

WELLS + ASSOCIATES
MEMORANDUM



To: District of Columbia Board of Zoning Adjustment

From: Jami L. Milanovich, P.E.

Copy: Allison Prince, Goulston & Storrs
Russell Shaw, GDS
Jonathan Rogers, DDOT

Re: Georgetown Day School (BZA Case #: 19599)
Transportation Management Plan

Date: November 7, 2017

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INTRODUCTION

Since submittal of the Comprehensive Transportation Review for the above-referenced BZA case, Georgetown Day School (“GDS” or “the Applicant”) has met with the District Department of Transportation and has met with representatives of the ANC numerous times to discuss transportation-related impacts of the project. As a result of those discussions, the Applicant has made a number of changes to the Transportation Management Plan (TMP). Both the community and DDOT requested that GDS provide more concrete strategies that will be used to incentivize and encourage both students and faculty/staff to use multi-modal transportation options. The Applicant has added or clarified the following strategies:

- GDS will provide a minimum of three buses to pick-up students at off-site locations in the morning. Buses also will be available to faculty/staff.
- Clarified that Virginia and Maryland **financial aid students** who take public transit will receive **\$100** monthly SmarTrip cards.
- Clarified that faculty/staff who take public transportation will receive **\$135** monthly SmarTrip cards.
- Clarified that faculty/staff who bike to work will receive a **\$240** annual subsidy or a bike share or carshare membership.



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For the Monitoring Plan, the following elements were added or modified:

- Notes from ANC and/or other community meetings documenting traffic issues will be included in the Monitoring Report.
- Monitoring will be conducted four times during the first year the new Lower/Middle School is open (rather than just once).
- After the first year, if the trip cap is not met in the Fall Semester, a second monitoring study must be performed in the Spring Semester.
- Vehicle occupancy counts (number of students per vehicle) was added as a component of the monitoring plan to ascertain the effectiveness of the school's carpooling initiative.
- The previous monitoring plan required that GDS had to demonstrate that the trip cap was met at the 1,075 enrollment level before increasing enrollment to 1,125 students. Likewise, it required that GDS had to demonstrate that the trip cap was met at the 1,125 enrollment level before increasing enrollment to 1,200 students. The revised version stipulates that GDS must demonstrate its compliance with trip caps for **two years** at each enrollment level before moving on to the next enrollment level.

Finally, at the request of the community, GDS has lowered its AM peak hour trip cap from 864 vehicle trips to 795 vehicle trips. The cap of 795 vehicle trips represents a reduction of 35 percent from what would otherwise be generated by the two schools, at an enrollment of 1,200 students, with no TMP in place.

The exiting high school currently generates 483 AM peak hour vehicle trips and the Safeway, when it was in operation, generated 116 AM peak hour vehicle trips. Therefore, the resulting net new vehicle trips during the morning peak hour would be 196 trips (795 cap – 483 existing High School trips – 116 Safeway trips).

A full copy of the TMP is attached.

Please do not hesitate to contact me at jlmlanovich@wellsandassociates.com or (703) 676-3608 should you have any questions regarding this matter.

GEORGETOWN DAY SCHOOL TRANSPORTATION MANAGEMENT PLAN

To help facilitate ingress to, egress from, and the flow of traffic on campus and to reduce the impact of the proposed development, the School will implement a Transportation Management Plan that will consist of a Transportation Demand Management (TDM) Plan, an Operations Management Plan, and a Monitoring Plan. Each plan is summarized below:

Transportation Demand Management

Overview

Traffic and parking congestion can be solved in one of two ways: 1) increase supply or 2) decrease demand. Increasing supply requires building new roads, widening existing roads, building more parking spaces, or operating additional transit service. These solutions are often infeasible in constrained conditions in urban environments and, where feasible, can be expensive, time consuming, and in many instances, unacceptable to businesses, government agencies, and/or the general public. The demand for travel and parking can be influenced by Transportation Demand Management (TDM) plans. Typical TDM measures include incentives to use transit or other non-auto modes of transportation, bicycle and pedestrian amenities, parking management, alternative work schedules, telecommuting, and better management of existing resources. TDM plans are most effective when tailored to a specific project or user group.

Proposed Components of TDM Plan

In order to more effectively reduce school-generated traffic volumes, the School's TDM plan will be enhanced to include a "toolbox" of strategies. Every one of these strategies is not intended to be a commitment, rather they are intended to be potential strategies the school can draw upon to achieve the stated trip cap. The School will retain flexibility to choose which strategies to employ and will alter the strategies based on the varying degrees of success in achieving the trip cap. The TDM Plan is intended to be flexible in order to respond to changes in school demographics, technology, transportation services, and various mitigation options available. Accordingly, it is envisioned that over time new approaches in addition to those listed below will be identified and programs developed to respond to these changes. GDS proposes the following strategies as part of their TDM "toolbox":

General Strategies:

1. Designate a TDM coordinator who will be responsible for organizing, marketing, and accomplishing the tasks in the TDM plan and who will act as a liaison with DDOT and the community. The TDM coordinator position may be part of other duties assigned to the individual.
2. Create a transportation section on the school's website with up-to-date information regarding transportation options available to students, parents/guardians, and employees.

