goulston&storrs
counsellors at law

Christine Roddy
croddy@goulstonstorrs com
202-721-1116 Tel

June 25, 2013

ELECTRONIC DELIVERY

Lloyd Jordan, Chairperson
D C Board of Zoning Adjustment
441 4th Street, NW, Suite 200 South
Washington, DC 20001

Re Case No 18579 Pre-Hearing Statement

Dear Chairperson Jordan

Enclosed herein are supplemental materials in support of the above-referenced application The Applicant is seeking special exception relief to establish a private school use and for its roof structures It also seeks variance relief from the lot occupancy requirements for proposed additions to existing buildings Attached are the following materials

- Updated plans (Exhibit A),
- Outlines of witness testimony and expert resumes (Exhibit B), and
- Transportation Management Plan (Exhibit C)

The Applicant will have three witnesses testifying on its behalf at the public hearing a representative of the School, Bill Spack, an expert in architecture, and Rob Schiesel, an expert in traffic engineering

We look forward to presenting this application to the Board at the July 9, 2013, public hearing and will be happy to answer any questions the Board may have at that time

Sincerely,

Christine Roddy

I hereby certify that the enclosed documents were sent to the following addresses on June 25 by hand delivery or first class mail:

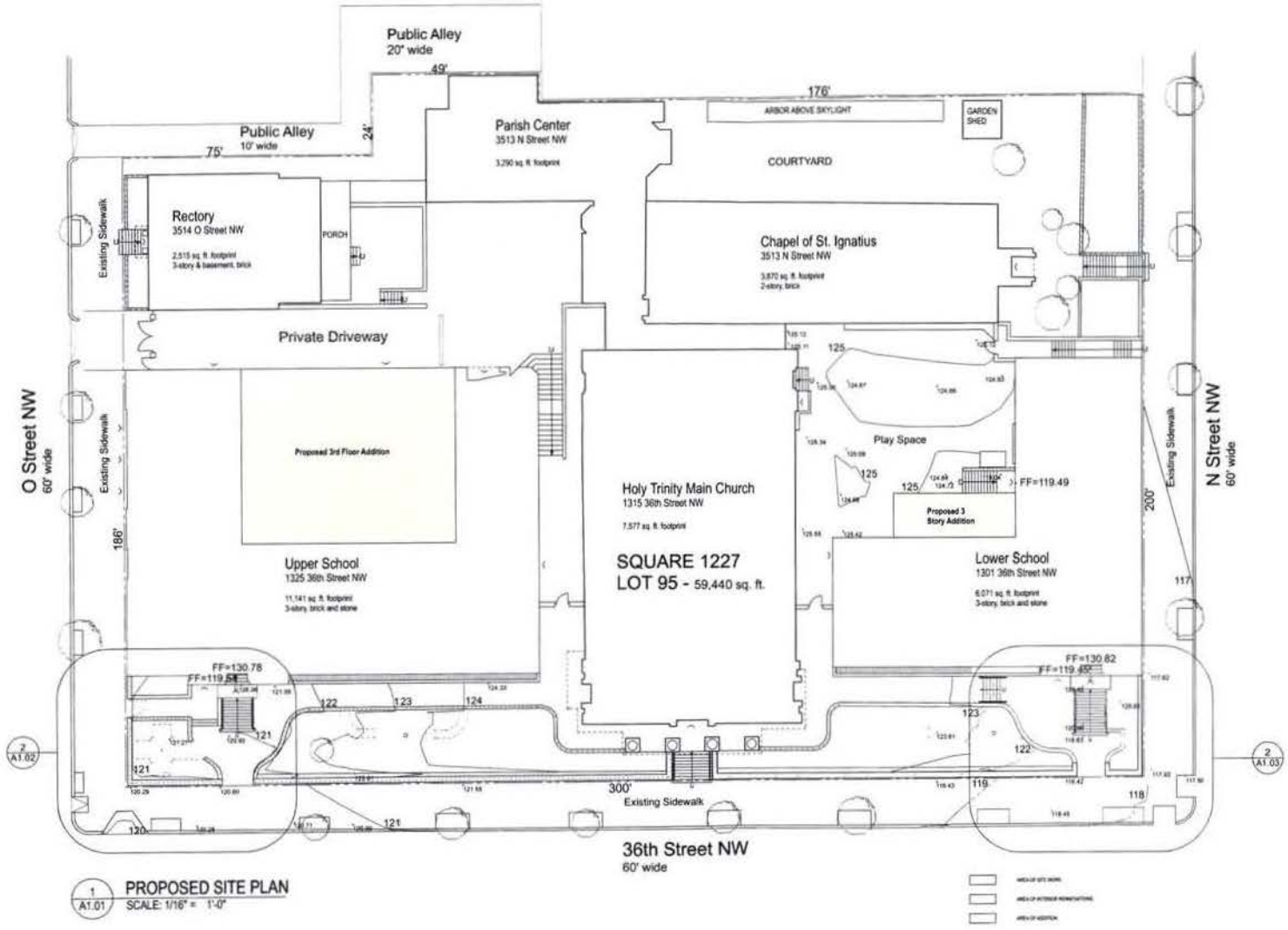
Arthur Jackson
Office of Planning
1100 4th Street, SW
Suite E-650
Washington, DC 20024

ANC 2E
3265 S Street, NW
Washington, DC 20007

Jeffrey Jones
SMD 2E03
3526 P Street, NW
Washington, DC 20007

Christine Roddy

DCDOCS\7066867 1



1 A1.01 **PROPOSED SITE PLAN**
SCALE: 1/16" = 1'-0"

CLIENT
Holy Trinity Catholic Church
Upper and Lower School
1325 36th Street NW
Washington DC 20007

T. 202.337.2339
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ARCHITECT
cox graae + spack architects
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CIVIL ENGINEERING
A. Morton Thomas and Associates, Inc.
12750 Twinbrook Parkway
Rockville, MD 20852
T: 301.881.2545 F: 301.881.0814

