



Date: June 10, 2015
To: Beaverton Planning Commission
From: Leslie Imes, Beaverton School District
cc: Richard Steinbrugge, BSD
Frank Angelo, Angelo Planning Group
Steve Sparks, City of Beaverton
Scott Whyte, City of Beaverton
Re: Beaverton School District Response to Planning Commission Topics

At the May 26th High School Public Hearing the Beaverton Planning Commission requested additional information on a number of topics. The project team has prepared a series of Topic Papers that directly address these topics and provide clarifying information or elaborate on topics already in the record. The District's response is organized as follows:

Response to Planning Commission Topics (May 26th Public Hearing)

- A. Building Design
- B. Site Design
- C. Wetlands
- D. Transportation
- E. Other Topics

The District will present information on building design refinements and wetlands during the Applicant presentation time on the agenda. As well, we will be prepared to respond to questions on any individual topics at the June 24th Planning Commission meeting.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Building Design

Topic Papers:

- 1. Building Design**
 - a. Site Context**
 - b. Design Direction**
 - c. Site Plantings**
 - d. Building / Architectural Design Refinements**

TOPIC: Building Design

The proposed South Cooper Mountain High School has generated community excitement as well as a series of detailed questions about its' design direction. The purpose of this topic paper is to provide additional building design detail and clarity to City of Beaverton Planning Commissioners and staff by explaining why certain design choices have been made.

In addition to this, the Beaverton School District and the Design Team met with city staff after the first Planning Commission hearing to present and discuss several specific design changes that are being proposed as a result of public input. These specific design changes are described in the narrative and revised renderings that are included in this document.

In order to better understand the proposed design direction, it is important to first understand that high schools are very different than retail, commercial and mixed use buildings. As an investment of public funds with the primary goal of providing high quality education for the citizens of Beaverton, a high school is vastly more complex than a home, a shopping center or an apartment building. Whereas these residential and commercial types of buildings have a relatively short life and limited purpose, a high school is a significant public building and institution that must stand the test of time and be constructed to last for the next 100-150 years or more. As a result of this commitment, schools must be designed very differently than any other kind of building.

There are three guiding principles that drive the design of educational facilities in general, and have driven the design of the new South Cooper Mountain High School:

Form Follows Function

A high school is a “machine for teaching and learning”. Containing 330,000-square-feet and housing 2,200 students and 200 staff, this high school must provide for hundreds of individual rooms, each with a very specific purpose. Even describing the types of rooms and the relationships that they must have to each other is an incredibly complex task as represented by the 550-page educational specifications that do just that. This document can be viewed at: <https://www.beaverton.k12.or.us/depts/facilities/development/Documents/14-0613%20Beaverton%20Ed%20Spec%20HS%20FINAL.pdf>

In order for the high school to provide for the highest level of teaching, learning and flexibility for the future, each room within the program must have a specific size and shape and must be located next to other spaces that support it. The shape, form and overall design is driven by these requirements and generally results in building forms that are simpler, larger, and more rectilinear than one might find at a retail center or apartment building. To do otherwise would compromise the ability of teachers and students to do their best work. The kinds of nooks, crannies and offsets that are commonly found in residential and retail architecture are inappropriate for high school buildings as those features compromise fundamental functional relationships and security guidelines by providing places that cannot be easily monitored.

In addition to this, high schools must be designed to accommodate long term flexibility. Over the next 100 years as the face of education evolves, it is likely that the school will be remodeled or reconfigured several times. Building forms that are highly articulated and complex do not provide as much flexibility as building forms that are simpler and more rectilinear. Retail and residential buildings do not require this degree of flexibility, and therefore can have more highly articulated floor plans.

Design to Withstand the Tests of Time

Public High Schools are much more heavily used than residential or commercial buildings and must be designed to provide durability, ease of maintenance and cost effective operations. The costs of providing durable and long-lasting infrastructure are generally reflected in the initial costs of construction, but the greater expense over the life of the building is the cost to operate, maintain and repair the facility. The overall goal of the Beaverton School District is to direct the majority of its' annual operational budget towards the support of teaching and learning. Every dollar spent on unnecessary design complexity, maintenance, repairs and operations is a dollar that will not be in the classroom. In order to support this goal, the District has developed robust technical standards for durable, time-tested, highly efficient systems and materials.

It is a simple fact that the South Cooper Mountain High School is being designed to meet a given construction budget. During the design process, the design team had several discussions about the form and materiality of the high school. With any project, there must be a balance between the shape of the building, the amount of articulation it has and the final material choice. It is generally true that more complex building forms must be built of cheaper materials in order to meet a given budget. Likewise, it is generally true that simpler building forms can be constructed of more durable materials within the same budget. It has been a conscious design choice to keep the overall form of the building simple and straightforward. This choice keeps the overall amount of exterior wall surface to a minimum, and as a result, allows for a higher quality, more durable exterior material to be used.

In this case, the material of choice is brick. Brick has the lowest first cost of installation of all materials considered with the exception of corrugated metal siding, yet it has the highest level of durability and lowest cost of maintenance/repair than all other considered materials. The choice of brick represents the best long term investment of public funds and also provides the greatest range of colors, textures and detailing towards the goal of meeting the City of Beaverton Design Guidelines.

Another topic that the design team discussed was the proper amount of glass that should be included in the design. The amount of glass has a direct impact on the energy efficiency of any building and is now highly regulated by the Oregon Energy Code (OEC). The maximum amount of glass allowed by the OEC is between 30%-35%. South Cooper Mountain High School has the maximum amount of glass allowed under the prescriptive path. This takes the form of large,

vertically oriented window that are located primarily in the classrooms, with some additional areas of window wall focused primarily in the commons and media center.

Pacific Northwest Architectural Traditions

The Pacific Northwest has a 100-year-plus tradition of designing and constructing high schools as important civic institutions. South Cooper Mountain High School has been designed to be a contemporary interpretation of these long-standing traditions.

Franklin High School in Southeast Portland was cited by City of Beaverton staff as one of the finest examples of this tradition. Key design characteristics this, and many other traditional civic high schools include:

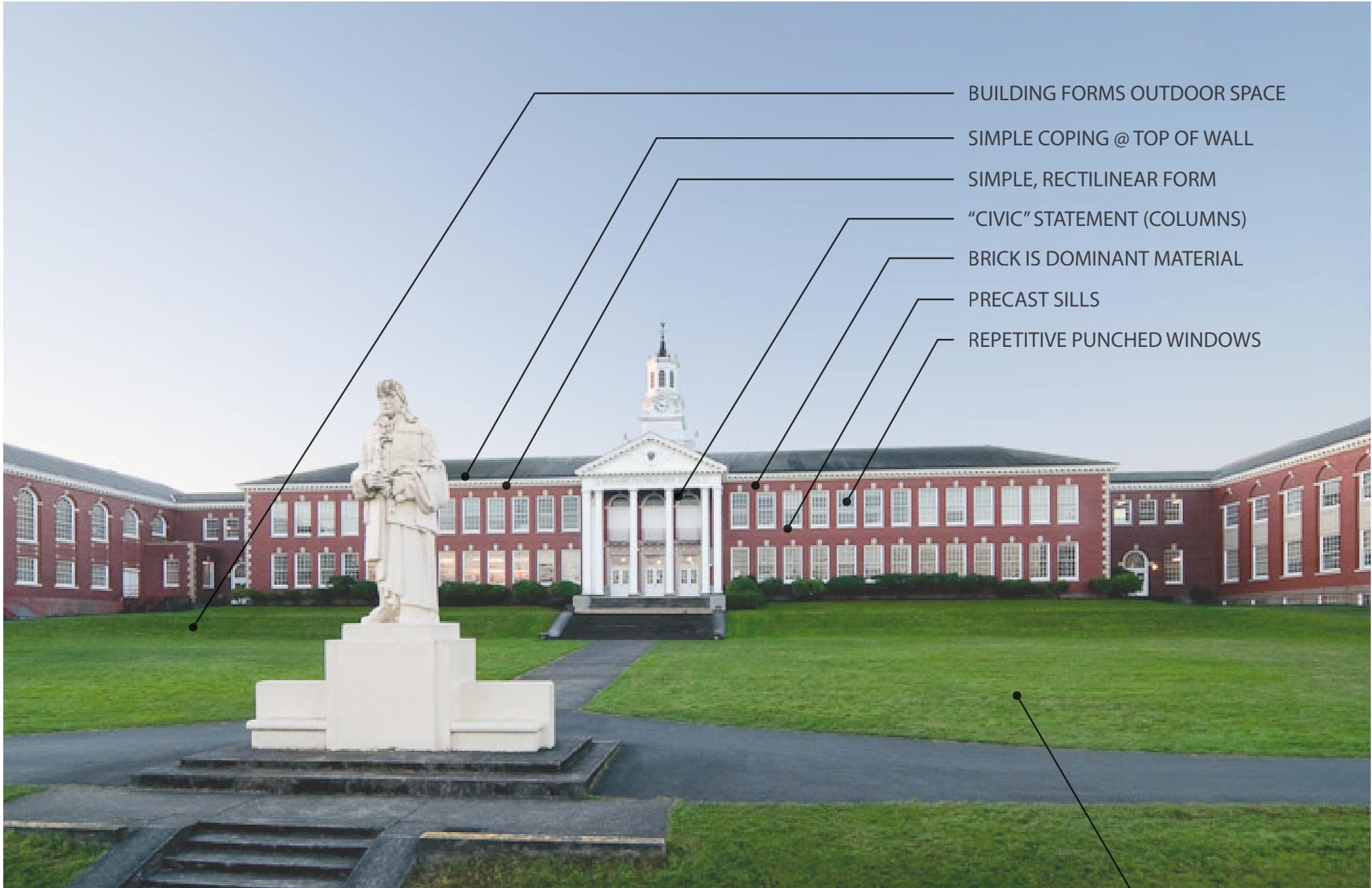
- Brick is the dominant building material for all structures
- Accent materials include precast concrete and terra cotta detailing, usually in a contrasting color such as white or light gray and usually located at window sills or other features.
- Building forms are simple, rectilinear and large scaled.
- Windows are always “punched” and are highly repetitive. There are relatively few different window shapes and sizes. Windows are generally vertical in proportion.
- The tops of walls feature a small cornice or coping.
- Outdoor rooms are formed by the shape of the building; courtyards, plazas and campus greens.
- The buildings are surrounded by green street edges and are seldom constructed right on the sidewalk in order to provide a more inviting pedestrian environment
- There is a “civic” statement, usually in the form of two-story columns, grand porches or clock towers.

When viewed through this lens, it is immediately evident that South Cooper Mountain High School portrays all of these characteristics, and does so in a contemporary manner that will stand the test of time.

Specific Design Revisions

Based on the input from the Planning Commission and additional conversations with City of Beaverton staff, the design team proposes the following refinements to the project:

- Extension of the Scholls Ferry Portico to the east; expression of the corner public stair in glass that wraps the corner. This refinement significantly reduces the solidity of the corner and expresses more of the activity within the school.
- Addition of precast concrete vertical columns on the Scholls Ferry Portico. This refinement adds verticality to the façade, adds more human scale and adds more materiality that is different than the brick used elsewhere.



BUILDING FORMS OUTDOOR SPACE

SIMPLE COPING @ TOP OF WALL

SIMPLE, RECTILINEAR FORM

“CIVIC” STATEMENT (COLUMNS)

BRICK IS DOMINANT MATERIAL

PRECAST SILLS

REPETITIVE PUNCHED WINDOWS

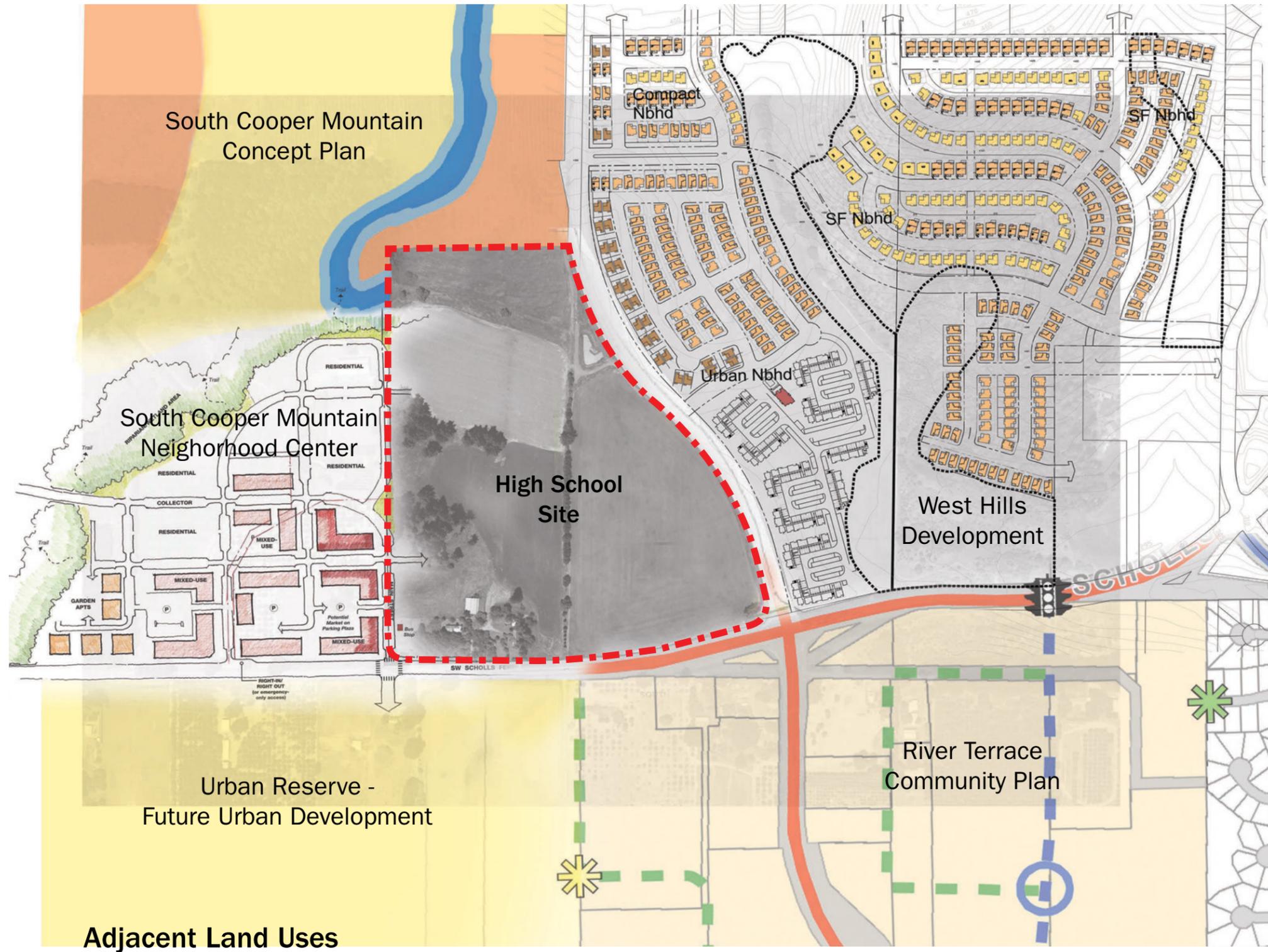
GREEN EDGES

HISTORICAL PRECEDENT - FRANKLIN HIGH SCHOOL - PORTLAND, OR

- Addition of large scale window wall on the 175th elevation. This refinement expresses the nature of the program within; there are two large seminar rooms in this location. It reduces the amount of brick, reduces the overall feeling of mass, and adds a level of refined detail with vertical sun shades.
- Replaced brick sills with precast sills. This refinement reduces the amount of brick on the façade, adds material variety and increases the amount of shade and shadow on the façade.
- Change coping material and color. This refinement makes for a stronger cornice expression and increases the amount of shade and shadow.
- Changed color of mechanical penthouses to increase the profile of the building on the horizon line and reduce the overall horizontality of the design.
- Added one additional brick texture to the façade to increase the amount of visual interest and reduce façade flatness
- Added vertical control joints to the façade which will add a subtle vertical expression to the overall design.