3. Install an electronic screen displaying real-time transportation information (i.e., Metrorail and Metrobus arrivals, Capital Bikeshare availability, etc.) in the High School lobby or other common area.
4. Hold quarterly meetings with the community to garner feedback on traffic and parking related issues for the length of the performance monitoring program.
5. Provide a bike maintenance facility and bicycle parking in the garage or other easily accessible area for students and faculty/staff.
6. Make showers and lockers available to students and faculty/staff who jog or bike to school.
7. Provide one 200V electric vehicle charging station in the proposed parking garage.
8. Faculty/staff who drive and live within one mile of GDS or one mile of a red-line Metro station will be charged a premium monthly parking fee. The monthly fee will be reduced for two-person carpools and will be free for three or more person carpools.
9. The updated TDM plan will be incorporated into the student contract. Families who do not comply with the TDM plan will risk the student's loss of privileges at GDS, and families with a record of repeated non-compliance risk the student's expulsion.

Strategies for Students:

Rideshare

1. Provide carpool matching assistance for parents to increase the Average Vehicle Occupancy (AVO) for the school. Assistance programs could include:
 - Creation of an online, interactive map for parents to see what other GDS families live near them and are interested in carpooling, as well as provide contact information.
 - Register with and promote Commuter Connections School Pool Program to assist parents in finding other parents in their neighborhood to form carpools, walking groups, or biking groups.
2. Actively promote carpooling by providing links to the carpool matching website on the School's Homepage and by providing fliers, emails, and/or other informational pieces at least once per semester.
3. Provide priority access to the drop-off/pick-up areas for multi-family carpools to incentivize carpooling.

Transit Provided by GDS

4. Provide a bus to three off-site locations, as determined based on addresses of students taking the bus.

Incentives

5. Provide transit/alternate commute incentives to encourage students to use non-auto modes of transportation to travel to school. Incentives would include:
 - Encourage District of Columbia students to take advantage of the DC One Card, which fully subsidizes Metrobus fares for students commuting to/from school;
 - Provide \$100 monthly SmarTrip subsidies to Virginia and Maryland financial aid students who take public transportation; and
 - Assist students in obtaining the DC One Card and/or the Student Unlimited Transit Pass.

Outreach and Education

6. Provide outreach and education events to stress the importance of using non-auto modes of transportation and make information more readily available. Outreach and educational events could include:
 - Hold a “Transportation to School” event at the beginning of each school year, stressing the importance of public transportation, carpooling, biking, etc.;
 - Participate in DDOT’s Safe Routes to School Program – The program encourages students and their parents to walk and bicycle to school by examining conditions around schools and conducting projects and activities to improve safety and accessibility. The program also provides pedestrian and bicycle safety training in the classroom;
 - Establish inter-class and inter-grade competitions with incentives and prizes for the classes that take transit, walk, and bike the most.
 - Host four Walk to School/Bike to School Days each year;
 - Promote walking/biking in communications with parents.
7. Institute a “transit buddy” system matching older students that take transit, walk, or bike with younger students from families who are interested in this service. Older students using Metrorail will walk with younger students between the station and school. High school students that escort elementary and middle school students will receive training and obtain community service hour for this program.
8. Add bicycle education into the general physical education curriculum.

Strategies for Faculty/Staff:

Rideshare

1. Provide carpool matching assistance for faculty/staff to increase the Average Vehicle Occupancy (AVO) for the school. Assistance programs could include:
 - Creation of an online, interactive map for faculty/staff to see what other GDS employees live near them and are interested in carpooling, as well as provide contact information.

- Register with Commuter Connections and promote Commuter Connections' Ridematching Service.

Transit Provided by GDS

2. Provide a bus to three off-site locations, as determined based on addresses of students taking the bus.

Incentives

4. Provide transit/alternate commute incentives to encourage faculty/staff to use non-auto modes of transportation to travel to school. Incentives would include:
 - a. Provide \$135 monthly SmarTrip cards for faculty/staff who take public transportation;
 - b. Allow employees to set aside \$255/month in pre-tax funds through their paycheck for transit or vanpool expenses;
 - c. Enroll in Guaranteed Ride Home, which provides employees who regularly take transit, vanpool, carpool, walk, or bike to work with a reliable ride home when an unexpected emergency arises; and
 - d. For faculty/staff who do not drive or take public transit to school, provide \$240 in annual subsidies to those who bike (maximum tax-free subsidy allowed) OR provide bikeshare or car share memberships.