REGISTRATION

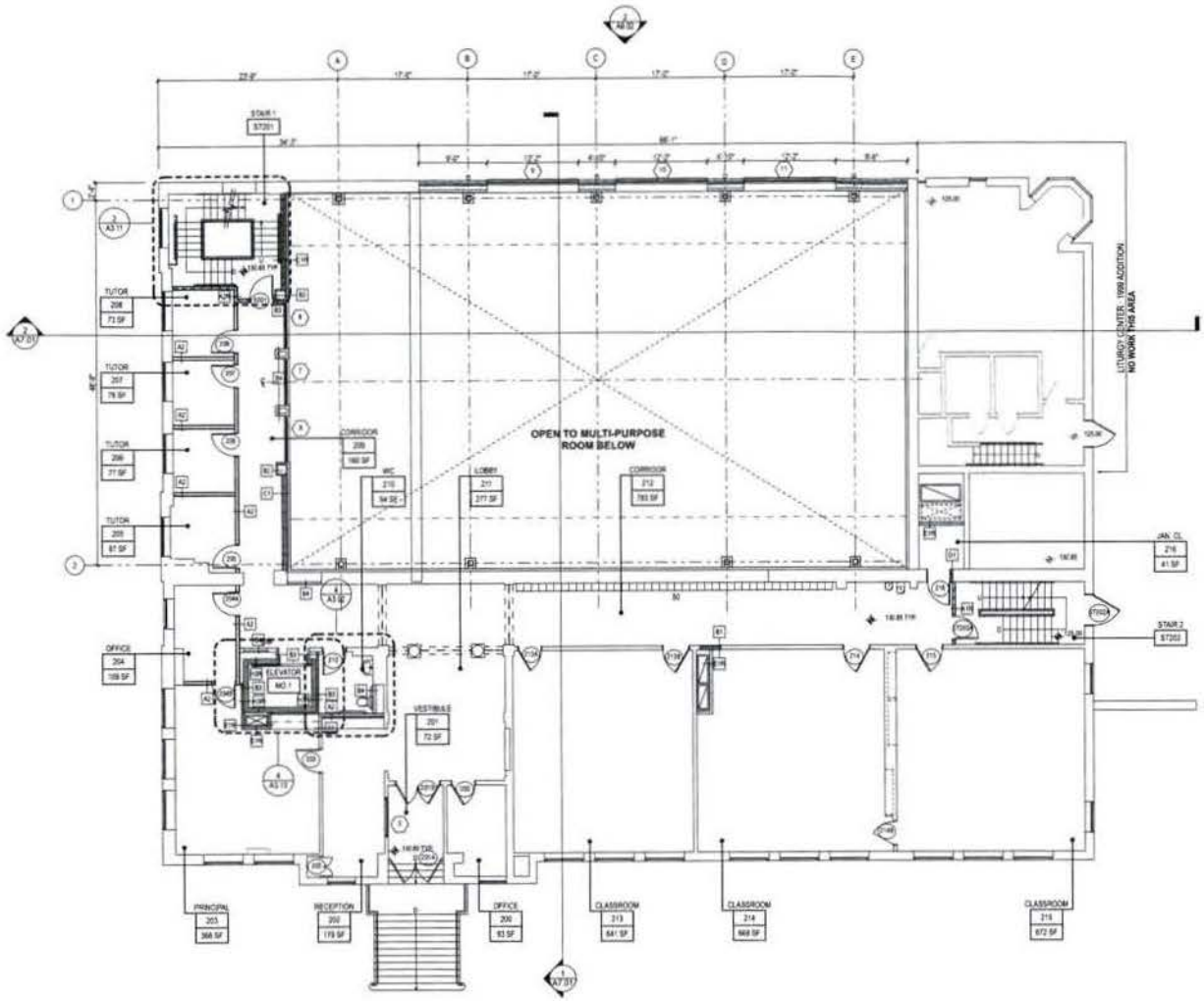
MARK	DATE	DESCRIPTION
	02.15.13	SCHEMATIC DESIGN SET
	06.14.13	DESIGN DEVELOPMENT SET

DRAWING TITLE
SITE PLAN

Graphic Scale

Drawn By	Checked By
RM	DG
Project No.	Date
1239	06.14.13

Drawing No.
A1.01



1 A2.03 PROPOSED UPPER SCHOOL SECOND FLOOR PLAN
SCALE: 1/8" = 1'-0"

DOOR KEY

MILLWORK KEY

NOTE: EXISTING DIMENSIONS ARE APPROXIMATE BASED ON LIMITED FIELD INVESTIGATIONS. CONTRACTOR TO FIELD VERIFY ALL DIMENSIONS. IF INACCURACIES ARE DISCOVERED, CONTRACTOR SHALL NOTIFY ARCHITECT IMMEDIATELY FOR DIRECTION.

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REGISTRATION

MARK	DATE	DESCRIPTION
	02.19.13	SCHEMATIC DESIGN SET
	06.14.13	DESIGN DEVELOPMENT SET

DRAWING TITLE:

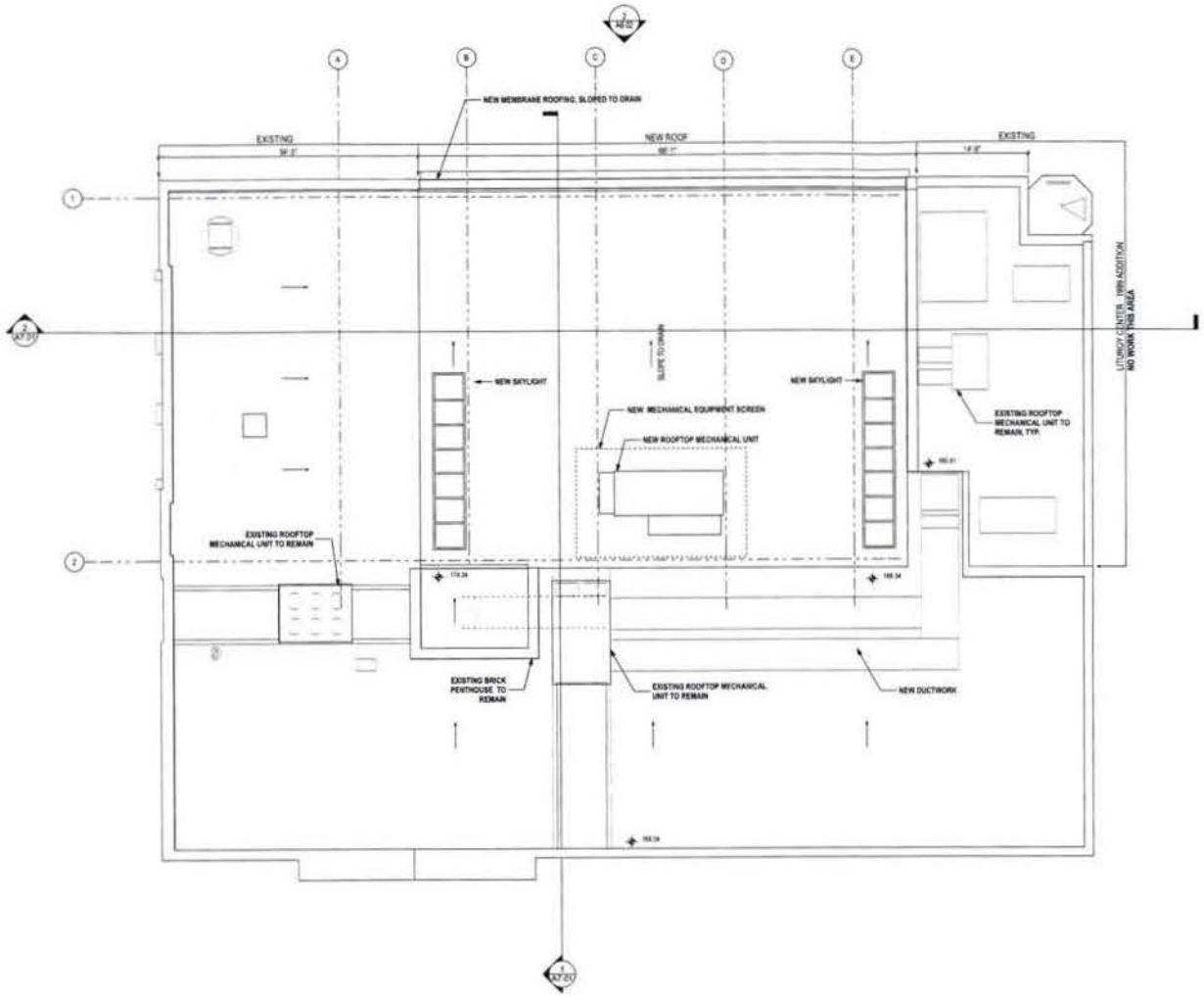
UPPER SCHOOL SECOND FLOOR PLAN

Graphic Scale

Drawn By:	Checked By:
RM	GG
Project No:	Date:
1206	06.14.13

Drawing No:

A2.03



1 A2.05 PROPOSED UPPER SCHOOL ROOF PLAN
SCALE: 1/8" = 1'-0"

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MARK	DATE	DESCRIPTION
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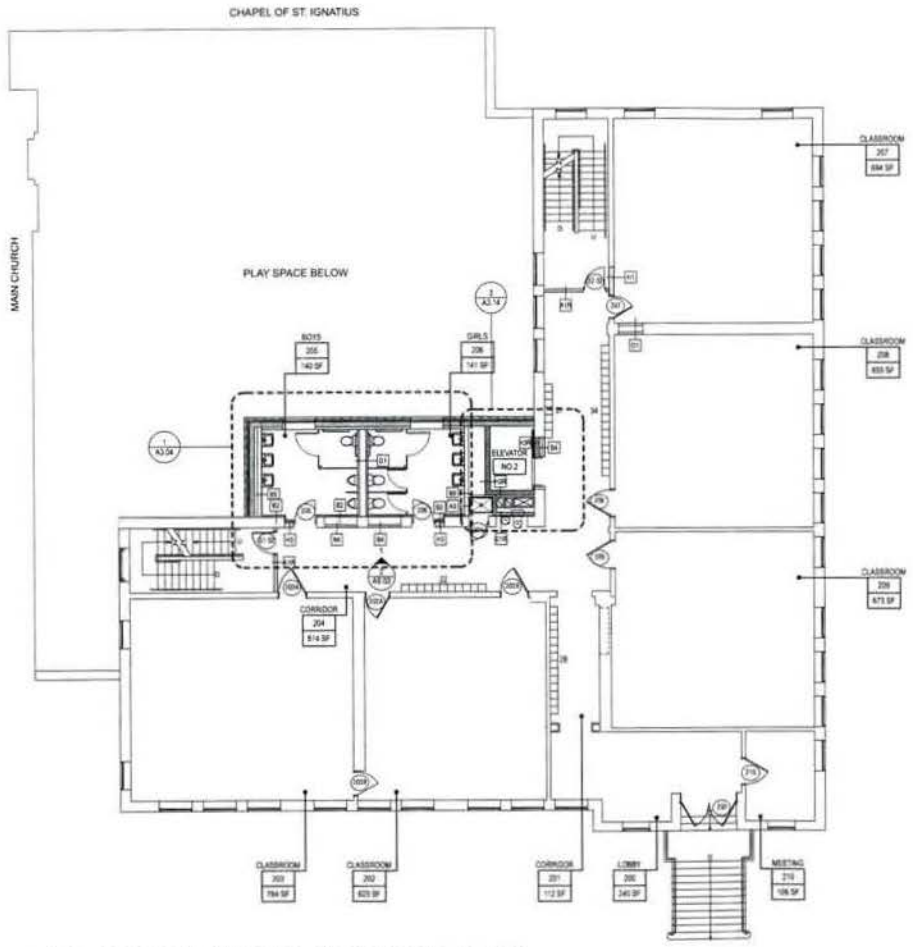
	06.14.13	DESIGN DEVELOPMENT SET

DRAWING TITLE
UPPER SCHOOL ROOF PLAN

Graphic Scale

Drawn By:	Checked By:
RM	DG
Project No:	Date:
1208	06.14.13

Drawing No:
A2.05



1 / A2.07 PROPOSED LOWER SCHOOL SECOND FLOOR PLAN
SCALE: 1/8" = 1'-0"

DOOR KEY

MILLWORK KEY

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REGISTRATION

MARK	DATE	DESCRIPTION
	02.15.13	SCHEMATIC DESIGN SET
	06.14.13	DESIGN DEVELOPMENT SET

DRAWING TITLE:

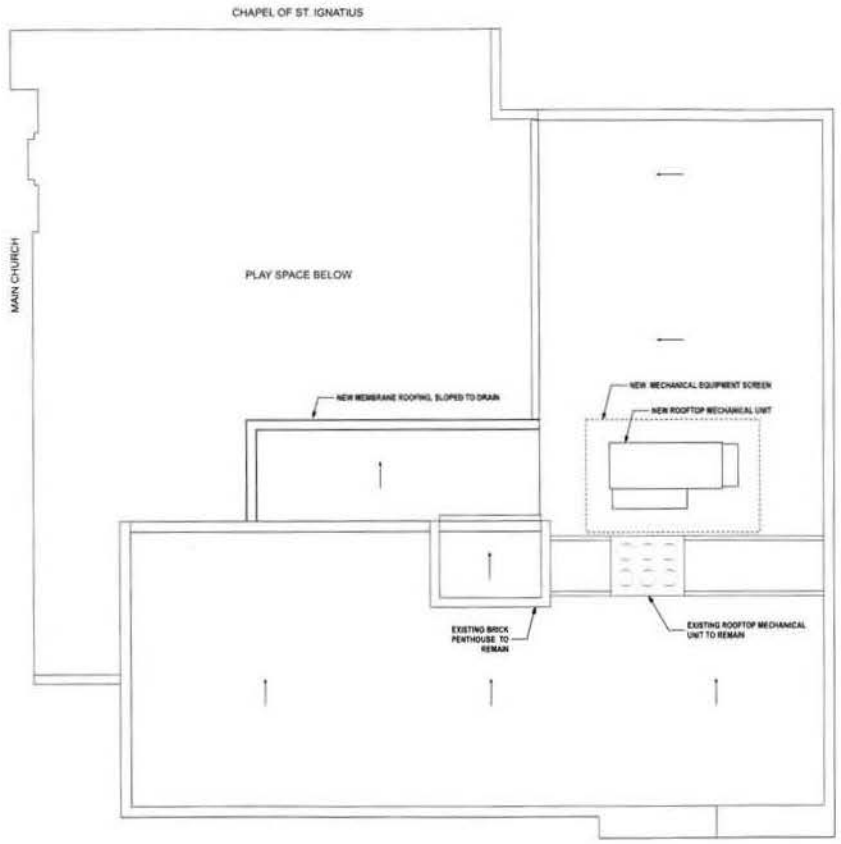
LOWER SCHOOL SECOND FLOOR PLAN

Graphic Scale

Drawn By	Checked By
RM	DG
Project No.	Date
1208	06.14.13

Drawing No.