BEAVERTON SCHOOL DISTRICT NEW HIGH SCHOOL

GREAT PLANS MAKE GREAT PLACES



PLANNING COMMISSION HEARING
JUNE 24, 2015

DESIGN DIRECTION

STAKEHOLDER CONSENSUS

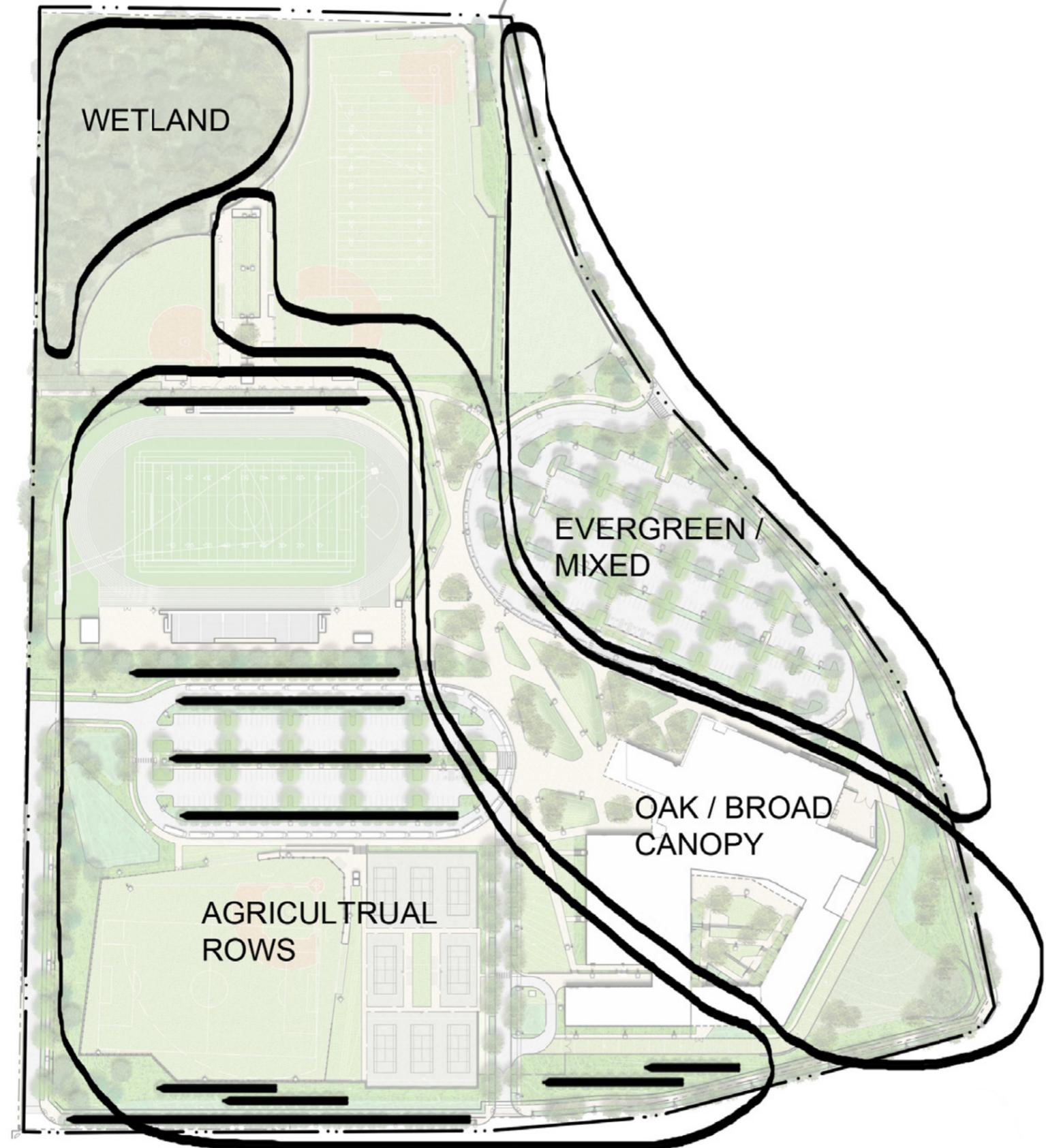
- Strong civic presence
- Maximize visibility of building on corner
- Minimize visibility of parking on corner
- Reduce use of retaining walls
- Maximize green pedestrian edges
- Safety & Security - Main entry faces parking



SITE PLAN

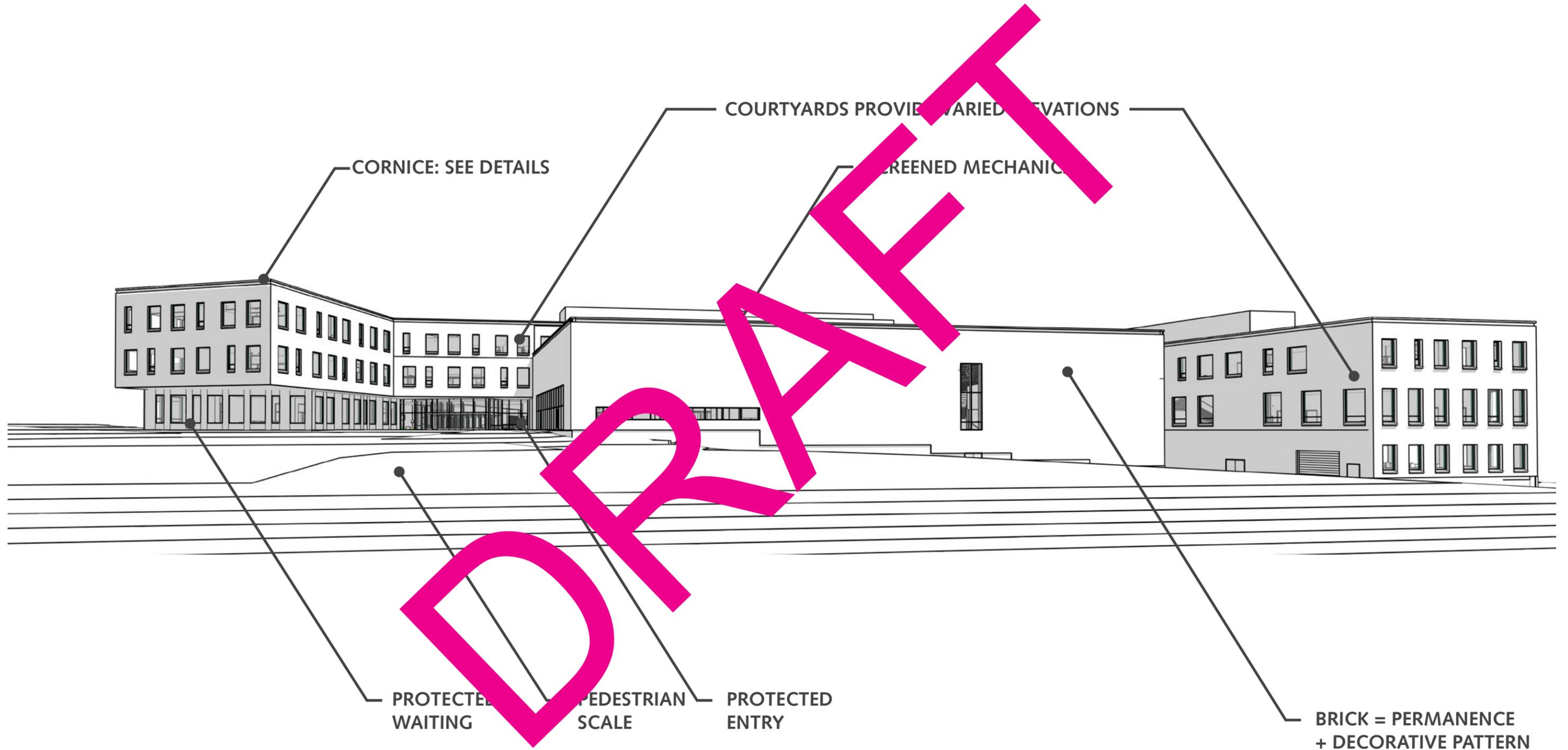
PLANTINGS

- Landscaped slopes vs. retaining walls
- Extensive tree cover & ground cover
- 391 mixed of evergreen and deciduous native adaptive trees
 - Evergreens - 40' to 60' mature height
 - Deciduous - 20' to 60' mature height
 - Flowering Deciduous - 20' to 30' mature height