Outreach and Education

5. Provide training for the faculty/staff at the beginning of each year to implement and enforce the TDM Plan.

Operations Management Plan

In addition to the TDM plan, GDS will implement an Operations Management Plan to ensure that drop-off/pick-up procedures do not adversely impact the surrounding neighborhood. The following are the components of the plan:

1. Establish a clear drop-off/pick-up protocol for parents. Parents/guardians will pick-up students at the time the child in the carpool with the latest dismissal has been dismissed. Parents/guardians will drop-off/pick-up at the designated location for the youngest child in the vehicle. The protocol will be as follows:
 - a. Drop-off/pick-up for Pre-Kindergarten through 1st Grade will occur on the Lower School site between the LMS building and the athletic field.
 - i. Traffic entering the drop-off/pick-up lane for Pre-K/K students will enter via Davenport Street and exit via the alley to Ellicott Street. Egress from the alley onto Ellicott Street will be right turn only. The driveway will be open to general traffic only during drop-off/pick-up periods. At all other times, the driveway will be used for additional recreation space.
 - ii. Classes will begin at 8:05 AM and dismissal will occur at 3:00 PM.

- b. Drop-off/pick-up for 2nd through 8th grade students will occur in the new parking garage.
 - i. Traffic entering the drop-off/pick-up lanes will enter via Davenport Street, pick-up/drop-off in the garage, and exit via the alley to Ellicott Street. Egress from the alley onto Ellicott Street will be right turn only.
 - ii. Classes will begin at 8:15 AM for 2nd through 6th Grade and 8:05 AM for Middle School students. Dismissal will occur at 3:15 PM for 2nd through 6th grades and at 3:30 PM for 7th and 8th grades.
- c. Drop-off/pick-up for High School students will occur in front of the existing High School.
 - i. Traffic entering the pick-up/drop-off lane will enter via the proposed driveway on River Road and exit via Davenport Street. Students and faculty/staff who drive will be instructed to use the driveway on River Road to enter and exit the site. This will ease traffic congestion on site and make drop-off/pick-up operations more efficient.
 - ii. Classes will begin at 8:15 AM and dismissal for activities will occur at 2:50 PM. Dismissal for students not participating in activities will occur at 3:15 PM.
- d. Parents/guardians will be assigned a drop-off/pick-up location based on the grade of their child(ren) and must use the assigned area. Parents/guardians will be given a color-coded tag. The color will correspond to their assigned drop-off/pick-up location. For parents picking up at the Lower/Middle School, the tag also will have a number, which will correspond to their student(s). The tag must be placed in the windshield of the vehicle picking up the student(s). A member of staff will note the number as the vehicle enters the pick-up line and radio the number back to the school as the vehicles enter campus. Staff at the school then will shepherd the appropriate students to the awaiting vehicles once they stop.
- e. Under no circumstances will drop-off/pick-up be permitted on public streets (with the exception of Davenport Street, a portion of which is private and a portion of which is public).
- f. All parents who must leave their vehicle to drop-off/pick up students during regular drop-off/pick-up times, must park in a designated, on-campus parking space. Parents using the drop-off/pick-up lanes must remain in their vehicles and will drop-off/pick-up their student(s) when they stop in front of the school.
- g. Lower/Middle School staff members will be stationed at each drop-off/pick-up location to direct traffic and to assist students in getting to the appropriate vehicle.
- h. GDS staff will be stationed along the perimeter to ensure that Ellicott Street, 42nd Street, and 43rd Street are not used for pick-up/drop-off.

Monitoring Plan

To ensure that the TDM and Operations Management plans are functioning as intended, GDS will conduct annual monitoring studies, which will be submitted to DDOT and ANC 3E.