A2.07



1 / A2.09 PROPOSED LOWER SCHOOL ROOF PLAN
SCALE: 1/8" = 1'-0"

NOTE: EXISTING DIMENSIONS ARE APPROXIMATE BASED ON LIMITED FIELD INVESTIGATIONS. CONTRACTOR TO FIELD VERIFY ALL DIMENSIONS. IF INACCURACIES ARE DISCOVERED, CONTRACTOR SHALL NOTIFY ARCHITECT IMMEDIATELY FOR DIRECTION.

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REGISTRATION

MARK	DATE	DESCRIPTION
	02.15.13	SCHEMATIC DESIGN SET
	06.14.13	DESIGN DEVELOPMENT SET

DRAWING TITLE:
LOWER SCHOOL ROOF PLAN

Graphic Scale:

Drawn By:	Checked By:
RM	DC
Project No:	Date:
1208	06.14.13

Drawing No:
A2.09

OUTLINE OF TESTIMONY OF HOLY TRINITY

I. Background on School's Operations in Georgetown

II. Background on School's Objectives

III. Proposed Work

IV. Community Outreach

V. Conclusion

OUTLINE OF TESTIMONY OF ARCHITECT

I. Description of Property

II. Overview of Project

a. Roof structures

b. Lot occupancy

c. Use

III. Satisfaction of Special Exception and Variance Standards

IV. Conclusion

TESTIMONY OF TRAFFIC ENGINEER

I. Scope of Analysis

II. Trip Generation

III. Parking Demand

IV. Transportation Demand Management

Daniel B. VanPelt, P.E., PTOE

Vice President and Principal

Mr. VanPelt's wide range of traffic and transportation project experience includes: traffic impact studies, site access and circulation planning, functional parking lot and garage design, parking demand analysis, corridor studies, campus master planning, major data collection efforts, loading dock design, intersection improvement design, signal design, signing and pavement marking design, and expert witness testimony. He has worked for public, private and institutional sector clients throughout the United States and has worked internationally on projects in the United Arab Emirates, China, Venezuela, Brazil and Mexico.

Education

Master of Science in Civil Engineering, *Washington University in St. Louis*
Bachelor of Science in Civil Engineering, *Washington University in St. Louis*
Bachelor of Science in Physics, *Bethany College*

Professional Registrations

Licensed Professional Engineer – Virginia #0402 037160, Pennsylvania #PE074759, Maryland #36413, District of Columbia #PE904669, and West Virginia #18288; Registered Professional Traffic Operations Engineer

Registered Professional Traffic Operations Engineer

Professional Associations

Institute of Transportation Engineers (ITE), Society for College and University Planning (SCUP); International Council of Shopping Centers (ICSC); American Society of Civil Engineers (ASCE); NAIOP Northern Virginia; and Lambda Alpha International Land Economics Honor Society

Publications

ITE webinar presenter for "Multi-Modal School Site Planning, Design and Transportation for Primary Grades K-8." 2010
"Lots to Learn; Don't let parking and traffic problems sink your entertainment business," Casino Journal, December 2003, p. 28.

Representative Experience

CAMPUSES AND MASTER PLANS

Mr. VanPelt has developed transportation master plans, demand management plans, construction management plans, circulation studies, and parking studies for a number of universities, schools and institutions including the American University Campus Plan, Washington, DC; Georgetown University Campus Plan, Washington, DC; Howard University Campus Plan, Washington, DC; Indiana University Campus Plan, Bloomington, IN; IUPUI Campus Plan, Indianapolis, IN; Calhoun Street East-Waterfront Area Plan, Charleston, SC; US Capitol Complex Master Plan, Washington, DC; The Capitol Visitor Center, Washington, DC; Cannon House Office Building Renewal, Washington, DC; Princeton University Campus Framework Plan, Princeton, NJ; Yale University Medical District, New Haven, CT; Hartford Strategic Framework, Hartford, CT; The National Cathedral Campus Plan, Washington, DC, The Bullis School, Potomac, MD; Alexandria Country Day School, Alexandria, VA; and The Phillips Collection, Washington, DC.

MIXED-USE AND COMMERCIAL DEVELOPMENTS

Mr. VanPelt has prepared traffic studies, parking analysis, site access planning, loading access design, site circulation planning and signal designs for projects including: Monument Ballpark, Washington, DC; Monaco I/II and Sanremo, Jersey City, NJ; Children's Museum and Air Rights Buildings at L'Enfant Plaza, Washington, DC; Shamrock Business Center, Painesville, OH; Auyare I/II and Hacienda Santa Cruz, Caracas, Venezuela; Oaklawn in

Leesburg, Leesburg, VA; Dubai International Finance Center, Dubai, UAE; 5th & K Streets NW, Washington, DC; and Journal Square Centre, Jersey City, NJ.

HOSPITALITY AND ENTERTAINMENT
Mr. VanPelt has worked on numerous hospitality and entertainment sites throughout North and South America. Projects include the St. Regis Mohawk Casino, Monticello, NY; Turning Stone Casino Resort, Verona, NY; Gaylord Texan, Grapevine, TX; Gaylord National Harbor, Prince George's County, MD; Mohegan Sun Casino Resort, Uncasville, CT; W Mexico City, Polanco, Mexico D.F.; Meskwaki Casino, Tama, IA; Marriott Orlando World Center, Orlando, FL; the Connecticut Convention Center, Hartford, CT; and Pikes Peak International Raceway, Colorado Springs, CO.

SHOPPING CENTERS AND MALLS
Mr. VanPelt has prepared traffic, parking, site access and site circulation studies for grocery stores, lifestyle centers, power centers, regional centers and urban retail including the Citadel Harris Teeter, Washington, DC; Mondawmin Mall Redevelopment, Baltimore, MD; DC USA Target and Best Buy, Washington, DC; Trotwood Town Center, Trotwood, OH; The Avenue Viera, Viera, FL; The Avenue Carriage Crossing, Collierville, TN; Woodbridge Center, Woodbridge, New Jersey; Kendall Town Center, Miami, FL; Summerlin Mall, Summerlin, NV; Chicago Premium Outlets, Aurora, IL; North Georgia Premium Outlets, Dawsonville, GA; Park Meadows Mall, Denver, CO; Owings Mills Mall, Owings Mills, MD; and Kittery Premium Outlets, Kittery, ME.

OFFICE AND RESIDENTIAL DEVELOPMENTS
Mr. VanPelt has worked on office and residential development projects involving site planning and access planning as well as the design of both traffic signals and parking garage facilities. Projects have included 1700 K Street NW, Washington, DC; City View Condos, Washington, DC; Westmoreland House at Huntington Metro, Alexandria, VA; Balmoral Residential, Prince William County, VA, Red Cedar, Loudoun County, VA.

PARKING STUDIES AND PARKING GARAGE DESIGN
Mr. VanPelt has performed parking needs studies and garage planning for projects such as the Dubai International Finance Center, Dubai, UAE; National Cathedral Bus Garage Design, Washington, DC; City View Condos, Hyattsville, MD; ER One Washington Hospital Center, Washington, DC, and Ronald Reagan National Airport, Arlington, VA.

