding those with major recent or planned updates.*
- *Additionally, we worked closely with our demographers to identify where in our district we can expect new homes and how many students might occupy those homes, based on their price, location, and style. We made plans based on their predictions, avoiding reductions to those areas that will likely grow during the next decade.*
- *We considered upcoming programming changes, like Two-Way Immersion expansion, and planned with that change in mind.*
- *Lastly, we considered middle and high school pathways and attempted to avoid further disruption to them with a closure, knowing that at least one adjustment would need to be made to middle school pathways to balance middle school enrollment across the district.*

6. **Why did you choose Alberta Rider Elementary (ARE) for closure?**

    1. *ARE was selected because it is one of our smallest schools in terms of student enrollment.*
    2. *Closing ARE does not require many additional boundary changes, while closing others might cause a boundary "domino effect", so fewer students are affected overall.*
    3. *Our demographers do not estimate student growth in the ARE attendance area, whereas they do expect growth in some other areas of our district, like King City.*
    4. *Closing ARE does not disrupt middle and high school feeder patterns, but closing some other schools would.*
    5. *Although we have made some recent investments at ARE, including a roof replacement, improvements to the exterior of the building, and HVAC system upgrades, there have not been as many major renovations recently, as compared to other TTSD schools.*

7. **What do the new boundaries look like?**

- This is the new elementary map and the current elementary map
- This is the new middle school map and the current middle school map
- Here are zoomed in maps of some areas that are being affected
    - CFT, Metzger and Mary Woodward
    - Deer Creek, Art Rutkin, and Tualatin Elementary
    - Tualatin Elementary, Byrom and Bridgeport

8. **Why aren't you offering multiple options for school closure?**

After thoroughly analyzing the options, it is clear that closing Alberta Rider will affect the fewest students and that long-term, it is the best decision for balancing enrollment across our district. With that in mind, we chose not to put other communities through the stress of a possible

closure. Additionally, we did not want to create unnecessary tension or conflict between communities, especially when we have an option that is more practical than others.

9. **Mary Woodward and Byrom are also small. Why didn't you close them?**

Woodward and Byrom have similar enrollment to ARE. The difference is that Byrom is on the edge of our district, which would create a "domino effect" on other boundary lines and attendance areas, requiring an estimated 700+ students to change schools, according to some modeling. For Woodward, significant changes to middle school patterns would be required if it closed. And lastly, both schools have major renovations planned in the near future. See the "Closure scenarios" section of the full report for more information.

10. **Why are we closing a school after we just opened one a few years ago?**

Construction for Art Rutkin Elementary was part of the 2016 bond scope. Reports from that time predicted that we would have over 600 additional elementary students on the west side of Bull Mountain in a decade or less. Unfortunately, the reports could not have predicted the pandemic or housing market challenges that we have recently seen. As a result, student growth is still expected in those areas, though much slower than we thought, with declining enrollment expected to continue in other parts of our district.

11. **The demographer reports were not accurate then. Why are we trusting them now?**

We used the very best information that we had when we made construction decisions years ago, and are using the very best information that we have for boundary and closure decisions right now. Our demographers consider planned construction, the type of housing planned, birth rates, economic conditions, and a number of other factors. Unfortunately, anticipating exactly how many people will have children, where they can afford to live, and if they'll enroll them in public school is not always precise. We are using the best information that we have for planning our next steps.

12. **Have we considered future growth, like in King City and River Terrace? What if they don't grow after all?**

Yes, we have considered future growth in King City and River Terrace. Our demographers have studied these areas and predicted growth in both. Our boundary changes and closure plans allow for the predicted growth in both areas, but do not depend on it. Deer Creek and Art Rutkin should be able to accommodate planned growth with room to spare, but our plan still keeps both schools with sufficient enrollment if those areas grow slowly or less than predicted.

13. **What are the anticipated enrollment numbers at elementary schools district wide, based on these changes?**

The graph below shows the anticipated enrollment with the new boundaries. This is based on

demographer reports, which is the very best information that we have. You'll see that there are variations between schools. Our goal is to ensure that buildings are well-utilized but not too full and to avoid disrupting more students than necessary when making these adjustments.