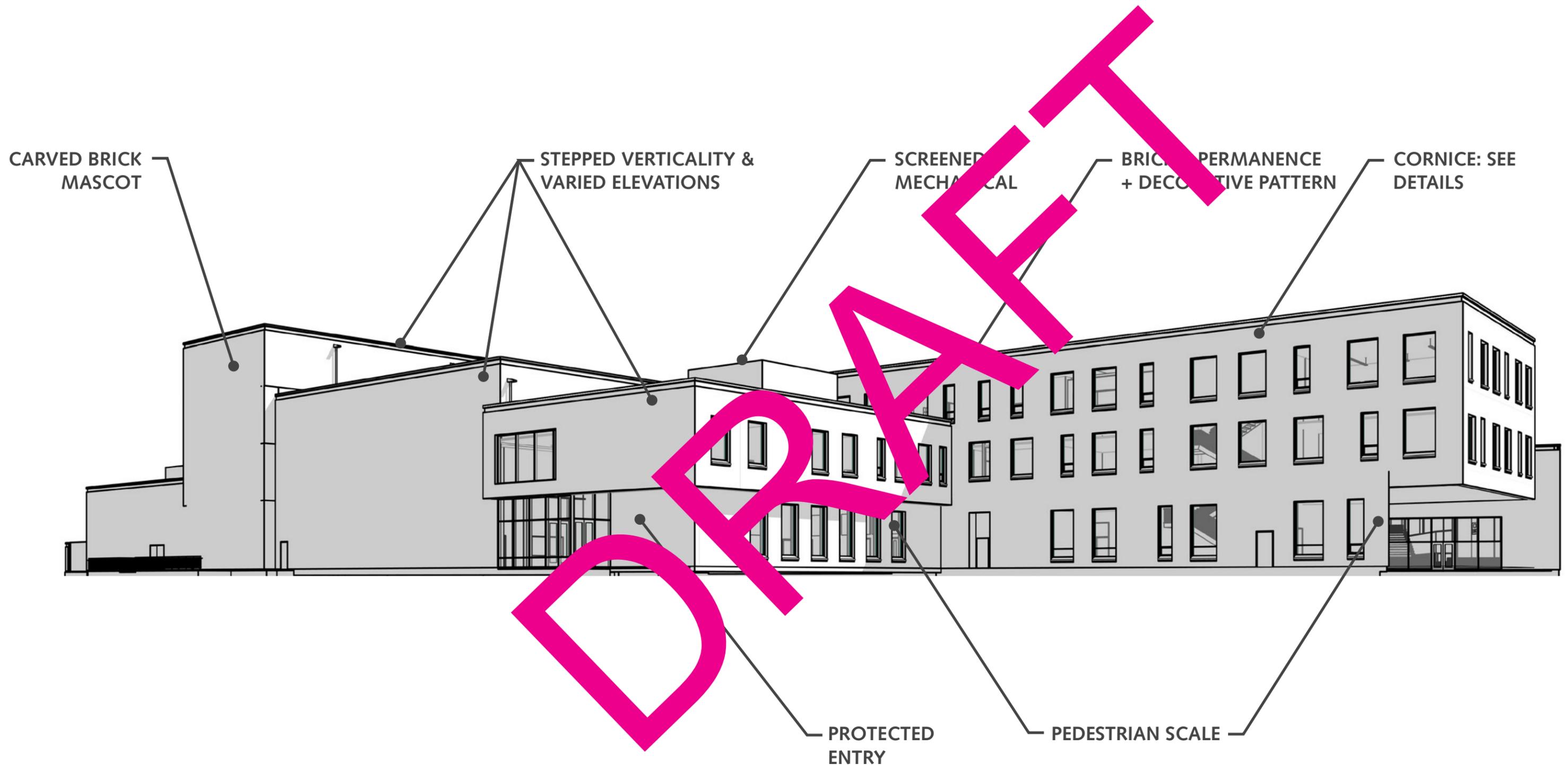
BUILDING ARCHITECTURE/DESIGN

ENTRANCE PERSPECTIVE LOOKING EAST



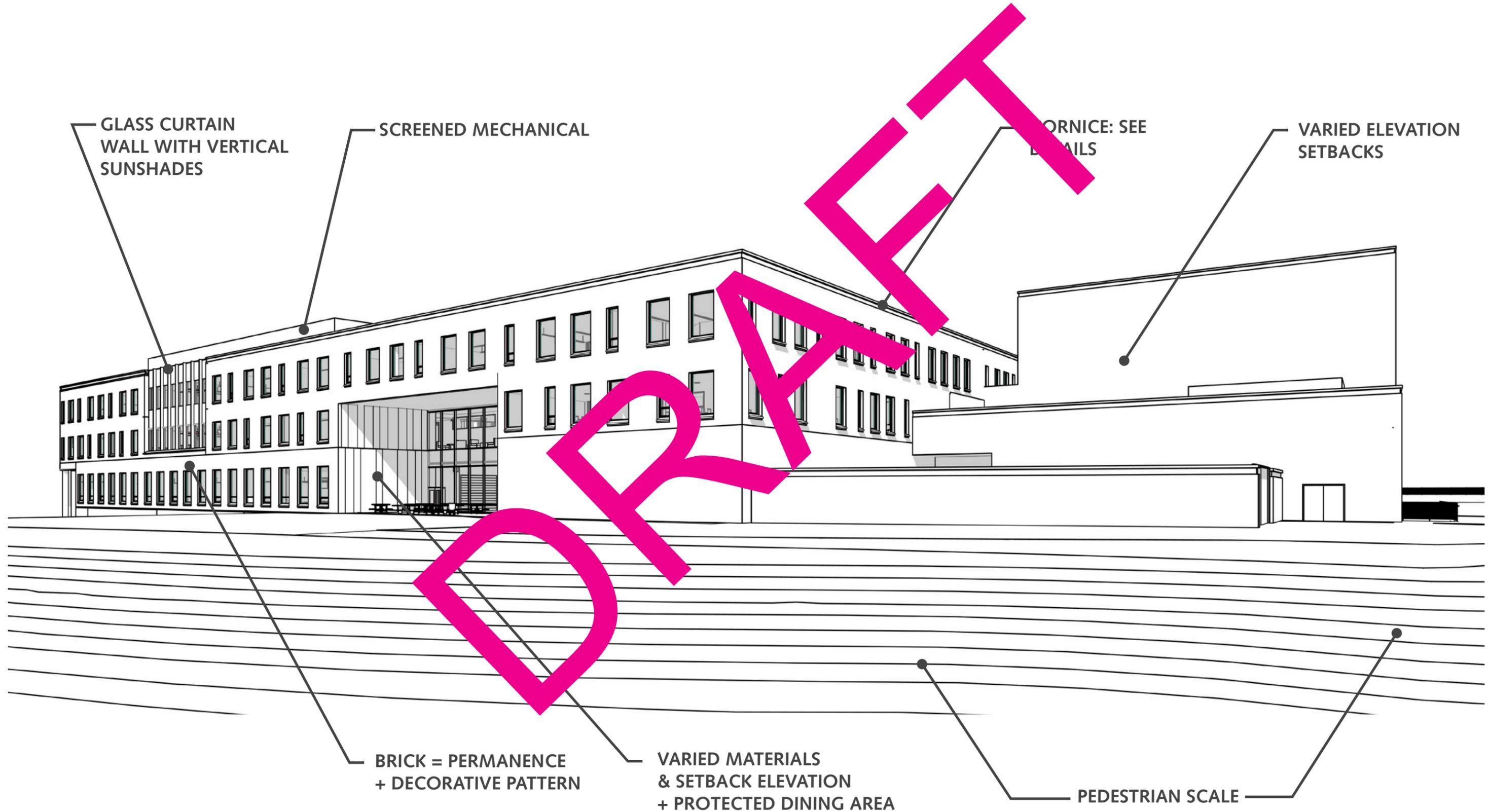
BUILDING ARCHITECTURE/DESIGN

SW 175 AVENUE LOOKING SOUTH



BUILDING ARCHITECTURE/DESIGN

SW 175 AVENUE LOOKING WEST

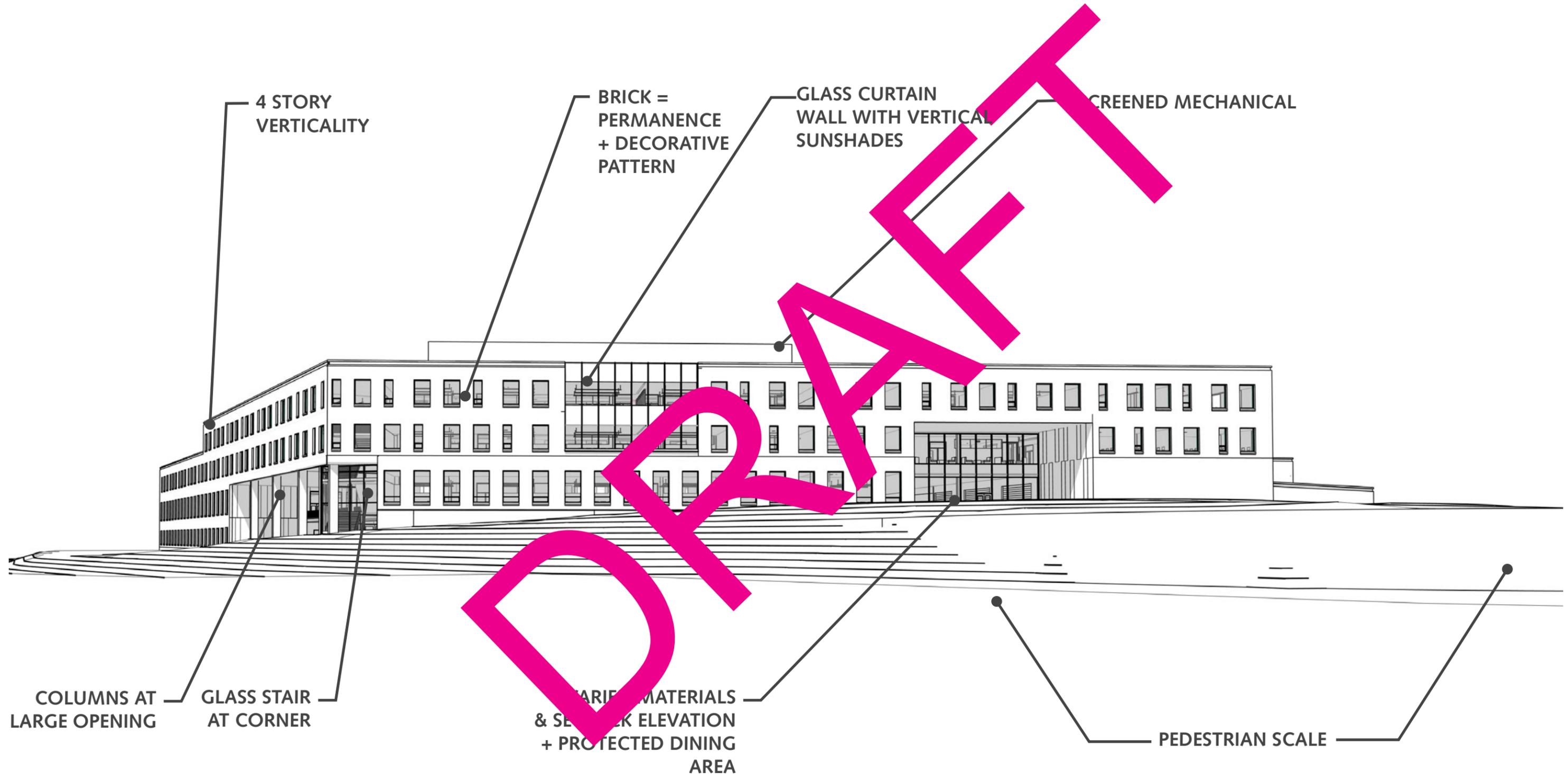


BUILDING ARCHITECTURE/DESIGN
INTERSECTION OF SW SCHOLLS FERRY & SW 175TH



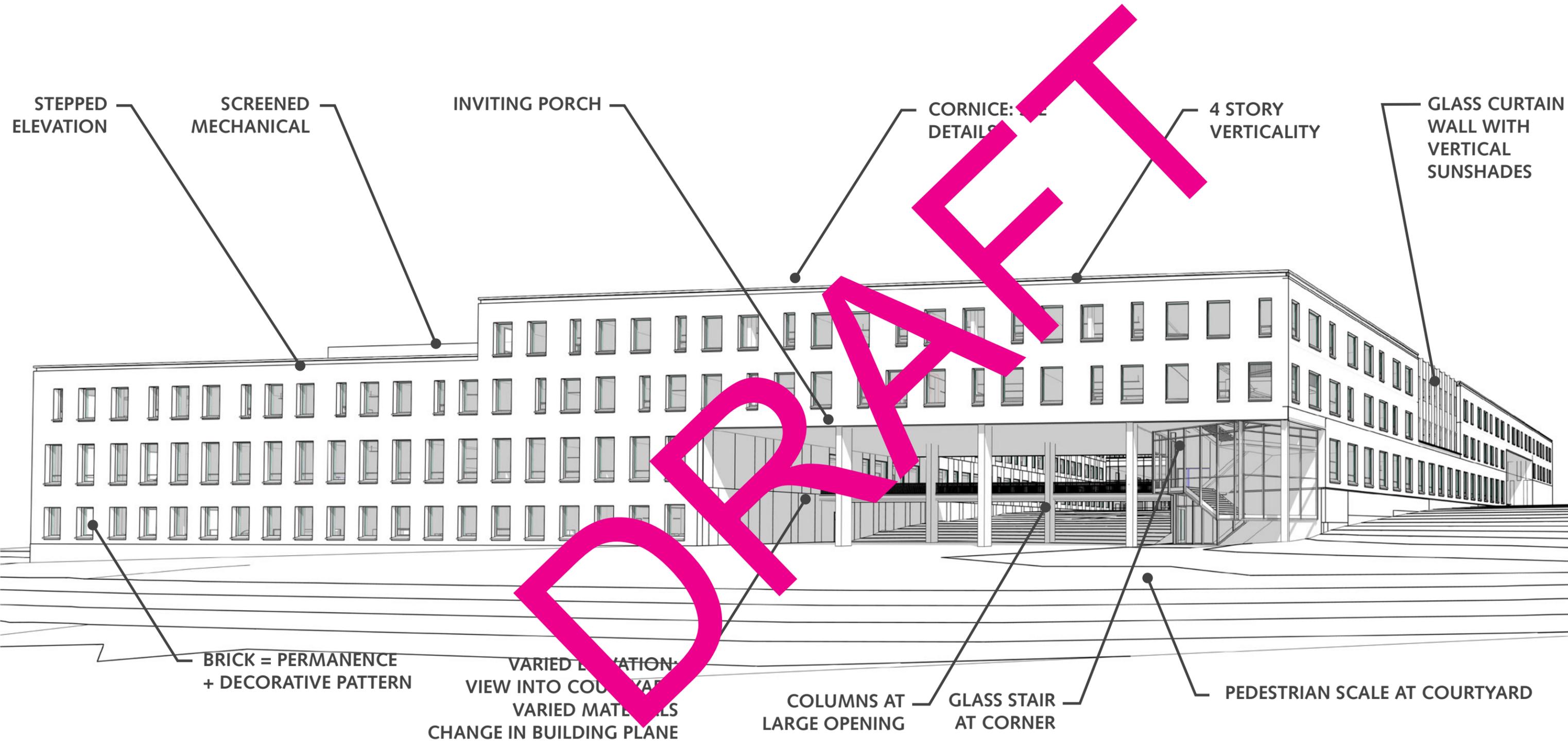
BUILDING ARCHITECTURE/DESIGN

INTERSECTION OF SW SCHOLLS FERRY & SW 175TH



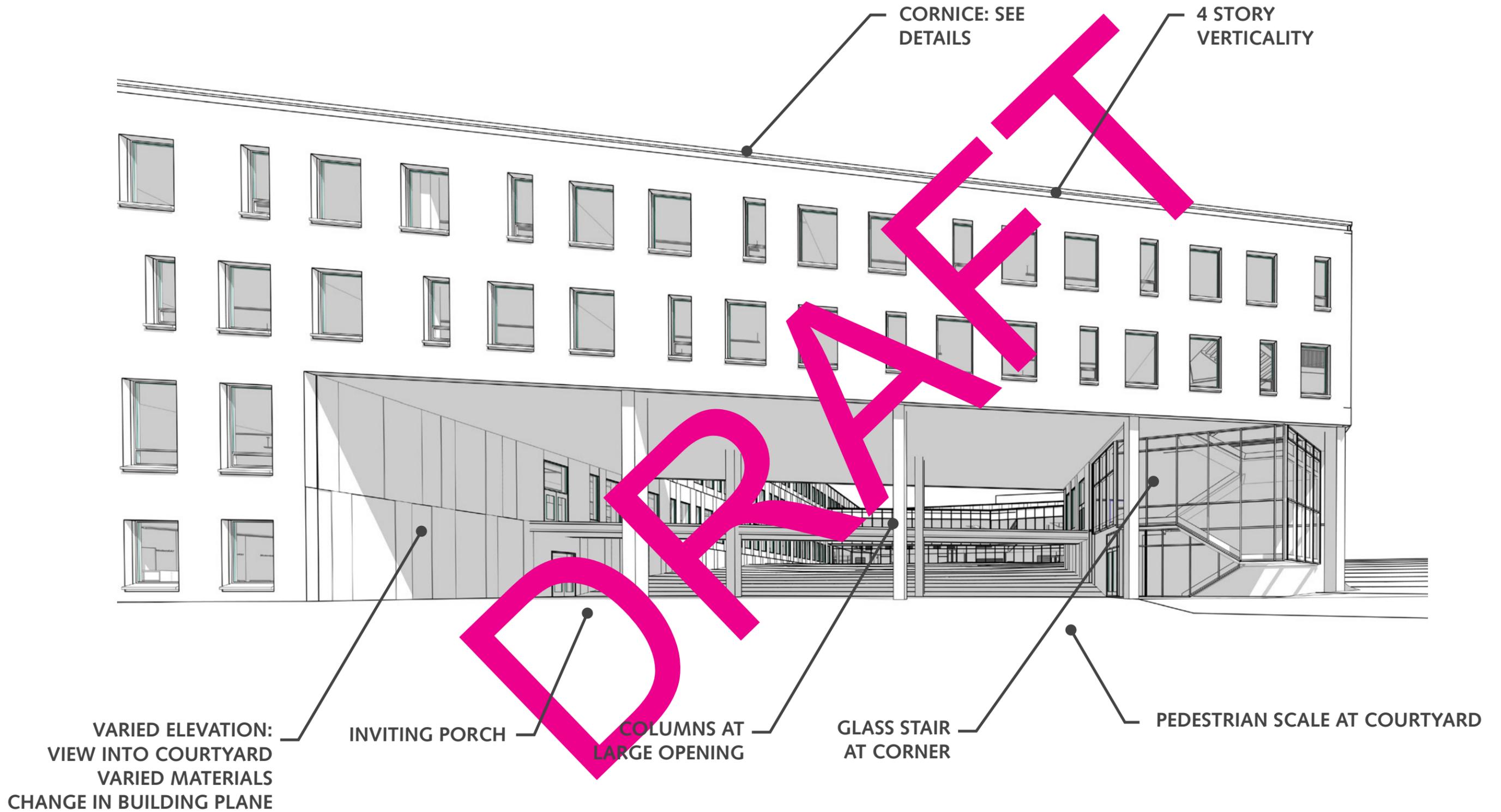
BUILDING ARCHITECTURE/DESIGN

SW SCHOLLS FERRY LOOKING NORTH



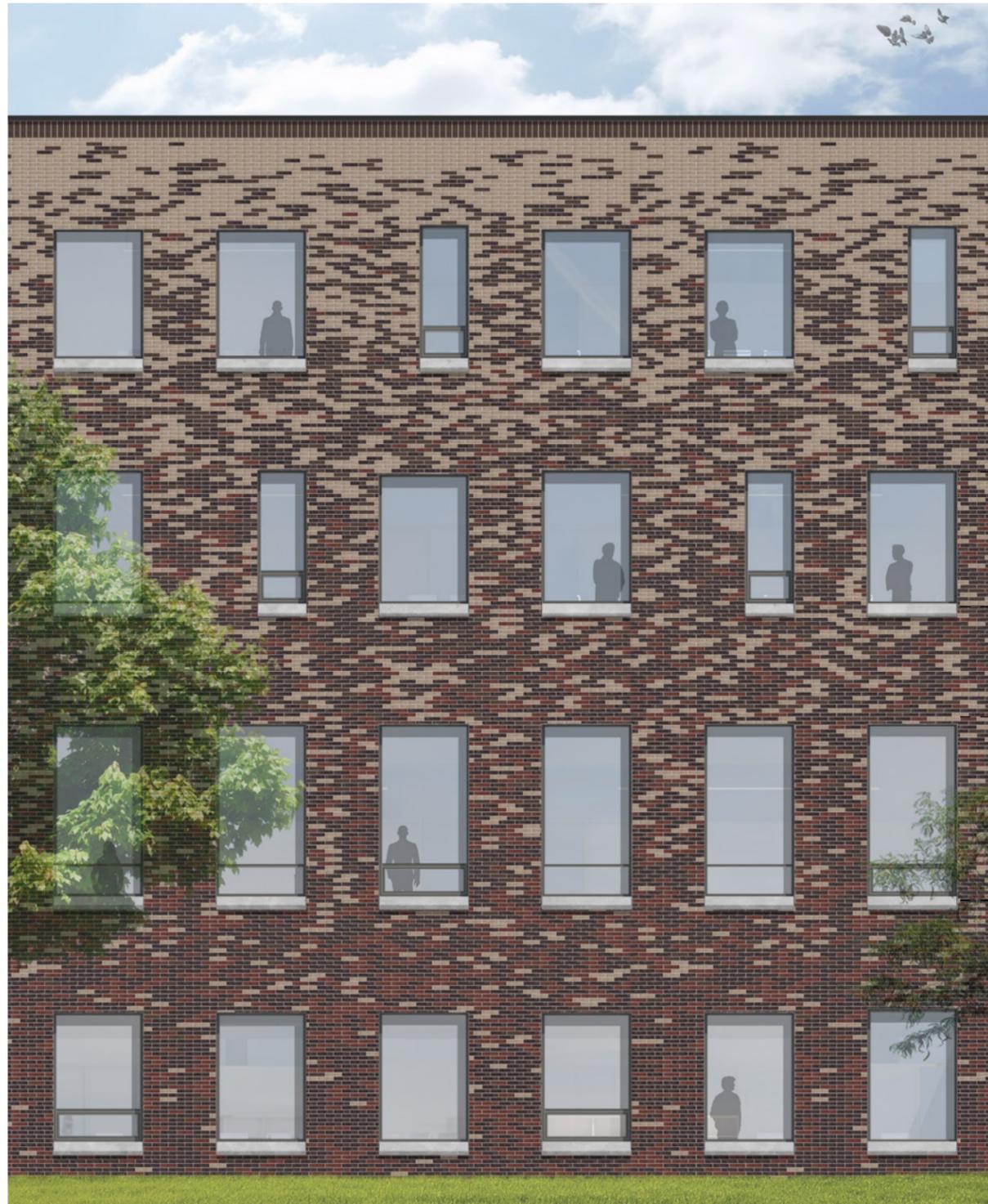
BUILDING ARCHITECTURE/DESIGN

SW SCHOLLS FERRY - CLOSE UP

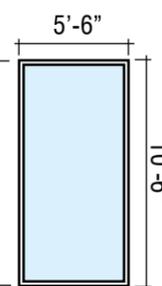
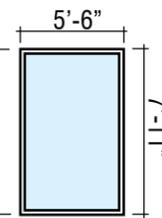


BUILDING ARCHITECTURE/DESIGN

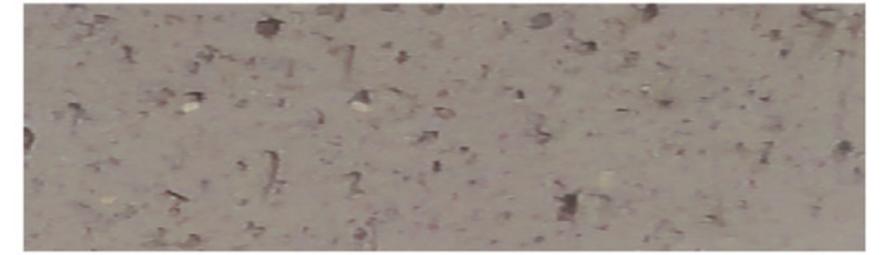
EXTERIOR BUILDING MATERIALS



TYPICAL WINDOW
DIMENSIONS



BRICK BLENDS



LIGHT GRAY



MEDIUM IRONSPOT #46



SIENNA IRONSPOT



DARK IRONSPOT

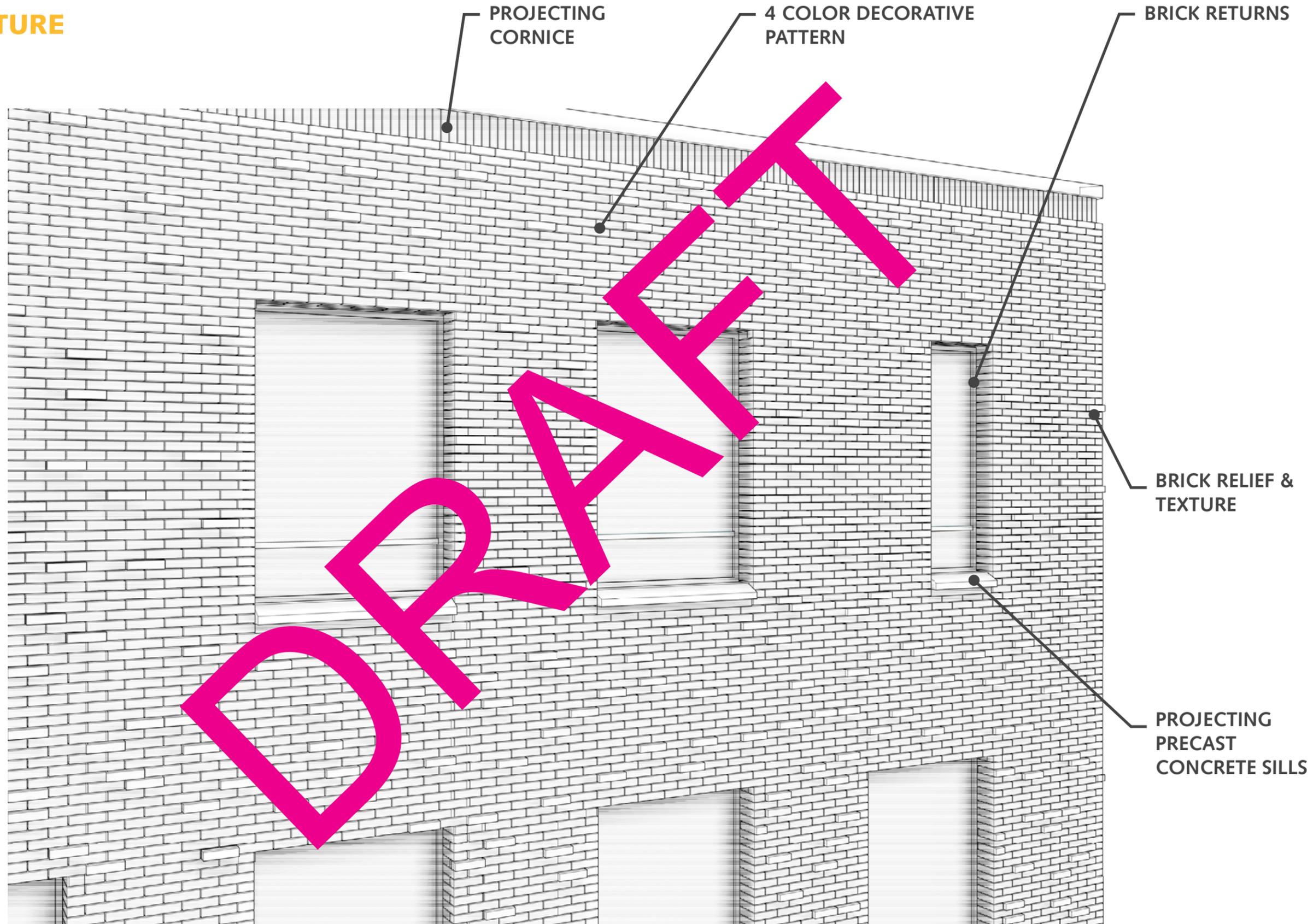
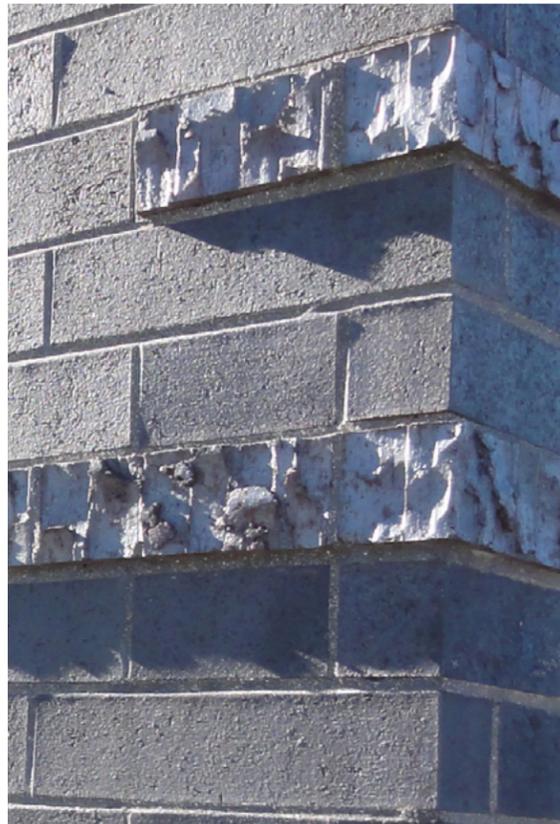
BUILDING ARCHITECTURE/DESIGN