TRAFFIC IMPACT STUDIES
Mr. VanPelt has conducted numerous traffic impact studies in support of rezoning, subdivision, site plan approvals and EIS applications for large and small residential, commercial, office retail and institutional developments. His work includes experience in Pennsylvania, Ohio, Virginia, Maryland, New Jersey, New York, Connecticut and the District of Columbia.

DATA COLLECTION STUDIES
Mr. VanPelt has conducted large-scale data collection efforts including traffic counts, pedestrian counts, vehicle classification counts, speed studies and origin-destination studies. Examples include managing a long-term data collection program for the New Jersey DOT in northern New Jersey and supervising data collection efforts at both the Lincoln and Holland Tunnels for the Port Authority of New York and New Jersey

MEDICAL CAMPUS AND OFFICES
Mr. VanPelt has provided transportation master planning and traffic studies for a variety of medical facilities, including The Ohio State University Medical Center in Columbus, OH; Indiana University-Purdue University, Indianapolis/Clarian Medical Center in Indianapolis, IN; Sibley Hospital in Washington, DC; Reston Hospital in Reston, VA; and the ER-1 scalable prototype major emergency facility at Washington Hospital Center in Washington, DC.

Robert B. Schiesel, P.E.

Project Manager

Mr. Schiesel possesses significant transportation engineering and planning experience in both the public and private sectors. His experience includes multimodal analyses of large mixed-use plans and campuses, traffic impact studies, parking studies, traffic and parking forecasting, queuing analysis, traffic simulation, transportation demand management, and intelligent transportation systems planning. Projects Mr. Schiesel has been involved with include entertainment complexes, universities, churches, small and large commercial facilities, residential developments, government facilities and mixed-use developments.

Representative Experience

Campus Master Planning

Mr. Schiesel has developed transportation master plans, demand management plans, circulation studies, and parking studies for a number of University, Federal Agency and Hospital campuses, including the US Capitol House Office Buildings, Washington, DC; Georgetown University, Washington, DC; The George Washington University, Washington DC; The Ohio State University, Columbus, OH, The National Institutes of Health, Bethesda, MD; Indiana University, Bloomington, IN; Indiana University Purdue University Indianapolis, Indianapolis, IN; American University, Washington DC; and Howard University, Washington DC.

Medical Facilities

Mr. Schiesel has provided transportation planning services for a variety of medical facilities, including The Ohio State University Medical Center in Columbus, OH; Indiana University-Purdue University, Indianapolis/Clarian Medical Center in Indianapolis, IN; Sibley Hospital in Washington, DC; Parkside Health Center in Washington, DC, and the University of Virginia Health Sciences District, Charlottesville, VA.

Large Mixed-Use Developments

Mr. Schiesel has provided transportation planning and engineering services for several large urban mixed-use developments, including: The Yards (former South East Federal Center), Washington, DC; CityCenterDC (former Convention Center Site) Washington, DC; Innovation Town Center, Manassas, VA; Parkside Mixed-Use Development, Washington DC; Southwest Waterfront, Washington DC, and Poplar Point, Washington, DC.

Entertainment and Event Centers

Mr. Schiesel has worked on numerous entertainment sites and event center, including as the lead transportation planner for National's Park in Washington DC. Other projects include Memorial Stadium, Bloomington, IN; Turning Stone Casino Resort, Verona, NY; and Meskwaki Casino, Tama, IA.

Experience
Years with Gorove/Slade: 8
Years of experience: 10

Education
Master of Science: Civil Engineering, May 2000
University of Virginia: Charlottesville, Virginia

Bachelor of Science: Civil Engineering, May 1998
University of Virginia: Charlottesville, Virginia

Professional Registrations
Registered Professional Engineer; Commonwealth of Virginia #0402038965

Professional Associations
Member, Institute of Transportation Engineers, #31935
Member, Society for College and University Planning
Member, Midwest Campus Parking Association (MCPA)

Professional Presentations
"Campuses For All: Integrating Pedestrian and Vehicular Movement on Campus", SCUP North Central 2006 Regional Conference

WILLIAM SPACK, AIA

EDUCATION	Bachelor of Architecture, University of Maryland – College Park, 1982
REGISTRATION	District of Columbia, 1987 Maryland, 2011 Virginia, 2011
PROFESSIONAL AFFILIATIONS	American Institute of Architects Commissioner, Historic Affairs Landmark Review Board, Arlington, VA AIA Design Committee Washington Building Congress Lambda Alpha International Society of College and University Planning Council of Educational Facilities Planning International
CRITIC/ LECTURER	Guest Lecturer, DC Preservation League Guest Lecturer, Arlington Heritage Alliance Visiting Design Critic, University of Maryland – College Park Juror, Excellence in Design Awards, Falls Church, VA Juror, Historic Preservation Design Awards, Arlington, VA Juror, Design Arlington Awards Program, Arlington, VA
PROFESSIONAL EXPERIENCE	William Spack is a founding partner of **cox graae + spack** architects and has been with the firm (formerly KressCox Associates) since 1986. He has over 26 years of experience that includes local and national award-winning architectural design. Mr. Spack is well versed in project management with particular emphasis on historic preservation, adaptive reuse and new construction sensitively integrated into an existing historic context. He has completed several certified rehabilitation projects designed in accordance with the Secretary of Interior's Standard for the Rehabilitation of Historic Structures. His portfolio of building types includes several office, retail, residential, religious, civic design and urban planning, as well as extensive experience with K-12 educational facilities: academic, athletic, performing/ visual arts and campus master planning. In addition to Mr. Spack's professional and civic affiliations listed above, he has also donated his time and talents to a wide variety of volunteer efforts for the Arlington County School System and the Catholic Diocese of Arlington.
PROJECT EXPERIENCE	**Education** Capitol Hill Day School, Washington, DC The Dahlgren Elementary School, Dahlgren, VA Eastern Senior High School, Washington, DC The Field School, Washington, DC Georgetown Preparatory School, Student Learning Center, Bethesda, MD Grace Episcopal Day School, Kensington, MD Georgetown Visitation Preparatory School, Founder's Hall, Washington, DC Georgetown Visitation Preparatory School, Performing Arts Center, Washington, DC Georgetown Visitation Preparatory School, Physical Education Center, Washington, DC HD Woodson Senior High School, Washington, DC The Heights School, Potomac, MD

PROJECT EXPERIENCE

Landon School, Lower School Renovations, Bethesda, MD
The Langley School, Performing Arts Center, McLean, VA
The Madeira School, Student Center / Dining Hall, McLean, VA
The Madeira School, Schoolhouse II, McLean, VA
Maret School, Washington, DC
The Potomac School, Performing Arts Center, McLean, VA
Reed School and Westover Library, Arlington, VA
St. Anselm's Abbey School, Performing Arts Center, Washington, DC
St. Anselm's Abbey School, Physical Education Center, Washington, DC
St. Stephen's / St. Agnes School, Performing Arts Center, Alexandria, VA
Washington International School, Washington, DC

