

# Arlington Career Center Expansion - Question and Comment Log

Note: Where possible questions and comments are listed verbatim from the source; however, some have been edited to address readability, grammar, and language.

ITEM #	COMMENT		APS RESPONSE	
	DATE	TEXT	DATE	TEXT
73	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Data from HB Woodlawn's use of parking and/or TMD issues – likely already exists.	11/20/2019	Comment noted. Reviewing HB Woodlawn's parking & use of non-auto modes could be informative for this project.
72	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Additional data on parking/bus drop off and congestion this fall. Sounded like teachers and others said it feels much worse just since June with new stressors	11/20/2019	We have performed observations of the new CC pick-up/drop-off zone this Fall. We can confirm that it is worse than our observations from the Spring, and we are basing some of our options for this project based on insights gained from comparing the two.
71	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> I believe there are two planned (but maybe not fully-baked) retail/apartment buildings being planned on Columbia Pike within a few blocks of Walter Reed/Columbia Pike intersection. One planned at the northeast corner of Glebe/Columbia Pike where Mom's pizza is and one near the CVS. Two-part question there – were those additional traffic stressors or density issues considered?	11/20/2019	Yes. This additional traffic generated by planned developments is accounted for under Background conditions of the traffic analysis.
70	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Any additional usage projections for high school student public bus use – especially at dismissal (not at rush hour) – and any cost estimates for adding buses around that time. My son took the public bus to and from Yorktown. Long story. The bus routes coming home at dismissal were not as frequent. If students are to be encouraged to take the bus – and they want to get home to get to jobs, etc....that might be a consideration. Maybe there are more around here since Walter Reed and the Pike are just more used.	11/20/2019	Bus use is based on APS Go! surveys of current CC students. APS' goal is for the use of public transit among students to increase. For this project, we will be presenting parking impacts both without changes in transit use, and with increases in order to demonstrate the range of potential impacts.
69	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Maybe survey data on Montessori, CC, Tech, Arlington Community High School teacher drive/distances on average and – esp for CC teachers that are specialized. Driving from MD (some do) for example would make taking public transport to CC nearly impossible with time needed. Cost of living in Arlington also makes it hard for teachers to find housing in Arlington. We wouldn't want to add to their time stressors to have to take public transport as the main alternative or to pay a lot for parking – that's my concern right now. So – if we had data getting at how many really can't take public transportation – we could have a better sense of the realistic/free parking we should provide for them to retain their services.	11/20/2019	Noted. We do agree that teachers have real life issues that put a high floor on their non-auto mode split. In fact, the census mode split data for the areas surrounding the CC shows a lower driving percentage than the data for CC staff, meaning that current CC teachers drive at higher rates and other employees in the neighborhood. Thus, although the APS Go surveys are showing a trend in a reduction of auto-use, and we think that this trend will continue, we do not think it be significant (or reach that of what would be expected for employees in the area surrounding the CC).
68	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Costs for any increased police/presence to direct traffic around drop off/pick up. I know there are police providing raffic and pedestrian crossing direction every day near the mosque on King Street in Fairfax. Given what seems to be congestion issues and continued use of Walter Reed by huge amounts of commuters in the morning, is using police to stop and direct buses for offloading a thought?	11/20/2019	Yes. Infrastructure based solutions are preferred over operational ones (with an ongoing cost), but if we cannot reach an infrastructure-based solution, we will consider operational ones.
67	10/10/2019	<u>Ideas if additional research funds for TMD analysis are to be used in fall 2019:</u> Parent drop off – I'd value knowing more pros and cons on that. Drop off is usually worse at high schools/kids missing the bus, etc..(I experienced WL). Pick up always seemed more staggered with after school activities – less crazy. The volume of buses makes it sound like letting parent cars pull into the drop off area could be a nightmare. Could drop off be restricted to a southbound lane of Walter Reed next to the community high school? No parking from 7-9 – drop off only – something like that? Signs on northbound saying something like – no drop off 7-9 and crossing only at designated cross walks allowed.	11/20/2019	This is the topic of the 11/20 meeting. Agreed that more options are better, but Walter Reed Dr will have protected bike lanes and thus may not be an appropriate location.
66	10/10/2019	<b>Street parking in neighborhood</b> – I feel we have many stressors on the free spaces – so I'll just list. However, maybe these issues were taken into account though in your count of free spaces – but sharing if helpful. Maybe the stressors have "worsened" since spring count?  <b>Arlington Heights and Penrose seem to have these parking stressors:</b>  --folks park here and take the bus to the Pentagon - saving on parking. --parking to use the library - esp families with young kids --2 car families or 2 car roommate situations in the garden apartments east of Walter Reed often park here for their overflow needs --lots of cab drivers interestingly - we get a lot of weird trash/beer bottle , etc...around the sides of the school --student parking for CC --teacher parking now for Fleet, TJ, Montessori and CC/Tech --and near 2nd street, overflow parking by community members using the TJ community center when that smaller parking lot fills	11/20/2019	Comment noted. This is useful information that helps us identify trends within the on-street parking data.
65	10/10/2019	<b>Library parking assumptions</b> – I lost that in the slides. In 2014? When the county had a short-lived discussion of moving the CP Library, data was gathered that showed it was used heavily by senior citizens and families with smaller children. If that's still the case, assume some designated parking slots would be needed on site under the varying scenarios – and not spots at any the local garages. Any review of those assumptions would be helpful. <b>It is there always the assumption that there will be some on-site parking under all the scenarios that would include ADA, leadership parking for administrators and library patron parking, etc..</b>	11/20/2019	Library parking demand was reviewed in the October 2nd presentation, and within the draft MMTA. Library and ADA parking needs/demands will be explicitly identified when discussing various parking scenarios.