ROOF, WINDOW & BRICK DETAILS



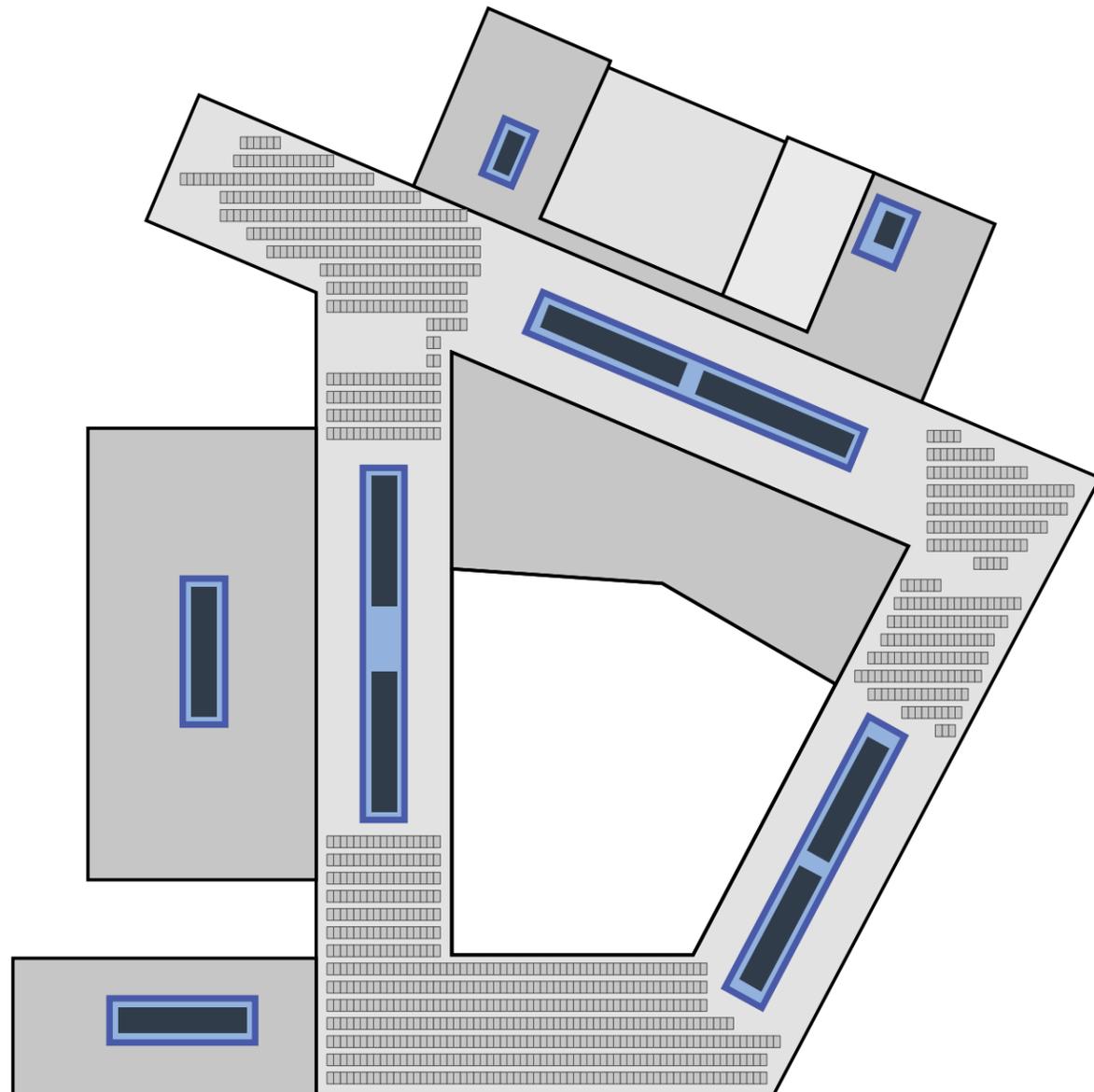
BUILDING ARCHITECTURE/DESIGN

BRICK RELIEF AND TEXTURE



BUILDING ARCHITECTURE/DESIGN & RESILIENCY

SCREENING OF ROOFTOP EQUIPMENT



Site Design

Topic Papers:

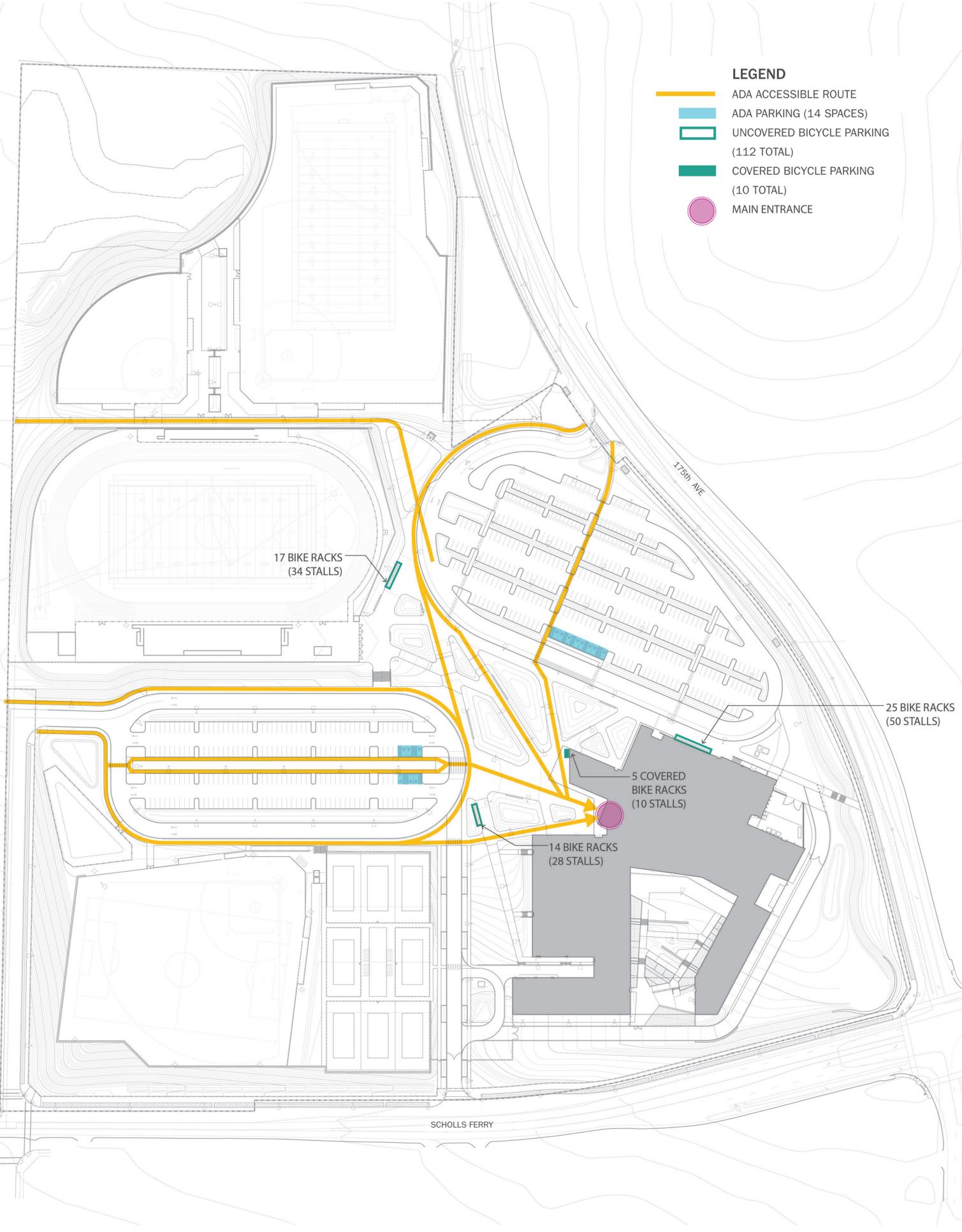
1. Location of ADA parking, ADA routes and Covered Bike Parking
2. Site Fencing
3. Parking lot and step-down lighting
4. Community Trail Width (SW 175th and SW Scholls Ferry Rd)
5. View looking east from Edmonds Property

TOPIC: Location of ADA parking, ADA Accessible Routes and Covered Bicycle Parking

The Planning Commission requested information on the location of ADA parking and ADA accessible routes on campus and the location of covered bicycle parking. The attached ADA Access exhibit notes the location of these facilities.

LEGEND

- ADA ACCESSIBLE ROUTE
- ADA PARKING (14 SPACES)
- UNCOVERED BICYCLE PARKING (112 TOTAL)
- COVERED BICYCLE PARKING (10 TOTAL)
- MAIN ENTRANCE



TOPIC: Site Fencing

The Planning Commission requested information on the location of fencing associated with the new high school. The attached Fence & Gate exhibit notes where and what type of fencing will be provided. The existing fence along the District / Edmonds property line will be removed and replaced with new fencing as indicated on the attached figure.

TOPIC: Lighting in Parking Lot

The purpose of this memo is to describe the basis of design for control of the pole mounted luminaires in the parking lots.

Basis of Design: The system will include a central time clock to control on/off times with full off after hours. Oregon Energy Code requires a minimum of 1/3 reduction for installations over 2000 hours so the parking lots would either:

- A. Turn completely off after 5 hours of operation or
- B. Turn off 1/3 of the luminaires with the remaining 2/3 on at full bright

This system will not include dimming nor motion sensing control of luminaires.

TOPIC: Width of the community trail along SW 175th Ave. and SW Scholls Ferry Rd.

The following language from the adopted South Cooper Mountain Community Plan identifies the trail along SW 175th Avenue and Scholls Ferry as a community multi-use trail consistent with THPRD's 2006 Trails Plan. The community multi-use trail is described as being 8-10 feet in width.

(Page 25)

While the ultimate trail widths and designs will be determined at time of design and development, the following trail typology is recommended for planning purposes, based on THPRD's 2006 Trails Plan:

Community Multi-Use Trails: These trails link important land uses and areas of interest with one another and connect users to the regional trail system. They are assumed to be paved paths that accommodate pedestrians (including those with disabilities) and bicyclists, recognizing that topographic constraints may be challenging. Within the planning area, it is assumed that multi-use trails that parallel roadways will be separated by a landscaped area. Trail width should be 8 to 10 feet paved width one- to two-foot gravel shoulders.

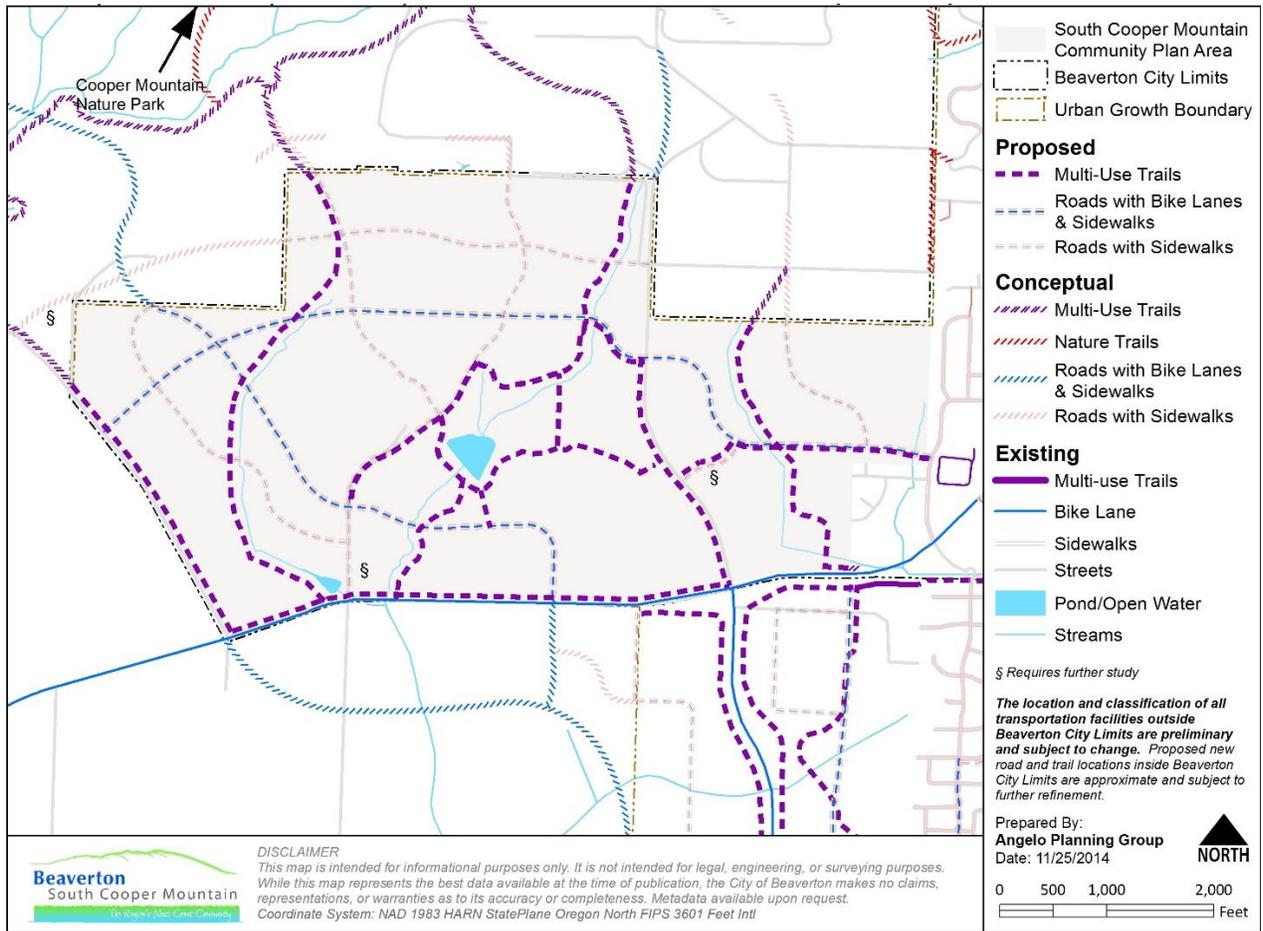
(Page 26)

c. School to School Trail: A multi-use path shall link from SW Loon Drive at Scholls Heights Elementary school to SW 175th Avenue at the planned high school site as shown in Figure 11 in order to provide safe routes to both schools and to connect neighborhoods to the east to the planned high school.

Figure 11 from the Community Plan depicts the pedestrian and bicycle framework for the area and shows the multi-use trail location. See next page for Figure 11.

Based on this information, the 10-foot wide trail facility that the District is proposing to construct along the site's frontage with SW 175th and SW Scholls Ferry Rd. is consistent with the Community Plan and THPRD's Trails Plan. However, THPRD submitted a letter (dated May 27) asking that the District consider a 12-foot width for the trail. The District is willing to consider this request and will continue to work with THPRD to further develop the trail concept and reach a satisfactory design that will facilitate bicycle and pedestrian connections in this area.

Figure 1: Community Plan Bicycle & Pedestrian Framework



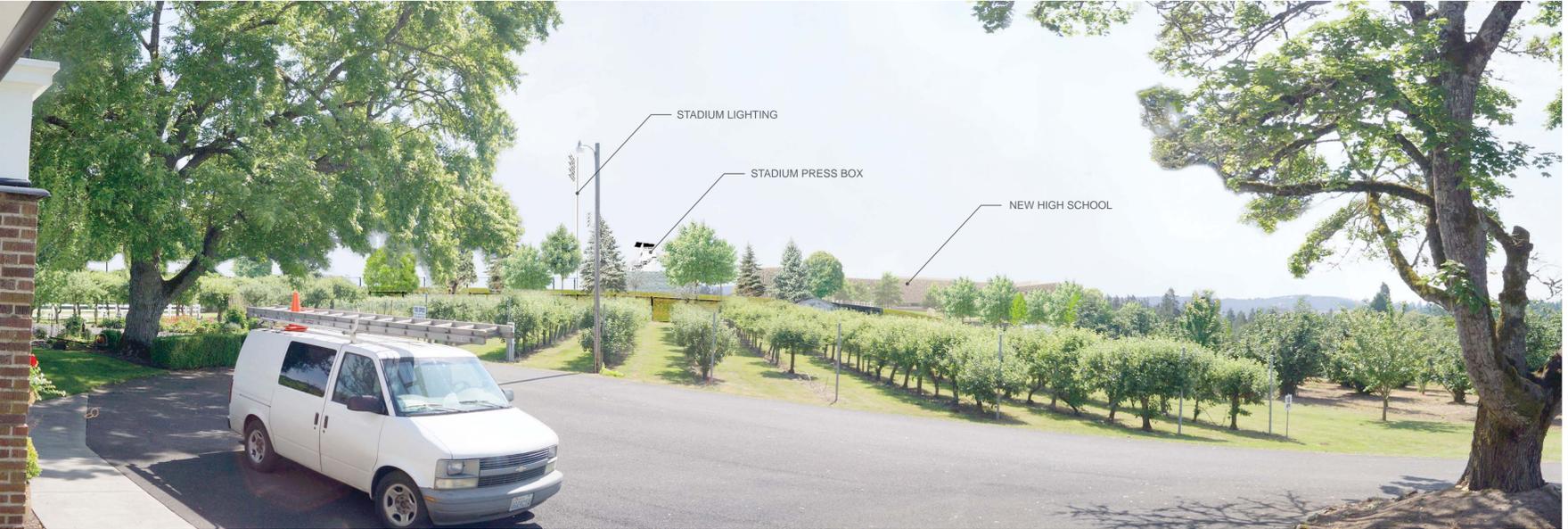
TOPIC: View from Edmonds Property

The Planning Commission requested information on the easterly view from the Edmonds property once the new high school and football stadium have been constructed. The attached exhibit was prepared to illustrate the view and the elements of the stadium that will be visible from the Edmonds property looking to the east.

VIEW FROM NEIGHBORING PROPERTY



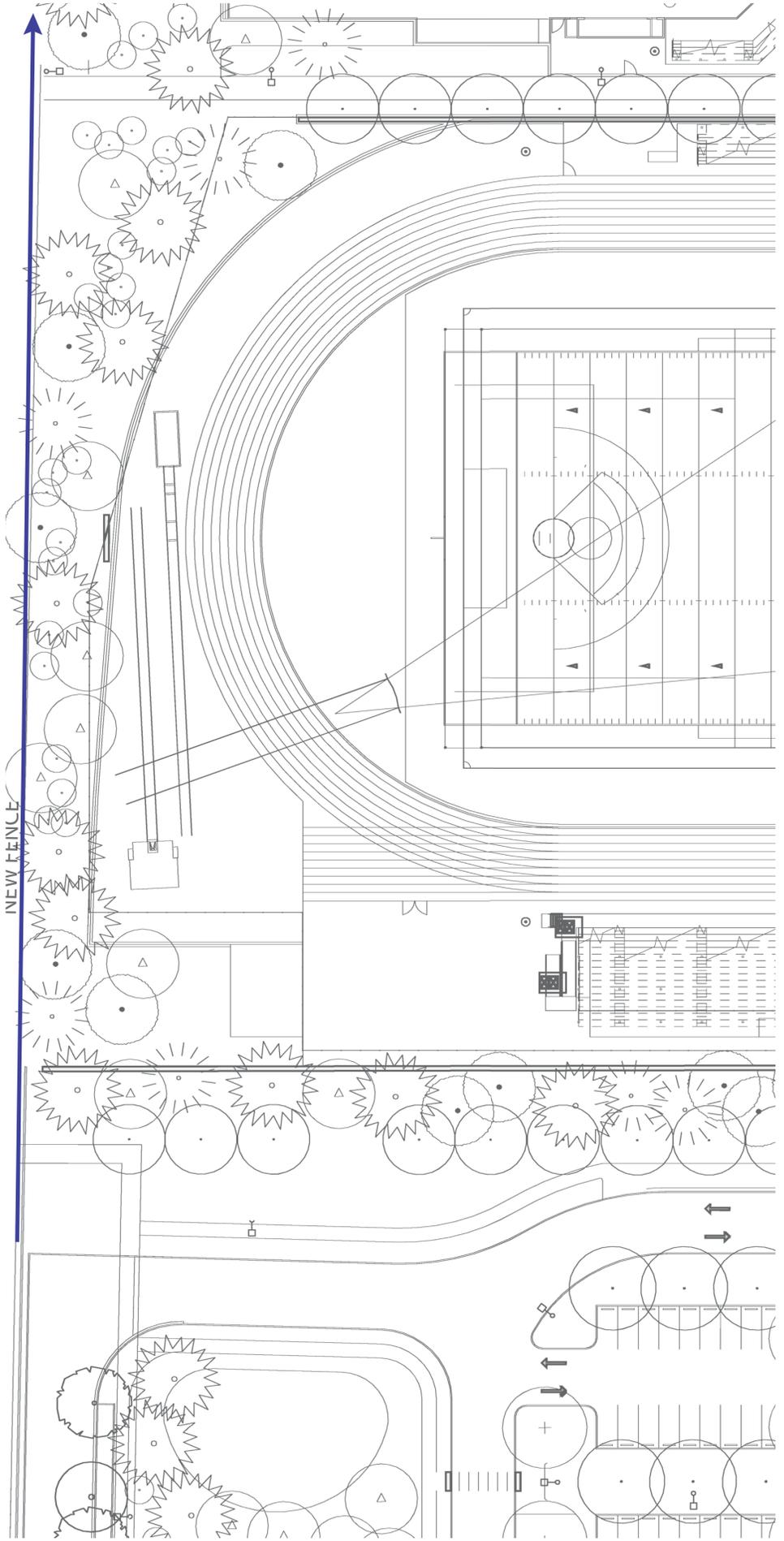
CURRENT VIEW



YOUNG TREES



MATURE TREES



Wetlands

Topic Papers:

1. **Wetlands Overview**
2. **Wetlands Exhibits**
3. **Off-site Hydrology**

Topic: Wetlands Overview

The South Cooper Mountain Local Wetlands Inventory (LWI) describes Wetland W-A as being 8.92 acres in size, with its hydrology fed by groundwater and two streams. The results of the LWI are shown in the graphic to the right. The portion of the wetland within the School District's property (called Wetland A and shown in light blue) is 3.33 acres and in reality is slightly smaller than the wetland boundary shown on the inventory.