Religious

Church of the Atonement, Wheaton, MD
Georgetown Visitation Monastery, Washington, DC
Holy Trinity Parish, Theater Study, Washington, DC
King of the Nations Christian Fellowship, Rockville, MD
Old Presbyterian Meeting House, Elliot House, Alexandria, VA
Western Presbyterian Church, Washington, DC

Museums / Community Centers

Arlington Arts Center, Arlington, VA
Fairlington Community Center, Arlington, VA
The Phillips Collection, Washington, DC

Transportation

BMW / Mini of Sterling, Sterling, VA

PICK-UP/DROP-OFF ACTIVITIES

This section describes the pick-up/drop-off procedures at the school, analyzes the amount of pick-up/drop-off activity during the morning and afternoon, and discusses queuing and operational observations witnessed in the field. Given the school's location within the historic Georgetown neighborhood, exclusive pick-up/drop-off locations are not available. Therefore, as typical of many urban schools, Holy Trinity is required to coordinate pick-up/drop-off activity along adjacent public streets. In order to determine the volume and peak of pick-up/drop-off activity, counts were performed along 36th Street and N Street during the morning drop-off period from 7:20 am to 8:20 am and the afternoon pick-up period from 2:35 pm to 3:35 pm on Thursday, May 16, 2013. Counts were taken at five minute intervals in order to determine a more exact peak period (typical practice is to bin counts in 15 minute intervals and not five). The counts recorded the number of arriving vehicles as opposed to the number of students such that the total vehicular impact was determined.

Morning Drop-Off Procedure

The school day starts at 8:10 am for both the Lower and Upper schools; however students may arrive as early as 7:30 am for morning care, which is available at no cost to parents in order to stagger arrivals. The morning drop-off process is specified for the different age groups that attend the Lower and Upper schools as follows:

- *Pre-K & Kindergarten*
  Pre-K and Kindergarten students should be dropped off between 7:50 am and 8:10 am at the Lower School. Parents may choose to walk their child(ren) to the classroom between these times; however, if arrival is after 8:10 am child(ren) must be taken to the health office where they will be escorted to class.

- *Grades 1 to 4*
  Students grades 1 to 4 should be dropped off on the playground between 7:30 am and 8:00 am where employees will be on duty to supervise the students' entry into the building.

- *Grades 5 to 8*
  Students grades 5 to 8 should be dropped off in front of the Upper School starting at 7:30 am where they will enter through the cafeteria door.

The recorded data from the morning counts is summarized in Table 7. Count data shows that the majority of activity occurs along the east side of 36th Street with some activity taking place on the west side of 36th Street and the north and south sides of N Street. As can be seen, the peak fifteen minute peak period occurs from 7:50 am to 8:05 am with a total of 78 students being dropped off. This aligns with the start of the school day, however it is apparent that many parents take advantage of the morning care as there are 43 students dropped off prior to the start of the peak at 7:50 am.

Table 7: Morning Data Collection Summary

Time	Block Face				Morning Total
	36th Street - West	*36th Street - East*	*N Street - North*	*N Street - South*	
7:20 AM - 7:25 AM	0	1	0	1	2
7:25 AM - 7:30 AM	0	3	1	0	4
7:30 AM - 7:35 AM	0	5	0	0	5

Time	Block Face				Morning Total
	36th Street - West	*36th Street - East*	*N Street - North*	*N Street - South*	
7:35 AM - 7:40 AM	0	9	3	0	12
7:40 AM - 7:45 AM	0	6	1	0	7
7:45 AM - 7:50 AM	1	12	0	0	13
7:50 AM - 7:55 AM	**1**	**19**	**6**	**2**	**28**
7:55 AM - 8:00 AM	**0**	**17**	**5**	**2**	**24**
8:00 AM - 8:05 AM	**0**	**21**	**4**	**1**	**26**
8:05 AM - 8:10 AM	0	18	4	0	22
8:10 AM - 8:15 AM	0	11	1	0	12
8:15 AM - 8:20 AM	0	0	1	0	1

Afternoon Pick-Up Procedure

The school day ends at 3:00 pm for both the Upper and Lower schools and all children must be picked up by 3:15 pm. If children are not picked up by this time they must wait to be picked up at the after school program which results in a $25 fee. There is a smaller time span in which children are picked up in the afternoon than dropped off in the morning therefore a more structured pick-up process is required. The pick-up procedures are as follows:

- *Group A*
  Group A is for Upper School students only. Parents are instructed to come down P Street, turn on 36th Street and continue to the front of the Upper School as shown in Figure 3.

- *Group B*
  Group B is for all Early Childhood (Pre-K & Kindergarten) students. Parents are instructed to come down O Street from 35th, turn left onto 36th Street and left again onto N Street staying on the north side of N Street, as shown in Figure 3. For the purpose of afternoon pick-up N Street is converted to one-way eastbound between 35th and 36th Street from 2:55 pm to 3:20 pm.

- *Group C*
  Group C is for all Lower School or mixed carpools including both Upper and Lower School students. Parents are instructed to come down Prospect Street from 35th Street, then turn right on 37th Street, and right again on N Street staying on the right side of N Street as shown in Figure 3.

Pick-up procedures are communicated to parents at the beginning of the school year and instructions are contained on the School's website.

