

Location: Syphax Education Center

Participants: Matt Mattauszek (MM), ACG  
Sarah Johnson (SJ), APS  
Robin Cook (RC), APS  
Jeff Chambers, APS  
Michael Zajkoski, Stantec  
Alisa Cowen, Career Center Advisory Group  
Cecilia Ciepela-Kaelin, Budget Advisory Council (BAC)  
Christine Ng, E2C2  
Cindy Krech, JFAC  
Colleen Pickford, Advisory Council on Instruction (ACI)  
David R. French, Yorktown PTA Member, has student attending programs at Career Center  
Elizabeth Gearin, Planning Commission (PC)  
Fikru Abebe, Ethiopian Community Development Council  
Kia Haynes, Arlington Montessori Action Committee (AMAC)  
Kristin Calkins, Transportation Commission  
Lander Allin, Pike Presidents' Group (PPG)  
Maura McMahan, Alcova Heights Civic Association  
Megan Haydasz, At-Large Member  
Michael Shea, Advisory Council on Instruction (ACI)  
Nancy Birnbaum, Arlington Tech Advisory Committee (ATAC)  
Nathan Dudani, Wakefield (Student)  
Sarah McKinley, Columbia Heights Civic Association  
Susan Rochard, Arlington Tech Parent Group  
Veronica Bartlett, Arlington Community High School

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A joint presentation on Transportation was made by Kristin Haldeman, APS Director Multimodal Transportation Planning and Robert Gibson and Angie de la Barrera, ACG Department of Environmental Services (DES).

**QUESTION/ANSWER SESSION FOLLOWING STAFF PRESENTATION**

- When was the last time zoning ordinance parking requirements were last modified for schools?  
[A. Elementary 5-6 years, high school over 20 years](#)
- Do APS teachers pay to park? [A. No](#)
- How much does a HS parking pass cost for students? [A. \\$50](#)
- What is the future of parking given self-driving & shared on demand vehicles?
- Does staff have data on occupancy of the 3 HS parking garages? [A. APS has limited drive rates for staff, but no available information on student parking.](#)
- Can S Walter Reed Drive be narrowed to lower traffic speeds and as a result, potentially add available land to the school?

- How can we ensure TDM strategies really work on this site when previous County promises of streetcar and transit stations have not been realized and continue to be delayed?
- What happens to intersections which are currently operating at D-grade or lower under current conditions when an additional 100 + students are accessing this site? [A. This will be included in the future analysis that will be conducted with BLPC process.](#)

#### **GENERAL COMMENTS FOLLOWING STAFF PRESENTATION**

- Students represent the largest driving population, but driving should only be considered a privilege, not a right.
- Penrose community is opposed to not providing any underground parking on the Career Center site.
- \$40k is a lot per space – we should instead subsidize busses at more than 1\$ /ride
- Margaret Chung (career center principal) indicated staff and students are informed about transit and are encouraged to use mass transit.
- Bike lane crossings at Glebe Rd can be hazardous - no island, one-way street.
- Capstone internship students need parking (they are on site for 2-3 periods) and use cars to get to career intern locations. Forcing them to use transit would cut into their internship time by needing to get back to school for bus.
- APS should consider neighborhood vs choice parking plans, expand traffic study area further north (Neighborhood school would need less parking spots)
- The analysis seems to under-represent the true need for Montessori busses. They will need more than what is currently used for the Patrick Henry elementary. Detailed analysis needs to consider how many kids arrive on bus vs are dropped off by parents.

#### **GROUP DISCUSSION 1: PARKING**

##### **Key Questions**

1. **How should APS approach TDM for this site?** Possible innovations, targets, or policies?
  - Consider partnering with apartment complexes/neighborhoods that provide shuttle service to the metro (e.g., Avalon, Penrose)
  - Consider dis-incentivizing student driving
  - Evaluate which students need to drive to reach internship or jobs not easily accessible by public transit
    - Be sure not to penalize highly-impacted students by charging too much for parking -> sliding fee scale based on income
    - Maybe APS can work with internship sites to match student work hours with highest public transportation accessibility
  - Maximize use of school buses
  - Different bell times for ES students to minimize interactions between buses/cars

2. **How should required parking be managed on this site?** Possible innovations, targets, or policies?