Wetland W-A was designated as *locally significant* in the LWI report, though the City of Beaverton has yet to adopt this wetland as a Goal 5 resource into their Comprehensive Plan. As such, there is no Goal 5 protection of this wetland. Several issues relating to the proposed impact to a portion of this wetland were raised during the Planning Commission meeting.



Current Condition of wetland

Approximately 62% of Wetland W-A is forested and dominated by Oregon ash. The forested portion is shown as dark green on the graphic above. The forested wetland contains two streams that flow through the forested wetland to the south. These streams and the forested portion of the wetland will remain intact and will not be impacted by the construction of the high school. As such, the higher value component of the wetland will remain as it is today and will not be adversely affected by construction.

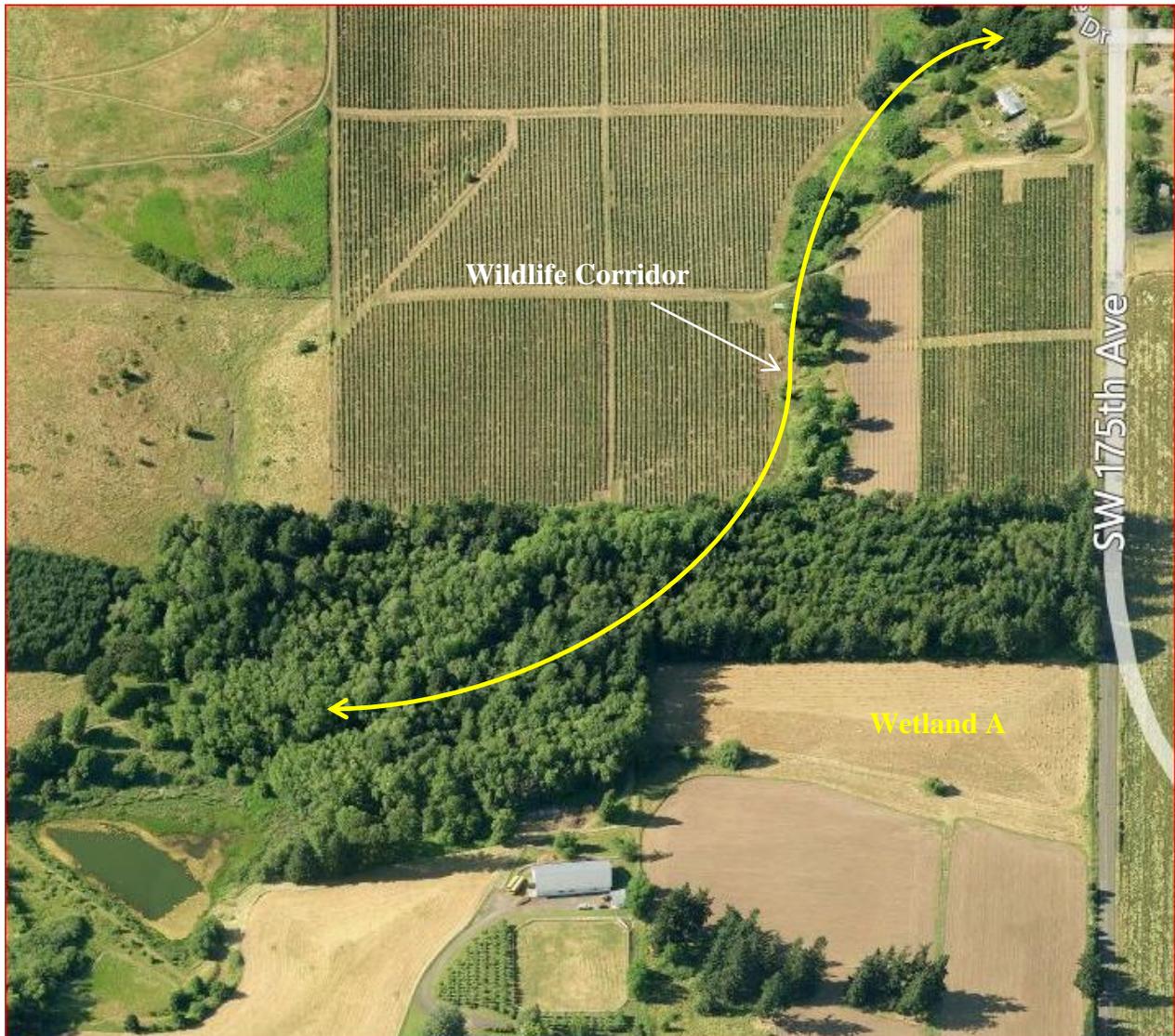
The remaining approximately 38% (3.33 acres) of the wetland is dominated by non-native pasture grasses and has been in agricultural use for decades. This portion of the wetland is degraded. It contains only 3 trees and no shrubs. The dominant hydrology of the wetland is groundwater driven. This means that the area quickly dries out in the spring. Washington County's stormwater facility, located along SW 175th Avenue to the east, flows in a shallow generally undefined drainage through the wetland. This is the only seasonal surface water source within the wetland.

The construction of the athletic fields will unavoidably impact 2.52 acres of the past agricultural wetland leaving approximately 72% of the entire wetland and all of the forested portion intact. The lack of trees and shrubs within the wetland to be impacted and consequently the lack of available cover and water means that it is not a valuable wildlife corridor. The description of the wetland in the LWI report "Vegetative diversity and wildlife use in the wetland was fairly high" likely refers to the forested portions of the wetland and not the disturbed past agricultural portion.

Wildlife Corridor

Wetland W-A provides a corridor to wildlife primarily in a north-south direction. The forested portion of the wetland has two streams that enhance the quality of this dispersal corridor. Wetland A does not provide a high quality wildlife corridor, because it is oriented east-west and abuts SW 175th Avenue. In addition to the busy road, there is no habitat “patch” on the east side of the road for wildlife to connect with. The proposed impact to the agricultural wetland (Wetland A) is on its east side. As such, there will be no fragmentation of the wetland associated with the construction of the project. As few wildlife likely travel east-west, the construction of a retaining wall on the west side of the athletic fields will not adversely impact the wildlife corridor.

As explained below, with the proposed mitigation, the quality of the wildlife corridor associated with Wetland W-A will be improved.



Mitigation

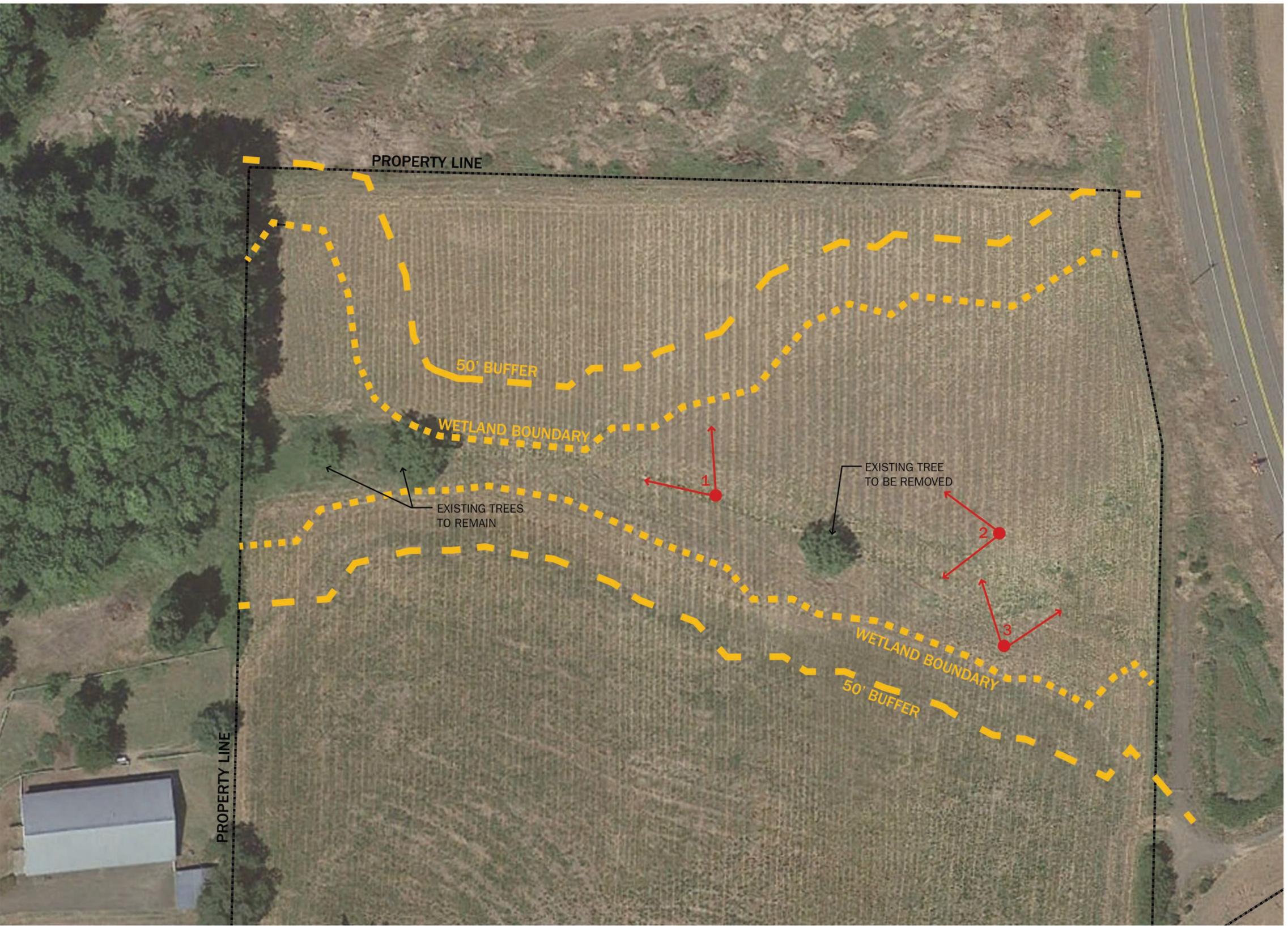
The loss of wetland at the proposed high school site will be mitigated by the purchase of credits from a wetland mitigation bank. In 2008, the US Army Corps of Engineers and the Environmental Protection Agency issued the *Compensatory Mitigation Rule for Losses of Aquatic Resources*. This Federal rule states that the first choice for wetland mitigation is through the purchase of credits from a wetland mitigation bank. The School District has complied with this rule, by purchasing credits from the W&M Butler Wetland Mitigation Bank. The bank is located to the south of SW Scholls Ferry Road along the Tualatin River, less than 2.5 miles southeast of the School District's property.

Although the wetland mitigation area is relatively close to the property, the School District wanted to make sure that the functions of the wetland being impacted are more than mitigated on-site. To ensure this happens, the School District is proposing to plant 1,494 trees and 7,470 shrubs and small trees in the wetland and its surrounding buffer (a total area of 8,964 trees and shrubs in 3.43 acres of degraded habitat). The mitigation area (which includes upland and wetland areas) is over 36% larger than the size of the agricultural wetland proposed for impact.

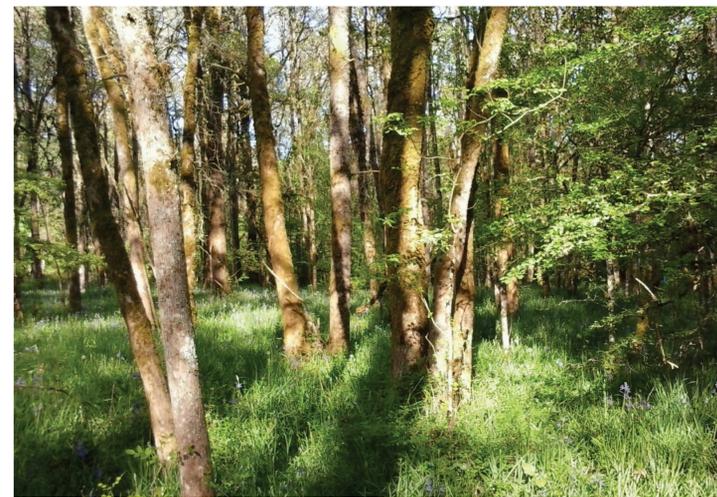
The plantings will restore the type of forested habitat that was present historically within the area and will enhance the quality and size of the wildlife corridor. Instead of an open field, wildlife will now be able to travel in habitat that affords them cover. The multiple layers of vegetation will provide birds with nesting habitat and mammals with foraging habitat.

TOPIC: Wetland Exhibits

The attached figures illustrate the location and current characteristics of the area identified as wetland and the mitigation and enhancements that will occur with the construction of the athletic fields.



EXISTING WETLAND CONDITION



RESTORED WETLAND PRECEDENTS

PROPOSED WETLAND CONDITION

TOPIC: Off-site Hydrology

Based on the modeling of stormwater events by HHPR (see attached memo), there will be no loss of water flowing downslope to the wetlands on adjacent properties. In fact, there will be slightly more water than currently flows there, though this will be used by the trees and shrubs that will be planted in the enhanced wetland and its buffer. The existing hydrology will still be augmented by the existing stormwater facility to the east and also by groundwater that will continue to flow to the wetland.

Job No.: BOR-13

Date: June 9, 2015

To: John van Staveren - PHS

From: Angela Martinec - HHPR



Project/Subject: Response to Planning Commission Stormwater Management Comments

Fax - Number: _____; Number of pages _____
(If you did not receive the correct number of pages, please call 503-221-1131)

E-mail Mail Hand Deliver Interoffice

The South Cooper Mountain High School development will enhance, mitigate and restore the remaining existing wetland located onsite along the north property line by a number of factors. Below are a few critical design components being proposed and how they shall meet the City's requirements:

1. Providing water quality treatment for all developed areas contributing to the existing wetland by collecting and routing all contributing runoff from the site through low impact development (LID) facilities which use gravity and soil media to promote treatment via filtration. The LID facilities shall be planted appropriately to accommodate the surface conditions contributing to the individual facility.
2. Enhance vegetation to improve existing conditions by planting the remaining wetland as appropriate.
3. Mitigate peak flows generated by the proposed surface conditions by metering discharge rates and restoring existing drainage conditions to the maximum extent practical.
 - o The City of Beaverton operates an existing public stormwater treatment and detention pond along 175th which manages a significant offsite area. This pond will remain in operation and will continue to discharge to the remaining existing wetland.
 - o The northern portion of site runoff will be routed north to the remaining wetland.
 - o Total existing and proposed peak flows and volumes generated on and off-site which will contribute to the northern wetland are identified below.