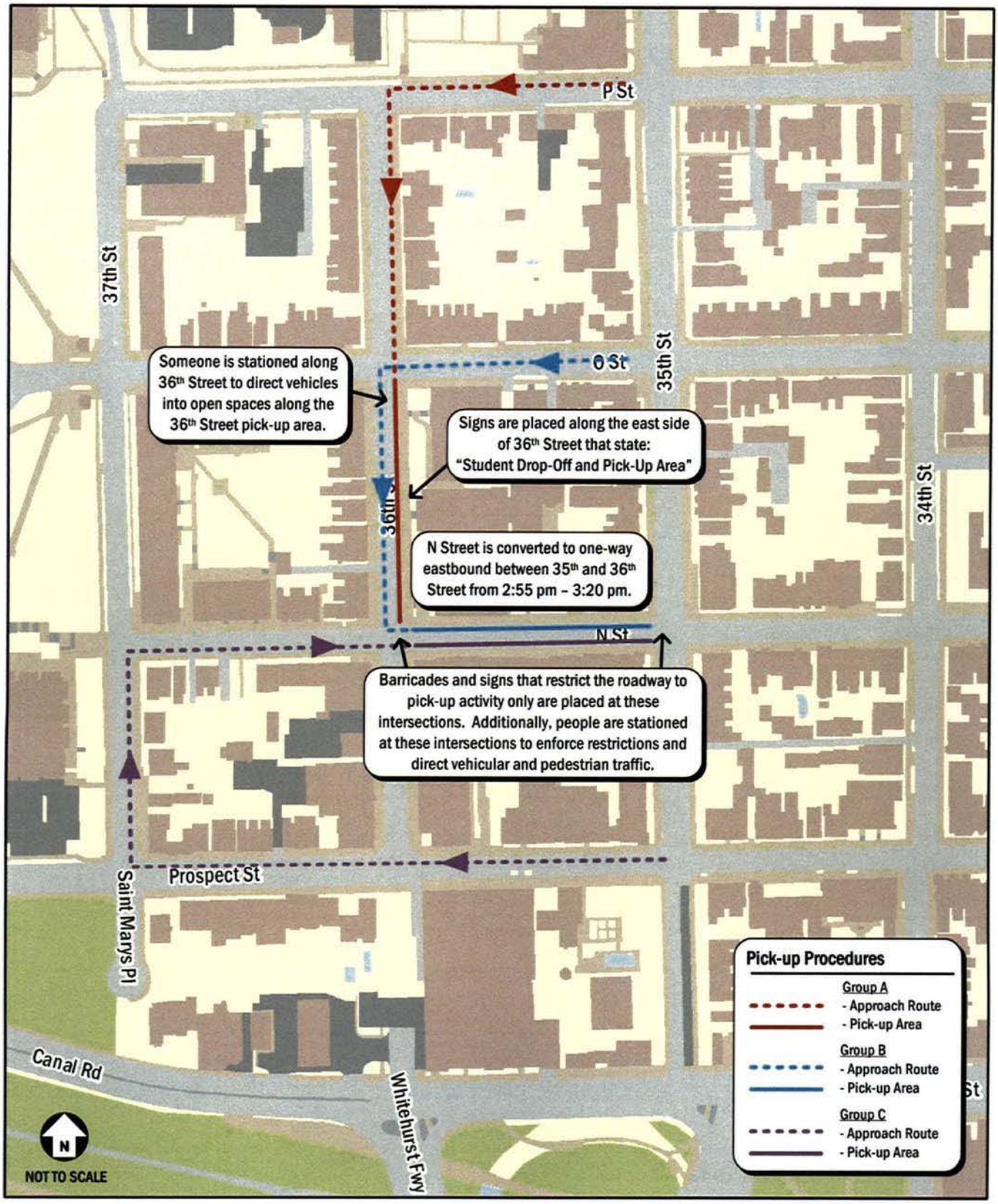

Figure 3: Afternoon Pick-Up Procedures

Data collected during the afternoon is summarized in Table 8. Even with the implementation of the structured pick-up system, the east side of 36th Street continues to have the most pick-up activity. However, overall the afternoon shows much less activity and in a much more condensed time period. As can be seen in the table, the afternoon peak occurs from 3:00 to 3:15 pm with 57 students being picked up. As expected, this time period corresponds with the time between when school lets out and the time when parents are charged with a fee for afternoon care. It should be noted that only 10 students are picked up outside of this peak period.

Table 8: Afternoon Data Collection Summary

Time	Block Face				Afternoon Total
	36th Street - West	*36th Street - East*	*N Street - North*	*N Street - South*	
2:35 PM - 2:40 PM	0	0	0	0	0
2:40 PM - 2:45 PM	0	0	0	0	0
2:45 PM - 2:50 PM	0	0	0	0	0
2:50 PM - 2:55 PM	0	0	1	0	1
2:55 PM - 3:00 PM	0	2	0	0	2
3:00 PM - 3:05 PM	**0**	**14**	**2**	**0**	**16**
3:05 PM - 3:10 PM	**0**	**14**	**9**	**1**	**24**
3:10 PM - 3:15 PM	**0**	**5**	**3**	**9**	**17**
3:15 PM - 3:20 PM	1	1	0	2	4
3:20 PM - 3:25 PM	0	0	1	0	1
3:25 PM - 3:30 PM	0	0	0	0	0
3:30 PM - 3:35 PM	0	2	0	0	2

Overall, the results of the counts show that pick-up/drop-off activity is higher in the morning than in the afternoon, likely due to many students staying late for after school activities. Both morning and afternoon counts show pick-up/drop-off activity concentrated during a 15- or 20-minute period; however, this is particularly apparent in the afternoon with 85% of trips occurring in the 15-minute interval between 3:00 pm and 3:15 pm.

The difference between employee and student trip generation and peaks should also be noted. There is significantly more traffic due to student pick-up/drop-off activity than from employees coming and leaving the school. Additionally, the peak traffic periods differ between the two groups. The morning peak for students occurs from 7:50 am to 8:05 am whereas most employees are arriving prior to 7:30 am. The afternoon peak for students occurs from 3:00 pm to 3:15 pm and although the departure time for employees is more evenly distributed than in the morning only a small amount of employees leave during this time as they are helping to facilitate the pick-up process.

Morning and Afternoon Observations

The morning and afternoon peak periods were observed on multiple days including the day of the data collection. The majority of students are dropped off on the east side of 36th Street where temporary signs are placed along the roadway

distinguishing it as a "Student Drop-Off and Pick-Up Area" as shown in Figure 4. Data shows that more students are dropped off during the morning than picked up in the afternoon; however there were more issues observed regarding the afternoon pick-up procedures. There are many students being dropped off, but in general the drop-off process is much faster because students must only get out of the car and very little waiting is required. Parents drive up to the curb, let their child exit the vehicle or help them out of the vehicle, and leave the queuing area. The process generally takes less than a couple minutes therefore even when it peaks at 21 vehicles dropping off students as recorded in a five minute period from 8:00am to 8:05am, there were no issues observed.

Alternately, the afternoon pick-up process is very structured as discussed in detail above. Figure 4 shows the signage that is placed along 36th Street and N Street at the end of the school day. There are fewer students picked up at the end of the day due to after school activities, and even though the pick-up activity is much more concentrated, there are fewer students being picked-up during the afternoon 15-minute peak than dropped off during the morning peak. However, upon observation there are more issues observed during the afternoon. Generally it takes more time per vehicle during pick-up than drop-off because parents must take the next available space in the queuing line. This may not necessarily be where their child is standing. Additionally, during the pick-up procedures children may not leave the curb unless escorted by an adult, either a teacher, staff member, or parent. Therefore more waiting time is required during the pick-up procedures.

Figure 5 shows the pick-up procedures that take place along 36th Street in the afternoon. As shown in the photo on the left, cars line up along the east side of the street and there is a staff member directing vehicles into open spots along the length of the curb. Vehicles that are waiting for open spaces form a queue along 36th Street that generally stretches from O Street to P Street at its peak as shown in the photo on the right. Occasionally, the queue was seen spilling onto P Street for a short period of time. Because the pick-up process takes place at the end of the school day, which is not a peak travel time, the queue along 36th Street generally does not cause issues for the surrounding community. Upon observation however there was one occurrence in which a resident of a home on 36th Street between O and P Street was trying to enter his driveway and was forced to weave around vehicles in the queue. Overall, the pick-up procedure only lasts about 15 minutes therefore the queue is only in existence for a short time period every day and generally does not create many problems.

Figure 6 shows the pick-up procedures that take place along N Street. As discussed previously, N Street is converted to one-way eastbound for the duration of the pick-up process. As shown in the bottom photo the street is blocked off to westbound traffic with a person stationed at the intersection of 35th Street and N Street enforcing the one-way conversion. There is someone stationed at the intersection of 36th Street and N Street directing traffic and pedestrians. This is important because of the high vehicular and pedestrian traffic observed during the pick-up process. At this intersection people are exiting the queue along 36th Street and entering the queue along N Street from both 36th Street and N Street. Additionally there is a significant amount of pedestrian traffic, both school-generated traffic and otherwise. The staff members stationed at both intersections along with additional staff members are ensuring that all vehicles entering N Street are involved in the pick-up process. There is little traffic that needs access to this area during the pick-up process because there are no residential units along either side of the block and N Street dead ends just one block west of the school.