	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	Utiliza-tion
Art Rutkin	493	498	513	513	511	531	545	559	570	**91%**
Bridgeport	320	340	367	400	418	421	373*	378*	378*	**84%***
Byrom	350	348	335	327	324	327	333	337	339	**80%**
CF Tigard	465	452	438	418	395	400	406	412	413	**69%**
Deer Creek	388	384	397	416	440	450	454	456	456	**87%**
Durham	369	342	334	341	338	345	351	355	356	**75%**
Woodward	347	351	342	338	323	326	329	335	335	**74%**
Metzger	365	414	463	521	574	578	526*	530*	532*	**93%***
Templeton	437	422	410	391	389	398	405	408	411	**66%**
Tualatin	419	419	401	390	393	395	401	405	408	**68%**

**Adjusted based on 88% and 90% TWI retention K-5.*
***The graph reflects estimates for how district-wide enrollment will be affected based on the number of students across schools that we expect will opt in to TWI programming.*

14. How many students will be impacted by each boundary change?

Below are the number of students with students in kindergarten through third grade that will need to move schools. Current fourth and fifth graders are not included because they will be able to finish at their current schools.

Metzger to CFT	74 (K-1) *This does not include students who transfer to TWI
CFT to Mary Woodward	77 students
Deer Creek to Tualatin Elementary	77 students
Tualatin Elementary to Byrom	38 students

Bridgeport to Tualatin Elementary	61 students (K-2) *This does not include students who transfer to TWI
Bridgeport to Byrom	21 students
Alberta Rider to Rutkin	53 students
Alberta Rider to Deer Creek	101 students

15. ARE families and staff experienced a boundary change a few years ago. Why didn't you just close it then?

Over the past several years, schools around our district have been through a number of boundary changes. In most cases, these changes have been limited to one school per year, in an attempt to solve an immediate problem.

Our plan is meant to be proactive and long-term, which is different from prior changes. We recognize and regret the negative impact that recent changes have had on our community, particularly on the ARE community as we move towards closure. We want to make changes that are forward-thinking and stand the test of time.

16. Why don't you just close ARE next year, in 2027-28? Why are we waiting until the following year?

Waiting until the following year allows an additional class of fifth grade students to finish at ARE. Instead of affecting five grade levels of students, it will only impact four, since next years' kindergarteners will go directly to their new school. This amount of time will also allow for an especially thoughtful transition for all students, especially those with individualized support needs. This timing will allow for collaboration with the new building's staff and family organizations.

17. Why aren't you also fixing middle school and high school boundaries?

The boundary shifts include an adjustment to middle school pathways, directing more students from the Deer Creek attendance area to Hazelbrook, rather than to Twality. This will bring our middle schools closer to even enrollment.

Unfortunately, our district has an unusual shape, and while Tigard High School is located in the center of our district, Tualatin High School happens to be located in the corner. This means that no matter how the boundaries are drawn, the commute might feel unnatural for some who attend Tualatin High School. Luckily both schools have similar enrollment and the boundary shifts will not change high school enrollment numbers.

18. What do these changes have to do with expansion of the Two Way Immersion

(TWI) programming at Bridgeport and Metzger?

This closure and boundary change plan will have similar timing to TWI expansion because they are part of a big-picture plan to balance enrollment across our schools for the long-term. Even if we did not expand TWI, we would still need to make boundary changes and close a school due to declining enrollment. Expanding TWI does not increase the need for a school closure.

19. Are the boundary changes and school closure official? If not, how and when will it be?

We plan to continue working with staff and families to make a plan that meets their needs as we make this transition. The school board will vote on boundary changes and closure in the coming months, likely early in 2027.

Staff

20. Will anyone lose their job as a result of the closure and boundary changes? How do we determine the process for that and who that is?

If positions are reduced during these changes, we will follow the contract language that applies to reductions, just as we have in recent years. This means that one's seniority with the district is the primary factor in determining who might lose a position, not where they are employed. We are already planning for these upcoming staffing changes and will make every effort to absorb reduced positions through attrition.