Design Storm	Existing peak flow (cfs)	Existing volume (cf)	Proposed peak flow (cfs)	Proposed volume (cf)	Proposed volume change (cf)	% change in volume
42% of 2-year; 24-hour	0.38	23,171	0.33	26,273	3,102	11.8
2-year; 24-hour	4.92	160,791	1.81	160,040	-751	-0.47
10-year; 24-hour	12.00	322,712	6.67	316,137	-6,575	-2.08
25-year; 24-hour	13.14	349,215	7.40	341,689	-7,526	-2.20

SCM HS
 Contributions to the north wetland
 June 9, 2015

Offsite:

Design Storm	Existing peak flow (cfs)	Existing volume (cf)	Proposed peak flow (cfs)	Proposed volume (cf)	Proposed peak flow change (cfs)	Peak flow % change	Proposed volume change (cf)	Volume % change
42% of 2-year; 24-hour	0.18	12,298	0.20	14,823	0.02	12%	2,525	17.03%
2-year; 24-hour	0.53	84,510	0.56	94,688	0.03	5%	10,178	10.75%
10-year; 24-hour	2.17	169,553	2.40	186,309	0.23	10%	16,756	8.99%
25-year; 24-hour	2.41	183,496	2.69	201,223	0.28	10%	17,727	8.81%

Onsite:

Design Storm	Existing peak flow (cfs)	Existing volume (cf)	Proposed peak flow (cfs)	Proposed volume (cf)	Proposed peak flow change (cfs)	Peak flow % change	Proposed volume change (cf)	Volume % change
42% of 2-year; 24-hour	0.21	10,873	0.13	11,450	-0.07	-54%	577	5.04%
2-year; 24-hour	4.39	76,281	1.25	65,352	-3.14	-251%	-10,929	-16.72%
10-year; 24-hour	9.83	153,159	4.28	129,828	-5.56	-130%	-23,331	-17.97%
25-year; 24-hour	10.73	165,719	4.71	140,466	-6.02	-128%	-25,253	-17.98%

Total:

Design Storm	Existing peak flow (cfs)	Existing volume (cf)	Proposed peak flow (cfs)	Proposed volume (cf)	Proposed peak flow change (cfs)	Peak flow % change	Proposed volume change (cf)	Volume % change
42% of 2-year; 24-hour	0.38	23,171	0.33	26,273	-0.05	-15%	3,102	11.81%
2-year; 24-hour	4.92	160,791	1.81	160,040	-3.11	-172%	-751	-0.47%
10-year; 24-hour	12.00	322,712	6.67	316,137	-5.32	-80%	-6,575	-2.08%
25-year; 24-hour	13.14	349,215	7.40	341,689	-5.74	-78%	-7,526	-2.20%

Transportation

Topic Papers:

1. **One-way circulation in drop off area / Parking with fire lane restrictions**
2. **Anticipated directional flow patterns for students/staff to the site**
3. **New Collector extension to the west**
4. **Appendix from Traffic Impact Analysis**

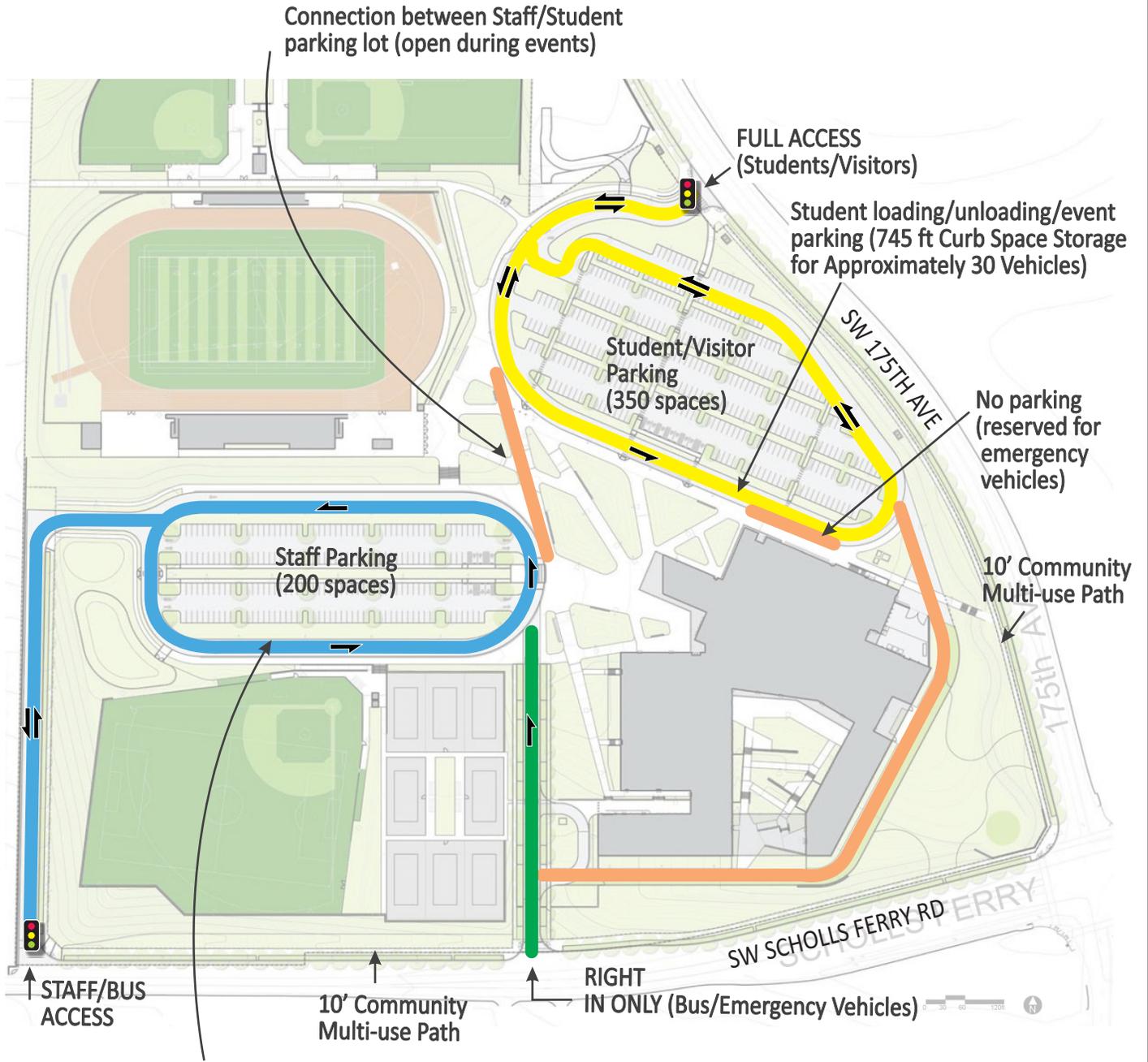
TOPIC: Circulation in the student drop-off / pick-up area & parking numbers with fire lane

One-way circulation in student drop off area &

The circulation aisle along the school frontage where student pick/up drop off activity will take place will operate as one-way (counter clockwise). This one-way segment extends between the southernmost drive aisle as shown in the attached Figure 15 from the Traffic Impact Analysis (TIA). The remaining segments of the circulating aisle in the student parking lot will operate as two-way.

Parking numbers with fire lane

The number of available event parking spaces along the school building frontage in the student parking lot will be reduced by approximately five (5) spaces with the provision of dedicated space for emergency vehicles. The attached TIA Figure illustrates this space to remain open for emergency vehicles (no parking). This space measures approximately 130 feet in length. With this reduction, it is still anticipated that the available event parking supply (620 spaces) will meet the anticipated demand.



Bus loading/unloading/event parking (1,200ft Curb Space Storage for Approximately 29 Buses and 40 Vehicles)

LEGEND

- █ - Bus Only Entrance
- █ - Faculty/Staff and Bus
- █ - Student/Visitor
- █ - Emergency Use Fire Lane
- Traffic Direction Flow
- Traffic Signal

DKS



No Scale

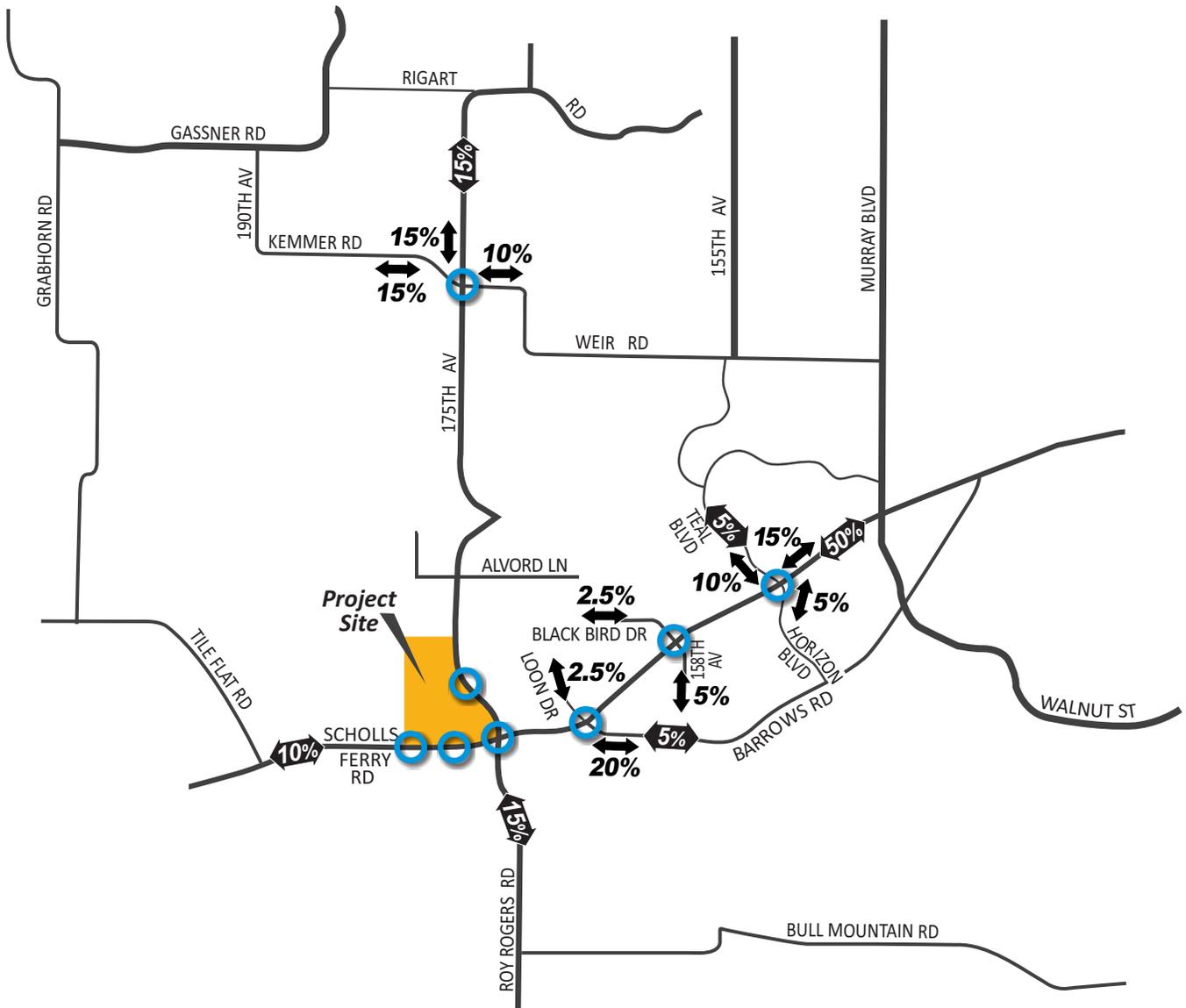
Figure 15

**BEAVERTON SCHOOL DISTRICT
NEW HIGH SCHOOL
SITE PLAN**

Source: Walker Macy

TOPIC: Anticipated Directional flow of students

The anticipated distribution of student and school staff traffic is shown in Figure 10 of the TIA and is attached. The distribution was coordinated with School District staff as the school attendance boundary has not been determined.



LEGEND

-  - Study Intersection
-  - Student Trip Distribution Percentage
-  - Staff Trip Distribution Percentage

DKS

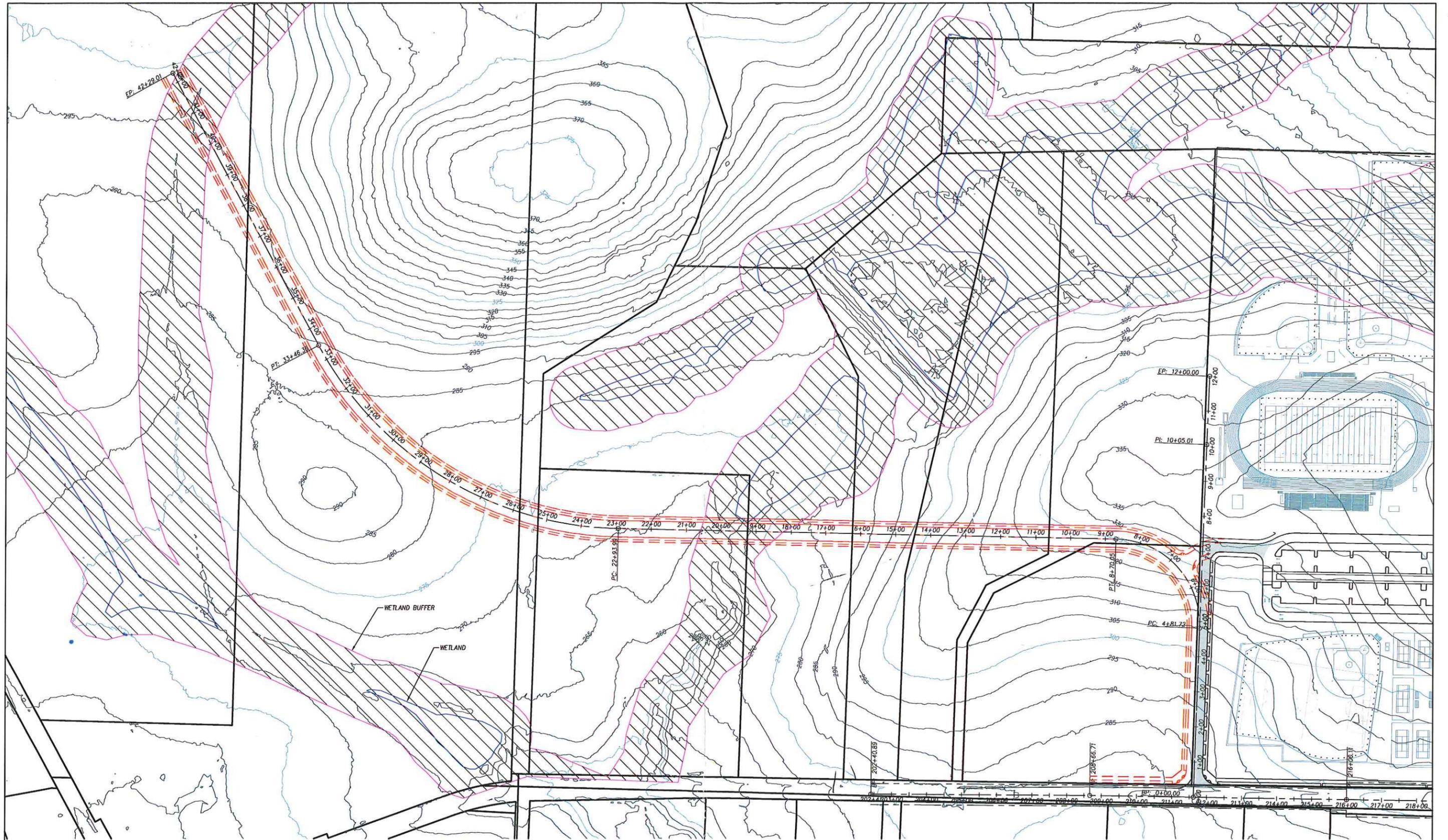


No Scale

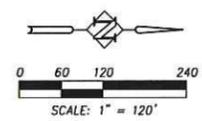
Figure 10
PROJECT TRIP DISTRIBUTION

TOPIC: New Collector Extension

The attached exhibit shows how the New Collector Road could be extended to the west to serve other properties as they develop. The City requested that the BSD provide a concept of how the New Collector could be extended by others as properties develop. This concept for the extension of the New Collector to the west follows the conceptual alignment shown in the South Cooper Mountain Plan.

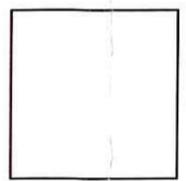


COLLECTOR (WEST) ROAD PLAN



DATE	NO.	DESCRIPTION
R E V I S I O N S		

DESIGNED:	HHPR TEAM
DRAWN:	HHPR TEAM
CHECKED:	CAB
DATE:	3-18-15



**Harper
Houf Peterson
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OPTION 1 ALIGNMENT OVERVIEW
SOUTH COOPER MOUNTAIN HIGH SCHOOL
BEAVERTON, OREGON

SHEET NO.	1A
JOB NO.	BOR-13

TOPIC: Missing information in Appendix Q of the TIA

Traffic counts collected at Aloha High School and Wilsonville High School used to calculate trip generation rates are attached. These traffic counts along with counts at Westview High School and Southridge High School, included in Appendix Q of the TIA, were used to calculate the local trip rate in Table 14 of the TIA. These local rates were used in combination with national trip generation rates for high schools to calculate a weighted average trip generation rate for each analysis time period (Table 15 of the TIA).

Trip Generation

Number of existing students in Spring 2004 is 1807 including special ed
 Check with future number of students as 2200

		AM	Midday	PM
Kinnaman & W access	In	259	88	33
	Out	5	24	7
Kinnaman & E access	In	0	0	0
	Out	220	141	38
185th & N access	In	194	52	14
	Out	45	59	15
185th & S access	In	74	10	10
	Out	19	71	4
Madeline & E access	In	41	14	15
	Out	6	48	32
Madeline & W access	In	8	1	2
	Out	1	0	4
sum	IN	576	165	74
sum	OUT	296	343	100
	total	872	508	174
	% IN	66%	32%	43%
	% OUT	34%	68%	57%
	Rate/student	0.48	0.28	0.10
	ITE Trip Gen	0.41	0.28	0.14
	Future totals	1062	618	308
	Existing trips	872	508	174
	Net new	190	110	134
	In	125	36	57
	Out	64	75	77

Wilsonville Road at Meadows Loop/High School Access
 Trip generation

	IN	OUT	Total	Time
AM 2001	271	157	428	7:45-8:45
Mid 2001	96	201	297	2:55-3:55
PM 2001	56	57	113	5:00-6:00

Student enrollment

1999-2000	767
2000-2001	801
2001-2002	909
2002-2003	932
2003-2004	916 *projected

Trips per student

	IN	OUT	Total
AM 2001	0.30	0.17	0.47
Mid 2001	0.11	0.22	0.33
PM 2001	0.06	0.06	0.12

Wilsonville Road at Meadows Loop/High School Access
 Tue 9/25/2001
 AM Peak

Time Period	Eastbound			Southbound			Northbound			Westbound			Sum	IN (EBTH, NBRT, SBLT)	OUT (WBLTHRT)	Total	peak hour		Total	Rank	
	right	through	left	right	through	left	left	through	right	left	through	right					IN	OUT			
6:00 AM	4	0	0	0	4	0	1	1	0	0	0	0	10	0	0	0	0	14	2	16	26
6:05	4	0	0	0	12	0	1	2	1	0	0	0	20	1	0	1	17	2	19	25	
6:10	2	0	0	0	9	0	0	2	0	0	0	0	13	0	0	0	19	4	23	24	
6:15	4	0	1	0	10	0	1	6	0	0	0	0	22	0	0	0	23	5	28	23	
6:20	2	0	0	0	7	0	0	8	1	0	0	0	18	1	0	1	29	7	36	22	
6:25	7	0	0	0	10	0	0	8	1	0	0	0	26	1	0	1	39	10	49	21	
6:30	6	0	1	1	12	1	2	13	0	0	0	0	36	1	0	1	56	16	72	20	
6:35	5	0	2	0	14	0	0	11	1	0	0	0	33	1	0	1	81	30	111	19	
6:40	5	0	2	1	15	1	1	5	0	0	0	0	30	1	0	1	100	48	148	18	
6:45	9	0	1	0	9	1	1	7	0	1	0	0	29	1	1	2	110	56	166	17	
6:50	10	0	1	0	8	1	1	8	3	0	0	1	33	4	1	5	114	62	176	16	
6:55	7	0	0	0	14	2	2	24	1	0	0	0	50	3	0	3	119	65	184	15	
7:00	6	0	0	0	15	1	1	15	2	0	0	0	40	3	0	3	125	70	195	14	
7:05	8	0	0	0	14	0	2	6	3	1	0	1	35	3	2	5	130	74	204	13	
7:10	9	0	2	0	4	1	1	15	3	1	0	0	36	4	1	5	144	76	220	12	
7:15	8	0	1	0	13	3	2	11	3	1	0	1	43	6	2	8	159	82	241	11	
7:20	6	0	2	0	21	4	0	14	7	1	0	2	57	11	3	14	186	96	282	10	
7:25	14	0	1	1	17	6	0	14	12	4	0	2	71	18	6	24	215	108	323	9	
7:30	9	1	2	0	18	13	3	13	12	7	0	7	85	26	14	40	235	127	362	8	
7:35	4	0	1	0	17	12	5	13	8	10	0	8	78	20	18	38	268	136	404	6	
7:40	7	0	5	0	10	7	0	18	4	3	0	5	59	11	8	19	273	151	424	3	
7:45	7	0	1	0	15	2	0	19	3	3	0	4	54	5	7	12	271	157	428	1	
7:50	2	0	2	1	13	4	0	19	5	2	0	2	50	9	4	13	273	154	427	2	
7:55	6	0	2	0	12	7	6	8	2	2	0	3	48	9	5	14	268	155	423	4	
8:00	5	0	1	1	14	3	1	16	5	1	0	3	50	8	4	12	261	153	414	5	
8:05	4	1	3	0	18	10	2	12	6	3	0	1	60	17	4	21	253	149	402	7	
8:10	5	0	3	1	12	13	0	18	6	2	0	5	65	19	7	26					
8:15	4	1	1	2	19	17	3	21	15	6	0	10	99	33	16	49					
8:20	6	0	0	0	23	21	2	29	19	5	0	10	115	40	15	55					
8:25	7	1	0	1	27	25	0	11	12	12	0	13	109	38	25	63					
8:30	2	0	0	0	24	28	1	13	31	8	0	15	122	59	23	82					
8:35	4	0	2	0	27	16	3	15	9	15	0	18	109	25	33	58					
8:40	7	0	2	0	18	6	3	15	3	8	0	6	68	9	14	23					
8:45	5	0	1	0	18	2	2	20	5	2	1	1	57	7	4	11					
8:50	8	0	0	1	14	3	1	5	1	4	0	1	38	4	5	9					
8:55	2	0	2	0	19	2	1	19	0	3	0	0	48	2	3	5					