- Elements of the Monitoring Study:
 - The number of vehicle trips generated by the school during the AM peak hour and PM School peak hour will be determined.
 - Traffic counts shall be conducted when GDS, DC Public Schools, and Congress are in session.
 - Counts shall be conducted during the Fall Semester at the driveways to the school on a typical weekday from 7:00 AM to 9:00 AM and from 2:30 PM to 4:30 PM. Counts shall be conducted on days when no adverse weather impacts travel conditions.
 - The number of trips generated by the school shall be determined as follows:
 - AM peak hour shall be determined by selecting the single highest hourly inbound plus outbound volume (for all driveways combined) between 7:00 AM and 9:00 AM.
 - PM School peak hour shall be determined by selecting the single highest hourly inbound plus outbound volume (for all driveways combined) between 2:30 PM and 4:30 PM.
 - A mode split survey (conducted during the Fall Semester) to determine the mode of transportation for students and faculty/staff.
 - A list of TDM measures in effect at the time the study was conducted.
 - The number of students enrolled and faculty/staff employed at the time the study was conducted.
 - Notes from ANC and/or other community meetings documenting traffic issues, in particular pick-up/drop-off on surrounding public streets.
- Trip Generation Goals:
 - GDS will establish a goal of reducing AM peak hour vehicular traffic generated by the school (from what would otherwise be generated without a TDM plan) by 35 percent through implementation of a TDM plan (including the approximate eight percent reduction that is anticipated by virtue of consolidation and relocating the Lower/Middle school to a more transit-rich site). The vehicular trip thresholds are provided in Table 1.
- Sequencing of Monitoring Studies
 - The monitoring study shall be conducted during the Fall Semester each year. During the first year the Lower School is open, the monitoring will be conducted four times. After the first year, if the trip cap is not met during the Fall Semester, a second study must be conducted during the Spring Semester of that year. The study shall be conducted for a minimum of two consecutive years.

- In the event that the actual peak hour vehicle trip generation exceeds the established Vehicle Trip Generation Threshold, GDS shall continue to perform the monitoring until the vehicle trip generation for the site is less than the established Vehicle Trip Generation Goal for two consecutive years. At such time, GDS will perform the monitoring study biennially. If the studies show that the goals continue to be met for two consecutive biennial studies, monitoring may cease.
- GDS must demonstrate, through the monitoring studies, that the Trip Generation Goal is met at an enrollment of 1,075 students. Once GDS has successfully demonstrated that the goal has been met, the student enrollment may be increased by 50 students (to 1,025 students) and the number of faculty/staff may increase to 240 (from an opening day staff count of 220).
- Upon increase of the enrollment to 1,125 students, GDS shall continue with the annual monitoring studies for a minimum of an additional two years, measuring against the Trip Generation Goal. Once GDS demonstrates, through the monitoring studies, that the Trip Generation Goal at an enrollment of 1,125 students has been met, the student enrollment may be increased by an additional 75 students (to 1,200 students) and the number of faculty/staff may increase to 260.
- Upon increase of the enrollment to 1,200 students, GDS shall continue with the annual monitoring studies for a minimum of an additional two years, measuring against the Trip Generation Goal.
- In the event that the actual AM or PM School peak hour vehicle trip generation exceeds the established Vehicle Trip Generation Goal, GDS shall continue to perform the monitoring until the vehicle trip generation for the site is less than the established Vehicle Trip Generation Goal for two consecutive years. At such time, GDS will perform the monitoring study biennially. If the studies show that the goals continue to be met for two consecutive biennial studies, monitoring may cease. Based on the proposed sequencing, GDS will perform a minimum of nine monitoring studies over a minimum of six years, assuming they increase their cap by 125 students in that timeframe. If GDS does not increase their cap within the first six years, they will be required to perform a minimum of seven reports in six years and then would be required to resume monitoring reports once they increase their student cap.
- If the peak hour Vehicle Trip Generation Thresholds are not met, GDS will include, in the monitoring study, additional TDM measures to be implemented prior to the next monitoring period. In addition, GDS will meet with DDOT and the ANC to explore, develop, and implement new TDM strategies.

Table 1
 Trip Generation – With TDM Plan

Trip Type	AM			PM School		
	In	Out	Total	In	Out	Total
Existing Trips						
Lower/Middle School	339	283	622	126	154	280
High School	294	189	483	80	98	178
Subtotal – All Divisions (1,075 students and 220 faculty/staff)	633	472	1,105	206	252	458
Incremental Increase Associated with Proposed Cap Increase (without TDM)						
Lower/Middle School	31	26	57	11	14	25
High School	37	24	61	10	12	22
Sub-total – All Divisions	68	50	118	21	26	47
Proposed Trips (without TDM)						
Lower/Middle Schools	370	309	679	137	168	305
High School	331	213	544	90	110	200
Subtotal – All Divisions (1,200 students and 260 faculty/staff)	701	522	1,223	227	278	505
Proposed Trips with Consolidation Adjustment						
Lower/Middle Schools	341	284	625	126	155	281
High School	304	196	500	83	101	184
Subtotal – All Divisions (1,200 students and 260 faculty/staff)	645	480	1,125	209	256	465
Proposed Trips (with TDM) ¹						
Lower/Middle School	241	201	441	126	155	281
High School	215	138	354	83	101	184
Subtotal – All Divisions (1,200 students and 260 faculty/staff)	456	339	795	209	256	465
Trip Gen Threshold – All Divisions	795			465		