64	10/10/2019	<b>Safety</b> I walk the Walter Reed sidewalks from 7th street to Columbia Pike daily to take the bus to work. Every day I dodge cars on the cross walks near the library. I know there may be plans for this - but I hope costs or designs are being considered to perhaps add one of those flashing cross walk systems (as there is near the gas station on Columbia Pike west of George Mason). With more students taking buses and getting off of the 10b - that would be key. Or - some info on cross walk improved safety and enforcement.	11/20/2019	This segment is included in the planned Walter Reed Complete Streets project. We are coordinating with the County on this.
63	10/10/2019	<b>Student Parking/more use of public buses</b> I'm con on student parking so far/open to hearing more data on the negative impacts of NOT providing except for some student parking for the Arlington Community High School students. Urban school - take the bus or public transportation. I'd be supportive or more subsidized or free bus passes for certain students with a pass. When my son was at Wakefield around 2015 (demographics change I know) - very few students had cars. Assisted lunch rates there were over 50%. When he was at Yorktown - huge percentage owned cars. Not sure how many parking slots they had. Very affluent neighborhood. I'd just take it off the table. I was a teacher in NYC for one year - everyone took public transportation.	11/20/2019	When analyzing parking projections across various parking scenarios, we will discuss the impacts of student parking demands. This includes showing a range of potential impacts based on transit usage and different policies (e.g. allowing students to park on-site).
62	10/10/2019	<b>Bus Line-Up Options</b> I'd be concerned about the option where buses line up on Highland street. I'd want to know rules on bus idling and how "long" their presence would be there. 30 minutes? Less? Maybe if we knew about that impact/time it could help. I'm pretty sure this is correct -- that street/corner of 7th/Highland also gets twice daily school bus traffic from Wakefield buses, WL IB School buses, HB Woodlawn buses, TJ high school buses (in Fairfax), Key Elementary School buses and ATS Elementary School buses every morning - and now have the Montessori buses pulling through. If there is any way to move additional bus traffic to Walter Reed - that would seem so much better. That street/those home owners manage a lot of bus disruption right now.	11/20/2019	This is the topic of the 11/20 meeting.
61	10/10/2019	<b>Teacher Neighborhood Parking/if parking restrictions are enacted on neighborhood streets:</b> I think the county provides some 2-hour, resident/visitor parking passes to homeowners around Texas Jack's due to parking congestion. I think Arlington Heights would have good cause to ask the County for parking restrictions given the stresses mentioned earlier. If that was enacted, however, yes - I'd want to consider ways for teachers to park around my neighborhood. As a neighbor to the school on Garfield/7th street, I would specifically support considering a free option of providing parking passes for <b>teachers</b> to park on my street if that would decrease the scope/cost of the parking garage design. Wonder if that's an option. I still am leaning towards - build a bigger garage - provide free spots to teachers - or build a smaller garage but provide free spots to teachers in local garages paid for by the county.	11/20/2019	Thanks for the input. Parking restrictions is dealt with by the County, and eventual changes may have a similar system as suggested.
60	10/10/2019	<b>Page 12 questions</b> •Front door location - massing and ideal locations for community spaces. As I recall - the arts and possible indoor sports area might be on the third floor Of the main expansion. The possible 6 story growth backing up to 9th street might be built later. Right now at the Langston facility - there are two entrances - one in front <i>and</i> a side door - elevator and stairs on the side with entrances at the parking lot. I assume though that modern security will require one entrance with a camera view - funneling people through one area 90% of the time.  • Entrance - with that parameter and knowing the library is staying currently Where it Us. - Using the existing entrance seems to make sense. If the 6 story addition is added later - that could be switched to 9th street with elevators.  <b>Central question istiming and assured construction of the 6 story addition.</b>  Ideal location for primary community space - I think the last session showed on the third floor. Not sure what the pros and cons are there. If the 6th floor addition isn't planned until later - not sure how helpful to suggest putting it there. I will say that a performance space doesn't need windows so it could be on main floor with an option to go below ground. Phasing strategy -what a mess. Who knows.		
59	10/26/2019	This session was very focused on building to accomodate the current programming. How will we ensure that flexibility for future uses can be considered?		
58	10/26/2019	Slide 77. This slide states, "Increasing the span of the grid to allow for a theater or gymnasium is possible, but at the expense of work on the lower levels." Please explain what you mean by "but at the expense of work on the lower levels"?		
57	10/26/2019	Slide 53. THANK YOU TEAM for including this slide! Hope the design team can show us creative uses of this conservative SF estimate. [I am certain you know: WK - 23,365 SF; WL - 25,240 SF; YK - 24,833 SF]	11/1/2019	comment noted
56	10/26/2019	Slide 42. We are building a school for 1900 students, but the slide indicates that the facilities could accommodate 2194 students. Arlington's 3 other high school have made internal renovations to expand capacity. Given that the space will have capacity for 2194 students, support facilities (cafeteria, auditorium, PE (pool), library/media center) should be planned for at least that number.		