21. Can I transfer before the boundaries change and schools close?

Yes, staff can request a transfer in early spring per the voluntary transfer process. There are no guarantees because it depends upon available positions. Available positions aren't listed, but you can apply to move to schools, grade levels or positions that interest you. You will not be transferred into a school or position that you don't request per this voluntary process, but might be if you are involuntarily transferred out of necessity at some point later.

22. How will the transfer process work?

Per the contract, licensed staff can express a preference about placement. If you put in for a voluntary transfer, you would only be transferred to a school, position, or grade level that you list as a preference. If you volunteer during an involuntary transfer process, you can express a preference for open positions, but it is not guaranteed. In any case, you can share your preferences and priorities prior to placement.

The classified contract does not have a process for sharing open positions in the case of an involuntary transfer, but communication with your administrator regarding your preferences is encouraged.

23. Are there going to be early retirement incentives for staff that need to move?

We are not offering that option at this time.

Students

24. What does the transition look like by school?

Schools	***Transition Options***
Bridgeport → Tualatin	*2027-28* ● *K-1 English strand students (current pre-k and kinders) attend Tualatin Elementary.* ● *Their grade 2-5 siblings (current grade 1-4) may choose to attend Tualatin Elementary or remain at Bridgeport. Transportation will be provided.* ● *Grade 2-5 students (current grade 1-4) who do not have younger siblings that are required to attend Tualatin Elementary but would like to transition early may apply for a transfer, which is dependent upon space. Transportation will not be provided.* *2028-29* ● *Grade 2-4 English strand students (current grade 1-2) attend Tualatin Elementary.* ● *Their grade 5 siblings (current grade 3) may choose to attend Tualatin Elementary or remain at Bridgeport.*
Bridgeport → Byrom	*2027-28* ● *K-1 English strand students attend Byrom.* ● *Their grade 2-5 (current grade 1-4) siblings may choose to attend Byrom or remain at Bridgeport. Transportation will be provided.* ● *Students at grades 2-5 (current grade 1-4) who do not have kinder siblings that are required to go to Byrom may not opt to transition to Byrom in 2027-28. Byrom will undergo construction and does not have capacity for additional students.* *2028-29* ● *Grade 2-4 (current grade 1-2) English strand students attend Byrom* ● *Their grade 5 (current grade 3) siblings may choose to attend Byrom or remain at Bridgeport.*
Metzger → CFT	*2027-28* ● *K-1 (current pre-k and kinder) English strand students attend*

	CFT. ● *Their grade 2-5 (current grade 1-4) siblings may choose to attend CFT or remain at Metzger. Transportation will be provided.* ● *Students at grades 2-5 (current grade 1-4) who do not have younger siblings that are required to go to CFT but want to begin attending CFT early must apply for a transfer, which is dependent upon space. Transportation is not provided.*
Alberta Rider → Deer Creek and Art Rutkin	*2027-28* ● *New kindergarteners next year do not attend Alberta Rider. They start at Deer Creek or Art Rutkin.* ● *Their grade 1-5 (current grade k-4) siblings may choose to attend Deer Creek/Art Rutkin, or remain at Alberta Rider for the year. Transportation provided.* ● *Students at grades 1-5 (current grade k-4) who do not have kinder siblings that are required to go to Deer Creek/Art Rutkin but want to begin attending Deer Creek/Art Rutkin early must apply for a transfer, which is dependent upon space. Transportation is not provided.* *2028-29* ● *All Alberta Rider students transition to Deer Creek/Art Rutkin.*
Deer Creek → Tualatin	*2027-28* ● *New kindergarteners who will eventually be zoned for Tualatin Elementary must enroll there, rather than at Deer Creek.* ● *Their grade 1-5 (current grade k-4) siblings may choose to attend Tualatin or remain at Deer Creek for the year. Transportation provided.* ● *Students at grades 1-5 (current k-4) who do not have kinder siblings that are required to go to Tualatin Elementary but want to begin attending Tualatin Elementary because they are zoned to go there the following year, must apply for a transfer, which is dependent upon space. Transportation is not provided.* *2028-29* ● *All Deer Creek students zoned to move to Tualatin Elementary must move* ● *Deer Creek fifth graders (current grade 4) may stay at Deer Creek for their final year. Transportation will not be provided.* ● *Their younger siblings may also remain at Deer Creek for the one year, but must transition in 2029-30. Transportation will not be provided.*
Tualatin → Byrom	*2027-28* ● *New kindergarteners who will eventually be zoned for Byrom must enroll there, rather than at Tualatin Elementary.*