Overall there are fewer issues with the pick-up procedures that take place along N Street. This is likely due to a lower volume of students being picked up along N Street as compared to 36th Street as shown previously in Table 8. As shown in the bottom photo there is an ample amount of curbside space along both sides of N Street and it was never observed to be completely full or result in queues along N Street.

Figure 4: Signage along Adjacent Streets

Figure 5: Pick-up Procedures along 36th Street

Figure 6: Pick-up Procedures along N Street

TRANSPORTATION DEMAND MANAGEMENT

Transportation Demand Management (TDM) is the application of policies and strategies used to reduce travel demand or to redistribute demand to other times of day when there is capacity TDM typically focuses on reducing the demand of single-occupancy private vehicles during peak period travel times or on shifting single-occupancy vehicular demand to off-peak periods For the purpose of Holy Trinity School, TDM measures are generally used to encourage the use of non-auto modes for employees and students where possible in addition to reducing the number of vehicle trips generated by the school through carpooling

Existing TDM Strategies

Currently the school employs the following TDM strategies

- For Employees
  - A limited amount of employee parking is provided
  - Public transportation costs are subsidized up to $10 00 per work day
- For Students
  - Students are allowed to arrive to school at any point between 7 30 and 8 10 with no additional charge for early morning care in order to stagger arrivals
  - A structured pick-up procedure (discussed in detail above) is implemented for afternoon student pick-up which involves three different approaches/lanes to minimize impacts to surrounding streets
  - The student directory is sorted by zip code to encourage and facilitate carpooling

The limited amount of parking for employees likely encourages employees to carpool with each other thus this is an effective way to reduce the amount of single occupancy vehicles Due to the lack of a nearby Metrorail station the subsidized public transportation costs may be less effective, however, it likely helps to encourage those that can conveniently take advantage of available public transit

The morning care is very helpful in staggering the morning trips and the pick-up procedure implemented in the afternoon helps in organizing the short peak period for pick-ups Although the student directory is sorted by zip code, less than 15 percent of students are involved in carpools in both the morning and afternoon

Potential Supplementary TDM Strategies

Although the requests made in the BZA application will not result in more vehicular activity or adverse impacts to the surrounding community, it appears that additional TDM measures may be able to reduce the school's overall impact, improving upon current conditions Based on the data collected and findings described above, it's likely that the most benefit may arise from encouraging more public transit usage and carpooling for commuting faculty and staff, and encouraging carpooling among parents picking-up and dropping-off children Thus, in addition to the existing TDM strategies offered, the following summarizes recommended supplementary TDM strategies to be implemented by the school

- *Coordination & Education*

  A TDM coordinator will be designated to oversee and implement TDM measures The contact information for the TDM coordination will be provided to DDOT Educational information will be developed by the TDM Coordinator and distributed at the beginning of each school year to educate the Holy Trinity population on the benefits of sustainable transportation practices New student families and new employees will be given information on transportation options and TDM offered by the school

- *Carpooling*

  Student carpooling is already encouraged by sorting the student directory by zip code, however there is no system in affect that links employees that reside within the same zip code The school will reach out to the Metropolitan Washington Council of Governments' (MWCOG) SchoolPool program coordinator, which helps parents at a school find other parents to share trips, and will look at other options for student ride-matching

- *Changes to Afternoon Pick-Up*

  In order to reduce impact to residential blocks, the school will work to improve the Group A afternoon pick-up queuing that occurs on 36th Street (see Figure 3) The school will try several measures and work with the surrounding community and ANC to evaluate them and decide whether to make them permanent, including (1) stationing an HTS staff member on the block of 36th Street between O and P Streets to ensure that residents in that block maintain access when there is a queue, and (2) splitting the pick-up procedure so that vehicles picking up more than one student use 36th Street, while other vehicles use O Street This would allow for quicker pick-up times for families that carpool, and thus would be an additional carpooling incentive

- *Stipends*

  In order to encourage more use of public transit, the school will raise its public transportation stipend up to $15 per day The School will also consider lowering the vehicular parking reimbursement, as an additional method to encouraging public transit over driving to school

- *Discouraging use of On-Street Parking*

  The school will encourage more employees to park in off-street garages and take advantage of the parking subsidy instead of parking on the street This would occur through the use of new school policies for employees, and by providing information on nearby off-street garages where they can park, including a map

- *Walking/Bicycling*

  The school will participate in District Safe Routes to School (SRTS) programs and work in coordination with the DDOT SRTS liaison to improve access for non-auto modes Additionally semi-regular "Walk or Bike to School" days will be held, with the incentive of free dress for students used to encourage participation Biking may be limited to older grades for safety reasons Bicycle parking for commuters and students will be provided

- *Monitoring Program*

  In order to track the progress of these new TDM strategies, the school will perform the same mode split surveys (for employees and students) that were done for this analysis and compare the results The school will do this in May of 2014, a year after the 2013 surveys were performed The school will assemble a document comparing the results and suggesting tweaks to the TDM plan based on the results as needed

CONCLUSIONS

The analysis contained within this memo showed that the current school practices, including organized pick-up/drop-off activities and transportation demand management measures keep existing impacts to a minimum There is a short 15-minute long period of concentrated activity in the morning and afternoon, and although some queuing on adjacent streets was observed in the afternoon, the overall existing impact of school activity was minor The BZA application will not significantly change activity levels at the school, and thus will not lead to any adverse transportation impacts However, the findings of this memo do show that some improvements may be achievable through additional transportation demand management measures

A more detailed summary of this Statement's findings is as follows

- The Student mode split shows the majority of students (over 85 percent) arriving by vehicle with less than 15 percent of these being carpool trips
- Less than 15 percent of students walk or bike to/from school However, this is not unexpected as survey results show less than 20 percent of students living within a mile of the school
- Faculty and staff mostly drive, although with a very large percentage of carpools The percent that drive alone is slightly higher than the District average, which is expected for a location not located adjacent to a Metrorail Station
- The majority of employees park in off-street locations, although there are some that park on-street
- The number of vehicles traveling to the School for student pick-up/drop-off is a more significant component to the school's trip generation than the employees Observations of pick-up/drop-off activity show that overall impacts to the surrounding neighborhood are kept relatively minor due to the effective management practices of school staff
- The requests made in the BZA application will lead to no change in overall vehicular activity or trip generation at the school
- Although the requests made in the BZA application will not result in more vehicular activity or adverse transportation impacts to the surrounding community, it appears that additional TDM measures may be able to reduce the school's overall impact, improving upon existing conditions
- Based on the data collected and findings containing within this memo, it's likely that the most benefit may arise from encouraging more public transit for commuting employees, and carpooling among parents picking-up and dropping-off children Thus, additional TDM measures are provided to supplement current practices