Wilsonville Road at Meadows Loop/High School Access
 Tue 9/25/2001
 Mid Peak

Time Period	Eastbound			Southbound			Northbound			Westbound			Sum	IN (EBTH, NBRT, SBLT)	OUT (WBLTHRT)	Total	peak hour		Total	Rank
	right	through	left	right	through	left	left	through	right	left	through	right					IN	OUT		
2:00 PM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28	48	76	14
2:05	2	0	0	0	12	0	0	10	2	0	0	0	26	2	0	2	35	49	84	13
2:10	0	0	2	2	12	0	5	14	1	0	0	1	37	1	1	2	48	50	98	12
2:15	8	0	2	2	14	1	4	13	0	3	0	4	51	1	7	8	57	51	108	11
2:20	3	0	0	1	11	0	3	21	1	9	0	12	61	1	21	22	69	70	139	10
2:25	7	0	0	0	18	2	5	15	1	4	0	0	52	3	4	7	82	106	188	9
2:30	6	0	1	1	18	0	1	17	1	0	0	0	45	1	0	1	81	154	235	8
2:35	3	0	1	0	10	2	5	15	2	3	0	1	42	4	4	8	87	171	258	7
2:40	3	1	1	2	13	0	4	14	5	2	0	1	46	6	3	9	89	175	264	6
2:45	4	0	0	0	12	1	10	21	0	1	0	0	49	1	1	2	92	180	272	5
2:50	6	0	0	5	23	2	5	25	1	4	1	0	72	3	5	8	95	193	288	4
2:55	9	0	2	0	27	3	7	28	2	2	0	0	80	5	2	7	96	201	297	1
3:00	7	0	3	1	18	5	4	8	2	1	0	0	49	7	1	8	94	203	297	1
3:05	3	1	0	1	25	7	5	20	7	1	0	0	70	15	1	16	89	207	296	3
3:10	3	0	0	1	19	8	6	16	2	1	0	1	57	10	2	12				
3:15	3	0	2	1	12	6	7	14	7	10	2	14	78	13	26	39				
3:20	5	1	0	1	21	4	4	23	9	15	1	41	125	14	57	71				
3:25	4	0	0	2	31	0	4	23	2	17	1	34	118	2	52	54				
3:30	6	0	1	3	22	5	3	19	2	9	0	8	78	7	17	24				
3:35	10	1	0	2	25	2	6	16	3	5	1	2	73	6	8	14				
3:40	11	0	1	1	27	4	9	21	5	3	1	4	87	9	8	17				
3:45	4	0	1	2	23	2	7	16	2	9	0	5	71	4	14	18				
3:50	7	0	2	0	21	3	10	19	1	7	0	6	76	4	13	17				
3:55	4	0	0	0	18	0	10	20	3	2	0	2	59	3	4	7				
4:00	6	0	0	1	22	0	4	16	2	5	0	0	56	2	5	7				

Wilsonville Road at Meadows Loop/High School Access
 Tue 9/25/2001
 PM Peak

Time Period	Eastbound			Southbound			Northbound			Westbound			Sum	Peak 15	Rank	Peak Hour	Rank	IN (EBTH, NBRT, SBLT)		OUT	peak hour		Total	Rank
	right	through	left	right	through	left	left	through	right	left	through	right						(WBLTTHRT)	IN	OUT	Total			
4:00 PM	7	0	1	1	17	2	4	32	2	2	0	1	69	223	13	826	12	4	3	7	51	39	90	10
4:05	4	0	0	1	25	1	4	35	1	8	0	4	83	219	14	832	11	2	12	14	54	40	94	8
4:10	6	0	1	0	18	1	8	32	2	1	0	2	71	197	19	824	13	3	3	6	57	30	87	13
4:15	3	0	0	1	18	1	5	31	1	2	0	3	65	186	21	843	10	2	5	7	59	29	88	12
4:20	5	0	0	6	19	1	5	22	2	1	0	0	61	174	22	864	9	3	1	4	61	28	89	11
4:25	4	0	0	0	16	1	9	23	4	3	0	0	60	191	20	884	8	5	3	8	62	31	93	9
4:30	5	0	2	1	22	1	3	16	2	1	0	0	53	205	18	918	7	3	1	4	60	35	95	7
4:35	5	1	0	5	21	0	9	32	3	2	0	0	78	229	11	940	6	4	2	6	61	37	98	6
4:40	5	1	0	1	23	2	4	33	4	1	0	0	74	226	12	946	5	7	1	8	63	40	103	5
4:45	1	1	0	2	30	3	12	23	1	1	0	3	77	212	15	970	3	5	4	9	62	44	106	2
4:50	5	0	0	1	31	0	7	24	6	1	0	0	75	210	16	964	4	6	1	7	61	45	106	2
4:55	2	0	1	1	22	2	5	19	5	1	0	2	60	210	16	989	2	7	3	10	58	48	106	2
5:00	4	0	2	1	28	3	2	27	4	3	1	0	75	240	10	1012	1	7	4	11	56	57	113	1
5:05	4	0	0	3	23	3	6	32	2	0	0	2	75	251	8			5	2	7				
5:10	2	0	0	2	27	3	13	39	2	1	0	1	90	257	3			5	2	7				
5:15	8	0	0	2	23	0	10	35	4	2	0	2	86	261	2			4	4	8				
5:20	2	0	1	1	34	3	8	27	1	1	0	3	81	250	9			4	4	8				
5:25	10	0	0	2	36	0	10	26	3	2	1	4	94	253	6			3	7	10				
5:30	3	0	1	2	20	1	13	29	3	2	0	1	75	257	3			4	3	7				
5:35	5	0	1	1	24	1	9	33	5	4	0	1	84	253	6			6	5	11				
5:40	5	0	0	4	29	4	8	41	2	3	0	2	98	269	1			6	5	11				
5:45	3	0	1	2	20	1	10	26	3	2	2	1	71	254	5			4	5	9				
5:50	9	0	0	1	36	1	12	35	2	2	0	2	100					3	4	7				
5:55	3	0	2	1	30	1	9	21	4	5	0	7	83					5	12	17				

Other Topics

Topic Papers:

1. **Current enrollment and capacity situation at the five existing comprehensive High Schools.**
2. **The number of athletic fields.**
3. **Hours of operation for athletic events at the high school level.**
4. **Overlapping events / scheduling**
5. **Bartholemy Property Topics**
6. **Attachment 2 from Arborist Report**

TOPIC: What High Schools are at capacity now?

The Planning Commission requested information on current high school enrollment compared to building capacity. The following table presents this information based on the most recent high school enrollment figures (May 29, 2015) and compares these figures to Permanent Capacity – actual building student capacity. The number of portable classrooms currently in use at the high school level is shown. Capacity provided by portables is not included in Permanent Capacity.

Table 1: High School Enrollment and School Permanent Capacity

High School	May 29, 2015 Actual Enrollment	Permanent Capacity	Utilization of Permanent Capacity	Portable Classrooms on Site
Aloha	1,878	1,804	104.1%	5
Beaverton	1,549	2,086	74.3%	0
Southridge	1,554	1,784	87.1%	0
Sunset	1,949	1,748	111.5%	0
Westview	2,354	1,962	120.0%	16
Total	9,284	9,384	98.9%	21

TOPIC: What are the hours of operation for athletic events – particularly football?

Beaverton School District High Schools participate in the Metro League for Sports Competitions. The Metro League determines and sets the dates and times for athletic events. Metro League sports include:

CONTEST TIME PARAMETERS:

Fall:	Cross Country	Wed. 4:00 pm – 7:00 pm
	Football	JV/Freshman Thursday 4:30 pm - 7:00 pm Varsity Friday 7:00 pm - 10:00 pm
	Soccer	JV and JV II Monday & Thursday 4:00 pm - 7:30 pm Varsity Monday & Thursday 7:00 pm – 9:30 pm
	Volleyball	JV and JV II Tuesday & Thursday 5:00 pm – 7:30 pm Varsity Tuesday & Thursday 6:30 pm – 9:30 pm
Winter:	Basketball	JV and JV II Tuesday & Friday 4:00 pm – 7:00 pm Varsity Tuesday & Friday 7:15 pm – 9:30 pm
	Swimming	JV and Varsity Wednesday 4:00 pm – 6:00 pm
	Wrestling	Thursday 6:00 pm – 9:30 pm
Spring:	Baseball	JV and Freshman Monday thru Friday 5:00 pm – 7:30 pm Varsity Monday thru Friday 5:00 pm – 7:30 pm
	Softball	JV and Freshman Monday thru Friday 5:00 pm – 7:30 pm Varsity Monday thru Friday 5:00 pm – 7:30 pm

Tennis	JV and Varsity	Monday thru Friday 4:00 pm – 7:30 pm
	Track & Field	Wednesday 4:00 pm – 8:30 pm

PRACTICE TIMES (Monday –Friday)

Fall Activities:

Cross Country	3:00 pm – 5:00 pm
Football	3:00 pm – 6:00 pm
Soccer	3:00 pm – 6:00 pm
Volleyball	3:00 pm – 6:00 pm

MARCHING BAND - Varies by school but generally 6:00 pm -9:00 pm

Winter:	Basketball	3:00 pm – 9:00 pm
	Swimming	3:00 pm – 6:00 pm
	Wrestling	3:00 pm – 6:00 pm

Spring:	Baseball	3:00 pm – 6:00 pm
	Softball	3:00 pm – 6:00 pm
	Golf	3:00 pm – 6:00 pm
	Tennis	3:00 pm – 5:00 pm
	Track & Field	3:00 pm – 5:00 pm

THPRD

THPRD will schedule activities on Saturday & Sunday at our facilities, typically between 8:00am and 10:00pm. The attached schedule from the Intergovernmental Agreement shows THPRD activity scheduling at Aloha High School as a representative example.

APPENDIX B

Aloha High School Field Schedule 2004/05

<i>Day</i>	<i>Date</i>	<i>AHS Used Time</i>	<i>THPRD Used Time</i>	<i>THPRD Hours</i>
Wednesday	1-Sep-04	12	2	8-10pm
Thursday	2-Sep-04	12	2	8-10pm
Friday	3-Sep-04	12	0	
Saturday	4-Sep-04	10	0	
Sunday	5-Sep-04	0	12	9-9pm
Monday	6-Sep-04	13.5	0	
Tuesday	7-Sep-04	14	0	
Wednesday	8-Sep-04	11.5	0	
Thursday	9-Sep-04	14.5	0	
Friday	10-Sep-04	14.5	0	
Saturday	11-Sep-04	10.5	5	4-9pm
Sunday	12-Sep-04	0	12	9-9pm
Monday	13-Sep-04	11.25	1.5	8:30-10pm
Tuesday	14-Sep-04	8.75	4	6-10pm
Wednesday	15-Sep-04	8.75	4	6-10pm
Thursday	16-Sep-04	13.25	0	
Friday	17-Sep-04	14.5	0	
Saturday	18-Sep-04	10.5	5	4-9pm
Sunday	19-Sep-04	0	12	9-9pm
Monday	20-Sep-04	12.75	0	
Tuesday	21-Sep-04	12.75	1.5	8:30-10pm
Wednesday	22-Sep-04	10.25	4	6-10pm
Thursday	23-Sep-04	12.75	1.5	8:30-10pm
Friday	24-Sep-04	14.5	0	
Saturday	25-Sep-04	10.5	5	4-9pm
Sunday	26-Sep-04	0	12	9-9pm
Monday	27-Sep-04	10.25	4	6-10pm
Tuesday	28-Sep-04	12.75	1.5	8:30-10pm
Wednesday	29-Sep-04	10.25	4	6-10pm
Thursday	30-Sep-04	14	0	
Friday	1-Oct-04	14.5	0	
Saturday	2-Oct-04	4	9	12-9pm
Sunday	3-Oct-04	0	12	9-9pm
Monday	4-Oct-04	14	0	
Tuesday	5-Oct-04	12.75	1.5	8:30-10pm
Wednesday	6-Oct-04	12.75	1.5	8:30-10pm
Thursday	7-Oct-04	13.5	0	
Friday	8-Oct-04	14.5	0	

<i>Day</i>	<i>Date</i>	<i>AHS Used Time</i>	<i>THPRD Used Time</i>	<i>THPRD Hours</i>
Saturday	9-Oct-04	10.5	5	4-9pm
Sunday	10-Oct-04	0	12	9-9pm
Monday	11-Oct-04	14	0	
Tuesday	12-Oct-04	12.75	1.5	8:30-10pm
Wednesday	13-Oct-04	10.25	4	6-10pm
Thursday	14-Oct-04	14.5	0	
Friday	15-Oct-04	14.5	0	
Saturday	16-Oct-04	2	10	11-9pm
Sunday	17-Oct-04	0	12	9-9pm
Monday	18-Oct-04	14	0	
Tuesday	19-Oct-04	12.75	1.5	8:30-10pm
Wednesday	20-Oct-04	12.75	1.5	8:30-10pm
Thursday	21-Oct-04	14	0	
Friday	22-Oct-04	14.5	0	
Saturday	23-Oct-04	2	10	11-9pm
Sunday	24-Oct-04	0	12	9-9pm
Monday	25-Oct-04	14	0	
Tuesday	26-Oct-04	12.75	1.5	8:30-10pm
Wednesday	27-Oct-04	10.25	4	6-10pm
Thursday	28-Oct-04	14.5	0	
Friday	29-Oct-04	11.5	2	7-9pm
Saturday	30-Oct-04	0	12	9-9pm
Sunday	31-Oct-04	0	12	9-9pm
Monday	1-Nov-04	10.25	4	6-10pm
Tuesday	2-Nov-04	12.75	1.5	8:30-10pm
Wednesday	3-Nov-04	12.75	1.5	8:30-10pm
Thursday	4-Nov-04	11	2	7-9pm
Friday	5-Nov-04	11.5	2	7-9pm
Saturday	6-Nov-04	0	12	9-9pm
Sunday	7-Nov-04	0	12	9-9pm
Monday	8-Nov-04	0	5	5-10pm
Tuesday	9-Nov-04	0	5	5-10pm
Wednesday	10-Nov-04	0	5	5-10pm
Thursday	11-Nov-04	0	5	5-10pm
Friday	12-Nov-04	0	4	5-9pm
Saturday	13-Nov-04	0	12	9-9pm
Sunday	14-Nov-04	0	12	9-9pm
Monday	15-Nov-04	0	5	5-10pm
Tuesday	16-Nov-04	0	5	5-10pm
Wednesday	17-Nov-04	0	5	5-10pm
Thursday	18-Nov-04	0	5	5-10pm
Friday	19-Nov-04	0	4	5-9pm
Saturday	20-Nov-04	0	12	9-9pm

<i>Day</i>	<i>Date</i>	<i>AHS Used Time</i>	<i>THPRD Used Time</i>	<i>THPRD Hours</i>
Monday	3-Jan-05	9	5	5-10pm
Tuesday	4-Jan-05	9	5	5-10pm
Wednesday	5-Jan-05	9	5	5-10pm
Thursday	6-Jan-05	9	5	5-10pm
Friday	7-Jan-05	9	4	5-9pm
Saturday	8-Jan-05	0	12	9-9pm
Sunday	9-Jan-05	0	12	9-9pm
Monday	10-Jan-05	9	5	5-10pm
Tuesday	11-Jan-05	9	5	5-10pm
Wednesday	12-Jan-05	9	5	5-10pm
Thursday	13-Jan-05	9	5	5-10pm
Friday	14-Jan-05	9	4	5-9pm
Saturday	15-Jan-05	0	12	9-9pm
Sunday	16-Jan-05	0	12	9-9pm
Monday	17-Jan-05	9	5	5-10pm
Tuesday	18-Jan-05	9	5	5-10pm
Wednesday	19-Jan-05	9	5	5-10pm
Thursday	20-Jan-05	9	5	5-10pm
Friday	21-Jan-05	9	4	5-9pm
Saturday	22-Jan-05	0	12	9-9pm
Sunday	23-Jan-05	0	12	9-9pm
Monday	24-Jan-05	9	5	5-10pm
Tuesday	25-Jan-05	9	5	5-10pm
Wednesday	26-Jan-05	9	5	5-10pm
Thursday	27-Jan-05	9	5	5-10pm
Friday	28-Jan-05	9	4	5-9pm
Saturday	29-Jan-05	0	12	9-9pm
Sunday	30-Jan-05	0	12	9-9pm
Monday	31-Jan-05	9	5	5-10pm
Tuesday	1-Feb-05	9	5	5-10pm
Wednesday	2-Feb-05	9	5	5-10pm
Thursday	3-Feb-05	9	5	5-10pm
Friday	4-Feb-05	9	4	5-9pm
Saturday	5-Feb-05	0	12	9-9pm
Sunday	6-Feb-05	0	12	9-9pm
Monday	7-Feb-05	9	5	5-10pm
Tuesday	8-Feb-05	9	5	5-10pm
Wednesday	9-Feb-05	9	5	5-10pm
Thursday	10-Feb-05	9	5	5-10pm
Friday	11-Feb-05	9	4	5-9pm
Saturday	12-Feb-05	0	12	9-9pm
Sunday	13-Feb-05	0	12	9-9pm
Monday	14-Feb-05	9	5	5-10pm