	● *Their grade 1-5 (current k-4) siblings may choose to attend Byrom or remain at Tualatin Elementary for the year. Transportation provided.* ● *Students at grades 1-5 (current k-4) who do not have kinder siblings that are required to go to Byrom may not opt to transition to Byrom in 2027-28. Byrom will undergo construction and does not have capacity for additional students.* *2028-29* ● *All Tualatin Elementary students zoned move to Byrom must move* ● *Tualatin Elementary fifth graders (current third graders) may stay at Tualatin Elementary for their final year. Transportation will not be provided.* ● *Their younger siblings may also remain at Tualatin Elementary for one year, but must transition in 2029-30. Transportation will not be provided.*
CFT → Woodward	*2027-28* ● *New kindergarteners who will eventually be zoned for Woodward must enroll there, rather than at CFT.* ● *Their grade 1-5 (current k-4) siblings may choose to attend Woodward, or remain at CFT for the year* ● *Students at grades 1-5 (current grades k-4) who do not have kinder siblings that are required to go to Woodward may not opt to transition to Woodward in 2027-28. Woodward will undergo construction and does not have capacity for additional students.* *2028-29* ● *All CFT students zoned to move to Woodward must move, except CFT fifth graders (current third graders) may stay at CFT for their final year. Transportation will not be provided.* ● *Their younger siblings may also remain at CFT for one year, but must transition to Woodward in 2029-30. Transportation will not be provided.*
Twality → Hazelbrook	*2027-28* ● *Incoming sixth graders (current fifth graders) from the Deer Creek area that was recently zoned for Hazelbrook begin attending Hazelbrook* ● *If they have seventh or eighth grade siblings (current sixth or seventh grade) at Twality, they may attend Twality.* *2028-29* ● *The last class of Deer Creek area students is in 8th grade at Twality (and any younger siblings that opted in). They may finish there.*

25. **If a student moves into a school boundary between now and when the boundary changes, will they go to their current school? Or their future school?**

If a student moves into a school boundary that is changing, they will attend their current school, not their future one. However, they may apply for a transfer, and if they are able to provide transportation and there is sufficient space at their new school, it is possible that their request will be granted.

26. **How will we take care of students during the transition between schools?**

We have learned a lot during recent boundary changes. Bringing in new students requires special attention to the culture and traditions from their previous school. Traditions must be honored and included at the new school. We must also carefully consider classroom placement and focus on thoughtful family communication.

We are working with our building leadership to create plans that will thoughtfully support and include new students during this transition. We will rely on the feedback from families as we work through this process to learn more about what to consider from their perspective. School leaders are very excited to welcome new students to their buildings and look forward to working alongside families to make sure that they feel welcomed.

27. **How will we support students who are being separated from their friends by the new boundaries?**

School-family communication will be critical during this time of transition. Leadership and staff that work closely with students will want to hear from families regarding special circumstances, like separation from friends. This information helps staff plan for student placement or provide additional support for students who are especially impacted by the change.