- Charge teachers and students more for parking
- Limit time for drop offs e.g., can't do drop offs while buses are onsite
- Need a suite of options (e.g., mix of on- and off-site parking, shuttles, etc.)
- Add more bike racks to the site

3. **What do we need from APS and County to support TDM and innovations in parking?**

- Consider a new bus route
- Free metro/Art bus access for students
- Explore ways to use RPP. Perhaps give teachers hang tags that allow them to park during school hours
- Neighbors need to see progress on what was promised in terms of transit improvements (new vehicles, bus stops, technology)
- Stop viewing APS/ACG budgets as separate; saving in one area could be used to improve transportation in another

**Draft Guiding Principles (for Parking)**

- a. The project should include a comprehensive analysis of the parking needs and demands for the site based on the proposals for the project's design capacity and zoning requirements.
- b. The study should consider how a robust TDM program could reduce overall parking needs vis a vis zoning requirement.
- c. Based on the resulting projected parking demand for the site, develop a parking program in consultation with the neighboring community that may include a mix of on-site, on-street and/or off-site parking and which considers:
  - a. project costs,
  - b. environmental impacts,
  - c. site design constraints, and
  - d. neighborhood considerations.
- d. The study should also examine innovations and best practices in parking management from other jurisdictions to evaluate which may be appropriate for the Career Center site.
- e. We try and preserve the site itself and use the roads

## Recommendations

- The parking should have the least cost burden possible, i.e., use off-street parking, charge more for parking for students
- Increase TDM incentive programs
- Make use of underutilized off-site parking garages. Lease spaces for school use (e.g., ECDC, Penrose Square, Avalon)
- Recommend the County re-evaluate the zoning constraints to accommodate more school use parking (S-3A zoning district)
- Consider where students/staff live and where their trips originate from – perhaps there are ways to get them to the site without relying on driving
- Scenario analysis for parking needs for a neighborhood and an option school

## GROUP DISCUSSION 2: SITE CIRCULATION

### Key Questions

- 1. Which portions of the site are best suited for bus pick-up/drop-offs (ES + HS students)?**
  - For PHES, drop-offs on Highland; for HS, drop-offs should be on 9<sup>th</sup>
  - Restrict street parking on one side of street (East side of Highland, not residential) during drop-off and pick-up times
  - Remove the parking along Walter Reed on the ACC side only and possibly replace with a bus drop-off lane into the property
  - Need to have better interventions at some intersections to promote pedestrian safety (e.g., at Arlington Blvd and Fillmore; no turn on red at Highland and 7<sup>th</sup>; crossing guards at busy intersections; better signal times)
  - Consider making some streets around the site “one-way streets” during drop-off and pick-up times (e.g. 7<sup>th</sup> and 9<sup>th</sup>)
  - Shut down 9<sup>th</sup> street during school hours for parking and bus circulation
- 2. How should pedestrian circulation be emphasized considering additional growth (buildings, garage, field space)?**
  - Signage clearly marking entry to the site
  - Separate entrance for buses/pedestrians/cyclists
  - Boundary of the site should have adequate, walkable sidewalks
  - Need designated drop-off and visitor parking (if there’s no parking/driving near school entrances).
- 3. Should vehicles be given access through the site and where? Any implications?**
  - Drop-offs at site might not be possible when buses are arriving/departing
  - Kiss and Ride for ES students might not be possible; parents would have to park and go into the school
  - No through access on site for cars, buses

**Draft Guiding Principles (for Site Circulation)**

**Any school development should require a comprehensive transportation solution which, among other points:**

- a. Reduces the impacts of traffic flow in the surrounding community;
- b. Increases safety, convenience, and connections to the site for walkers & cyclists;
- c. Provides efficient school bus access as well as parent-drop offs/park-and-walks on the site in a manner that improves traffic conditions for residents and commuters as well as school-related travelers; and
- d. Provides for periodic APS/County review and adjustments of traffic patterns, controls, infrastructure, sidewalk and bike lane improvements if needed to address problems.