<i>Day</i>	<i>Date</i>	<i>AHS Used Time</i>	<i>THPRD Used Time</i>	<i>THPRD Hours</i>
Wednesday	30-Mar-05	13	0	
Thursday	31-Mar-05	10	4.5	5:30-10pm
Friday	1-Apr-05	10	3.5	5:30-9pm
Saturday	2-Apr-05	0	12	9-9pm
Sunday	3-Apr-05	0	12	9-9pm
Monday	4-Apr-05	10	4.5	5:30-10pm
Tuesday	5-Apr-05	10	4.5	5:30-10pm
Wednesday	6-Apr-05	10	4.5	5:30-10pm
Thursday	7-Apr-05	10	4.5	5:30-10pm
Friday	8-Apr-05	10	3.5	5:30-9pm
Saturday	9-Apr-05	0	12	9-9pm
Sunday	10-Apr-05	0	12	9-9pm
Monday	11-Apr-05	13.5	0	
Tuesday	12-Apr-05	13.5	0	
Wednesday	13-Apr-05	10	4.5	5:30-10pm
Thursday	14-Apr-05	13.5	0	
Friday	15-Apr-05	14.5	0	
Saturday	16-Apr-05	0	12	9-9pm
Sunday	17-Apr-05	0	12	9-9pm
Monday	18-Apr-05	13.5	0	
Tuesday	19-Apr-05	10	4.5	5:30-10pm
Wednesday	20-Apr-05	10	4.5	5:30-10pm
Thursday	21-Apr-05	13.5	0	
Friday	22-Apr-05	13.5	0	
Saturday	23-Apr-05	3	9	12-9pm
Sunday	24-Apr-05	0	12	9-9pm
Monday	25-Apr-05	10	4.5	5:30-10pm
Tuesday	26-Apr-05	13.5	0	
Wednesday	27-Apr-05	10	4.5	5:30-10pm
Thursday	28-Apr-05	13.5	0	
Friday	29-Apr-05	10	3.5	5:30-9pm
Saturday	30-Apr-05	0	12	9-9pm
Sunday	1-May-05	0	12	9-9pm
Monday	2-May-05	10	4.5	5:30-10pm
Tuesday	3-May-05	13.5	0	
Wednesday	4-May-05	10	4.5	5:30-10pm
Thursday	5-May-05	13.5	0	
Friday	6-May-05	13.5	0	
Saturday	7-May-05	0	12	9-9pm
Sunday	8-May-05	0	12	9-9pm
Monday	9-May-05	13.5	0	
Tuesday	10-May-05	10	4.5	5:30-10pm
Wednesday	11-May-05	10	4.5	5:30-10pm

<i>Day</i>	<i>Date</i>	<i>AHS Used Time</i>	<i>THPRD Used Time</i>	<i>THPRD Hours</i>
Friday	24-Jun-05	2	9	12-9pm
Saturday	25-Jun-05	0	12	9-9pm
Sunday	26-Jun-05	0	12	9-9pm
Monday	27-Jun-05	0	5	5-10pm
Tuesday	28-Jun-05	2	2	8-10pm
Wednesday	29-Jun-05	0	5	5-10pm
Thursday	30-Jun-05	0	5	5-10pm
Friday	1-Jul-05	0	4	5-9pm
Saturday	2-Jul-05	0	0	
Sunday	3-Jul-05	0	0	
Monday	4-Jul-05	0	0	
Tuesday	5-Jul-05	2	2	8-10pm
Wednesday	6-Jul-05	2	2	8-10pm
Thursday	7-Jul-05	2	2	8-10pm
Friday	8-Jul-05	0	4	5-9pm
Saturday	9-Jul-05	0	12	9-9pm
Sunday	10-Jul-05	0	12	9-9pm
Monday	11-Jul-05	2	2	8-10pm
Tuesday	12-Jul-05	3	2	8-10pm
Wednesday	13-Jul-05	2	2	8-10pm
Thursday	14-Jul-05	3	11	9-5pm 8-10pm
Friday	15-Jul-05	0	13	8-9pm
Saturday	16-Jul-05	0	13	8-9pm
Sunday	17-Jul-05	0	13	8-9pm
Monday	18-Jul-05	2	2	8-10pm
Tuesday	19-Jul-05	3	2	8-10pm
Wednesday	20-Jul-05	2	2	8-10pm
Thursday	21-Jul-05	3	2	8-10pm
Friday	22-Jul-05	0	4	5-9pm
Saturday	23-Jul-05	0	12	9-9pm
Sunday	24-Jul-05	0	12	9-9pm
Monday	25-Jul-05	2	2	8-10pm
Tuesday	26-Jul-05	2	2	8-10pm
Wednesday	27-Jul-05	2	2	8-10pm
Thursday	28-Jul-05	3	2	8-10pm
Friday	29-Jul-05	0	4	5-9pm
Saturday	30-Jul-05	0	12	9-9pm
Sunday	31-Jul-05	0	12	9-9pm
Monday	1-Aug-05	3	2	8-10pm
Tuesday	2-Aug-05	2	2	8-10pm
Wednesday	3-Aug-05	3	2	8-10pm
Thursday	4-Aug-05	3	2	8-10pm
Friday	5-Aug-05	2	2	7-9pm

TOPIC: The number of fields at the new high school

This information is provided here to describe how the determination of the number of fields at the new high school was made.

Size and scope of athletic fields:

Prior to the passage of the 2014 Bond, the Beaverton School District undertook a year-long analysis of its physical facility requirements. The result of this effort was the publication of The Educational Specifications. This document provides the basis for the definition of a comprehensive high school. Part of this process was a review of all District athletic facilities with regard to scheduled use for physical education, sports team practice and games and community use. In virtually every case on District high school campuses, existing fields were found to be overscheduled and inadequate in number to meet the needs of the school and community. The District is proposing the current athletic field configurations for the new high school as it represents the absolute minimum number required to meet Oregon Department of Education requirements for physical education for high school students, the needs of girls and boys sports teams as expected or required by Federal Title IX requirements and the Oregon School Activities Association (OSAA). As well, the future recreational needs of the growing community that is beginning to be built in South Cooper Mountain was considered.

Program, Quantity and Size:

In order to meet the physical education needs of the student body as well as the practice and game needs of the numerous girls and boys Junior Varsity and Varsity sports teams, sports fields are required on the site. The number and size of sports fields is determined by a variety of factors including the State of Oregon Department of Education (ODE) mandatory requirements for physical education at the High School level, Title IX of the United States Education Amendments of 1972 and the regulations of the OSAA.

The Beaverton School District (BSD) Facility Plan (2010) and The Educational Specifications outline minimum facility requirements for a Comprehensive High School. The District's goal is to achieve equivalency among all of its high school campuses in terms of the interior and exterior program areas. Overcrowding, overscheduling and overuse of sports fields currently occurs on every BSD High School campus. It is all but impossible to imagine a scenario with fewer fields on the South Cooper Mountain Site that would not result in a violation of the ODE, Title IX or OSAA mandatory requirements, nor is it appropriate for encouraging student participation, which is an important part of the high school experience. All of the BSD's high school sites are constrained by their site boundaries, resulting in the overlap of sports fields. The new high school is no exception. The overlapping of field activities is managed by the scheduling of sports with differing seasons. This results in a less than ideal situation with regards to the quality of a

natural turf play surface (fields are used all year long and do not have time to recover from excessive wear and tear). Artificial turf is a possible alternative that the BSD is exploring, but it comes at a much greater cost (several millions of dollars). The most ideal situation for any new high school is to avoid the overlapping of fields and to have those fields be constructed with natural turf. This ideal situation was examined for the South Cooper Mountain site, but would have required the filling of all of the wetlands on the site. In light of this, the BSD has compromised on the ideal sports field scenario and intends to overlap its fields in order to minimize impacts to the wetlands and more efficiently use the constrained site.

Finally, in order to graduate, the Oregon Department of Education requires each student to have three years of physical education credits. There are minimum requirements for instructional time. Busing to provide physical education activities off-site would reduce time available for instructional time and would require extending the school day to accommodate the added busing. There is a maximum amount of student time allowed at 8.5 hours per day at the high school level. The Department of Education can withhold state school funds from districts who are not in compliance with the required instructional times in OAR 581-022-1620: Required Instructional Time.

Sports Field Locations:

Sports fields are required to be located within the high school campus for a number of reasons. First, the South Cooper Mountain site is bordered on two sides by major arterial roads (Scholls Ferry and 175th). Locating sports fields off campus in any direction would require thousands of students and staff to cross these heavily traveled intersections several times each day and night, many times in the dark. This would present a potentially hazardous condition for the community. Secondly, the adjacent properties to the west and northwest do not lie within the BSD boundary. Those properties are within the Hillsboro School District, and therefore they are not available for use by the BSD. Third, the time required to travel to a more distant off-site location would substantially reduce the amount of educational time allocated for PE and would potentially compromise ODE requirements. This third option would also increase traffic in the area and would present unreasonable transportation costs to the District and its primary educational mission. At this time, Tri-Met has no immediate plans for service in this area, and there are no other nearby BSD schools with sufficient facilities to share.

The opportunity to use Scholls Heights Elementary School fields has been raised but this is an unrealistic idea. The athletic facilities at this site are not adequate to meet high school athletic standards. High school student use of this facility would severely conflict with the recreational use of the fields by elementary school children at Scholls Heights. Finally, this would require

busing high school students from the main new high school campus, a situation that is not realistic given the points noted above regarding off-site facilities.

Others have raised the possibility of using the field at Winkelman Park, which is owned and operated by the Tualatin Hills Park and Recreation District (THPRD). Winkelman Park is located north of the new high school site along SW 175th Rd. just south of SW Kemmer Rd. The District contacted THPRD staff regarding athletic facilities at Winkelman Park. Based on comments received from THPRD planning staff, there is no real opportunity to use the field at this park for use by students at the new high school. THPRD staff pointed out the following issues:

- The field is 300 feet by 250 feet, with a backstop in the NE corner. The field is allocated to field sports and set up to play soccer practices and U11 games and lacrosse practices for middle school age players. The backstop is not operational, the fields overlap. To make the backstop operational it requires skinning the field which eliminates the use by field sports.
- The Field is encircled by a walking path and severe topography to the NW and South, expansion of the athletic fields is not possible.
- Phase One is complete, it includes 51 parking spaces to service the field and dog park. The drive and parking area are not compatible with school bus access, no turn around. The drive to the south is a private drive for the renter access only.
- THPRD programs the field between 4:30pm and dark March 1 to the second week of November, fields are closed non all THPRD grass fields between the third week of November and the end of February. Winkelman was allocated an athletic field because of the void in large fields in the SW quadrant. THPRD has access outside of school use at Southridge, Conestoga and Mt View. Winkelman serves as a primary location for Aloha United Soccer and Aloha Youth Lacrosse.
- There are no field or park lights, none are planned. Hours of operation are dawn to dusk only. Field lights are not included on THPRD athletic fields unless the field is synthetic turf. The cost to install and operate the lights is cost prohibitive for the number of hours a grass field can be allocated and used. Wear and tear from use is a managed plan, limiting the months and hours is intended to maintain a playable surface and control costs. Additional hours of play by the high school athletic programs would limit the number of hours available for the community youth programs.
- THPRD and BSD have an inter-governmental agreement that outlines sharing of facilities. However, each agencies direct delivery and affiliated programs have priority. In this case, THPRD programs would have priority over BSD athletics. The impact to THPRD programs and direct costs makes the use of the field by BSD athletics prohibitive

TOPIC: Definition of overlapping events

The Administrator for each school determines the building and site uses. Generally speaking, most High School Principals' do not schedule activities that would conflict or interfere with athletic events, especially football. A high school will have 5 to 6 regularly scheduled home football games during a school year (with the possibility of a state playoff game). Athletic events and theatre events, especially football, are revenue generators and the school Administrator will schedule events so they will not conflict in order to raise more funds for the specific program.

Back to School Nights are scheduled at times which have the least number of conflicts and never occur on Fridays when football games are played.

Choir or band concerts are never scheduled to occur on Friday nights – they are mid-week activities. Theatre productions in the fall are smaller productions with smaller audiences. Musicals or large theatre productions may occur on a Friday or Saturday evening in the spring, usually late February or March, outside of the football season.

Homecoming dances are generally held on the Saturday night after a Friday night football game and are held on-site or off-site between the hours being 8:00pm -11:00pm or 7:00-10:00 pm. At our existing high schools, Senior Prom and Junior Prom dances may be held on site but at over half of our high schools these dances are held off-site in the spring.

Numerous after school clubs and tournaments may occur, but the numbers are small (10-20) and generally do not impact activities happening on site.

TOPIC: Bartholemy Property

New Collector Alignment

The School District has long-hoped that an alignment for the New Collector Street that connects to SW Scholls Ferry Road could be determined through discussions among the affected property owners, the City and County. From many aspects, building this street as a single project, at its ultimate alignment with costs equitably shared among benefitting property owners, is the preferable and most economical way to proceed. Up to now, there has not been a unified effort in employing a “build it once” approach.

In February 2015, prior to submitting our Conditional Land Use application, our project manager requested Mr. Bartholemy’s concurrence with this approach. He declined to sign either the land use application form or a letter of consent allowing work to be performed on his property. Following additional coordination efforts, on May 4, 2015, his representative indicated he would support the preferred alignment, but he failed to follow through. In a meeting with District staff on May 18, 2015 he requested changes to the new collector street plan that were inconsistent with the City’s engineering road design requirements. In addition, he demanded two further conditions from the District unrelated to the street alignment: (1) that the School District purchase of a portion of his property, and (2) that changes be made to the school district boundaries between the Hillsboro and Beaverton School Districts.

In order to keep the high school construction on schedule, our application reflects an alignment solely located on District property. It’s workable and fully complies with all standards and City design requirements. We remain hopeful that an agreement may yet be achievable to improve the alignment before it is constructed, but now that will need to be finalized after approval of our Conditional Use / Design Review land use applications.

Waterline

As to the location of the waterline, we understand that Mr. Bartholemy would like a new waterline located on the School District’s side of the new collector street. Our application placed the waterline serving the school site and his property in the location specified by the City engineering department. If he would like a waterline installed on the collector street, that could be done at his expense but he has not indicated a willingness to financially participate.

Current Status

The School District advised Mr. Bartholemy that we need to proceed with grading and development activities in accordance with our submitted application. This can’t await conclusion of new collector street discussions. Nevertheless, it remains our intention to work cooperatively with adjacent property owners to determine if beneficial changes can occur. Our focus now is obtaining permits and commencing our project site work. Following final action on the high school land use applications, technical work could be restarted with the participation of all the parties to adjust the location of the new collector street from that shown in our application if all property owners agreed to share costs equitably.

TOPIC: Attachment 2 from Arborist Report

The Planning Commission noted that Attachment 2 from the Arborist Report was missing. The attached provides Attachment from the Tegan & Associates Tree Plan Addendum.

Tree No.	Common Name	Scientific Name	DBH *	DGL **	C-RAD ***	Condition* ***	Structure ****	Comments	Tree Type	Ownership *****	Remove?
545	Black Locust	<i>Robinia pseudoacacia</i>	16	24	16	Fair	Fair		Community	shared	Yes (if neighbor agrees)
546	Black Locust	<i>Robinia pseudoacacia</i>	16	24	17	Fair	Fair		Community	shared	Yes (if neighbor agrees)
547	Black Locust	<i>Robinia pseudoacacia</i>	17	24	17	Fair	Fair		Community	shared	Yes (if neighbor agrees)
596	Douglas Fir	<i>Pseudotsuga menziesii</i>	27	42	21	Poor	Poor	Topped.	Exempt *****	shared	Yes (if neighbor agrees)
649	Douglas Fir	<i>Pseudotsuga menziesii</i>	26	36	20	Poor	Poor	Topped.	Exempt	shared	Yes (if neighbor agrees)
651	Douglas Fir	<i>Pseudotsuga menziesii</i>	26	40	23	Poor	Poor	Topped.	Exempt	shared	Yes (if neighbor agrees)
653	Douglas Fir	<i>Pseudotsuga menziesii</i>	18	24	18	Poor	Poor	Topped.	Exempt	shared	Yes (if neighbor agrees)
659	Douglas Fir	<i>Pseudotsuga menziesii</i>	32	48	29	Poor	Poor	Topped.	Exempt	shared	Yes (if neighbor agrees)
551.1	Black Locust	<i>Robinia pseudoacacia</i>	18,12 ,12	48	18	Good	Fair	3 stems connected at ground level.	Community	shared	Yes (if neighbor agrees)
551.2	Black Locust	<i>Robinia pseudoacacia</i>	10	12	10	Good	Fair	No canopy on subject site. Face of trunk is one foot west of fence line.	Community	shared	Yes (if neighbor agrees)
551.3	Black Locust	<i>Robinia pseudoacacia</i>	14	16	28	Good	Fair	Codominant at 2 feet. DBH measured at 1 foot.	Community	shared	Yes (if neighbor agrees)

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Tree No.	Common Name	Scientific Name	DBH *	DGL **	C-RAD ***	Condition* ***	Structure ****	Comments	Tree Type	Ownership *****	Remove?
551.4	Black Locust	<i>Robinia pseudoacacia</i>	12	18	18	Good	Fair	No canopy on subject site. Face of trunk is 18 inches west of fence line.	Community	shared	Yes (if neighbor agrees)
551.5	Black Locust	<i>Robinia pseudoacacia</i>	12,12 ,10,5, 5,16	60	27	Fair	Fair	6 stems connected at ground level.	Community	shared	Yes (if neighbor agrees)
551.6	Black Locust	<i>Robinia pseudoacacia</i>	16	24	22	Fair	Fair		Community	shared	Yes
<p>***C-RAD is the approximate crown radius measured in feet. ****Condition and Structure ratings range from very poor, poor, fair, to good. *****Ownership is the assumed ownership of the tree based on the trunk size at ground level and trunk location shown on the site survey (assuming the center of the tree survey point corresponds to the center of the tree). Trees with trunk completely on subject site are owned by school district (BSD), trees with trunk completely on neighbor property are owned by neighbor, and trees with any portion of the trunk straddling the property line are considered shared property. *****Exempt trees include community trees less than 10-inch DBH, trees producing edible fruits, and unhealthy trees (trees with a condition rating of very poor or poor).</p>											