28. **Will students still have transportation?**

- *Next year (2027-28) new kindergarteners will have transportation to their new schools. Transportation for them and their older siblings, if siblings choose to move early, will be provided.*
- *If other students choose to move early (2027-28) and we are able to accommodate the request, they will be allowed to do so, but bus routes will not be created to accommodate them.*
- *Beginning in 2028-29, transportation for new boundaries will begin.*
- *Except for ARE, fifth graders at other schools may finish their fifth grade year (2028-29) at their home school. Their younger siblings may stay there for one year (2028-29) also. However, transportation will not be provided in this case.*

Building

29. What will happen to the ARE building?

For two years, ARE will serve as a "swing site", hosting students from Durham in 2028-29 and Bridgeport in 2029-30 while their schools are under construction. Although the bus ride will be much less convenient for Durham and Bridgeport students, they will avoid repeated classroom moves during the school year and construction-related disruptions, like noise and increased activity that would come with completing renovations while children occupy the school. Ultimately traveling further to ARE will significantly improve students' learning experience and teachers' teaching experience.

This change will also save roughly $2.5 million in bond funds that would be needed to purchase and install temporary portables at these two schools. The use of a swing site means that those funds can be spent on building improvement projects instead.

In the years after ARE serves as a construction swing site, we are exploring opportunities to lease the building, including the possibility of working with our community partners to repurpose the school.

30. Why are we using a swing site for Bridgeport and Durham construction, but not Mary Woodward and Byrom?

Mary Woodward and Byrom have significantly fewer students than Bridgeport and Durham. They will be able to phase construction in the building, using some portions while others are under construction. Additionally, construction at Mary Woodward and Byrom is already planned to happen well before the school closure. Bridgeport and Durham have too many students for phased construction to happen in the same way.

31. Aren't there buildings that are older than ARE?

ARE is not our oldest building. While Art Rutkin and the rebuilt Templeton are quite new, ARE opened within a few years of several rebuilds, including Metzger, CFT, and Tualatin Elementary. Deer Creek had opened nine years earlier. Bridgeport, Mary Woodward, Byrom, and Durham are all significantly older. All four of those buildings are also scheduled to undergo major renovations within the next few years. These projects were a part of our 2025 bond, and we have a commitment to our community to honor what they voted for.

32. Why aren't you closing one of the older, smaller elementary schools and returning bond money? Or using those funds to make updates at a newer school?

Closing our elementary schools with planned renovations is challenging geographically because of their locations on our district map; more students would need to move than are moving by

closing ARE. Closing these older schools also disrupts middle school feeder patterns, under most scenarios. Ultimately our selection of ARE is because it disrupts the fewest students.

Additionally, we have a responsibility to fulfill the promise to our community who voted for a bond that included these specific projects in its scope. Community members passed the bond under the impression that they were voting for these projects. We will honor our promise, and cannot simply transfer the funds to another building project that's outside of the original scope of the bond.

33. What recent improvements have we made to ARE?

ARE had roof repairs in the recent past, in addition to the secure vestibule, a new boiler, and the addition of the track. It has also had HVAC updates. These investments are important for maintaining the safety of a currently occupied building. There are future projects planned for ARE, including floor updates and a playground replacement. Funds for those projects may be applied to another project, based on an evaluation from the Bond Oversight Committee.

34. Would we ever consider reopening ARE?

Yes, we would reopen ARE in the future if student enrollment grows dramatically and there is a need. We do not anticipate this anytime soon, which is why we are confident in the recommendation to close it. As mentioned previously, our plan is for ARE to serve as a construction swing site for two years before we repurpose the building.

35. Will families be able to access the playground after ARE is closed?

Yes, families can continue to access the ARE playground after the school closes, though only after hours while it serves as a construction swing site. Access to the playground after that will depend upon how the building is repurposed, however, we know this is important to our community and would like to keep the playground accessible, if possible.

36. Can we use the bond funds we are spending on buildings and curriculum to keep a building open instead?

Bond funds can only be spent on capital improvements, like improving buildings and purchasing curriculum. In fact, the exact projects must be specified in the bond proposal even before it goes on the ballot. Funds cannot be spent on different projects or for other purposes, like utilities, transportation, or staff compensation. If bond funds are applied to a different project within the scope of the bond, the change must be approved by the Bond Oversight Committee.

37. How can I learn more details about this plan and the process for arriving at it?

Please visit our boundary web page. You can also email boundaries@ttsd.k12.or.us or closure@ttsd.k12.or.us.