55	10/26/2019	Slide 23. Is there a "wait list" for any of the programs offered at the CC now? Which programs have waitlisted students? How many in each program are waitlisted?	11/20/2019	If it is a full time program question, Arlington Tech is the only program that students apply into and then become part of the lottery. We did have a significant wait list for this program last school year. The other programs receive students through a referral process from the home schools or the LSRC.  If the question is about CTE courses, we do not have specific numbers for which ones produce a wait list or we have to turn students away because of capacity.
54	10/26/2019	Slide 23 (also see slide 41). CTE statistic remains confusing. We are told that 300 CTE students arrive 3 times a day = 900. What does the "633" represent? CTE FTE students? If not, the "total" 1,105 seems to be a skewed number.		
53	10/26/2019	Slide 12. Anecdotal information was given about staff walking, biking, running, taking transit to work. Is there data about the transportation modes taken by all staff, including the frequency that bikers, runners, and walkers use those options? Please share. If the data does not exist, it needs to be collected.	11/20/2019	Data outlining this information is provided on slide 54 of the 10/2 meeting, and is contained in the draft MMTA.
52	10/24/2019	In the Career Center Expansion slide presentation by Stantec for the school board, the Animal Science program is allotted zero square footage for lab, storage, office areas. Why? Has a change been made to the curriculum? Where and how are the animals supposed to be housed? Any info would be greatly appreciated!		
51	10/15/2019	Were there any limitations regarding the existing structure that were not mentioned... specifically, were design live loads in the 1970's the same as those used today? What about live/snow loading for existing roof that will become an occupied floor level - does existing structure support new floor live load? Any seismic/lateral bracing issues that come up because of today's more stringent seismic design requirements? Are there any Ed Spec programmed spaces that require more stringent deflection or vibration criteria (i.e. such as for vibration sensitive equipment) than can be provided on existing floor levels, such that those spaces would need to be on slab-on-grade or new structure	10/28/2019	The existing structural drawings have been analyzed and original roof and floor loading have been compared to current codes. Soil bearing capacity has also been confirmed. All structural considerations have been taken into account to support proposed options for vertical expansion. Floor deflection concerns and vibration isolation where it may be required will be addressed during the design phases.
50	10/15/2019	Slide 32 - is ROTC in all comprehensive high schools in Arlington (Wakefield, W-L, Yorktown)? Or, is ROTC only at ACC?	10/28/2019	Air Force JROTC is only offered at ACC. Students must bus over from the comprehensive HS to participate.
49	10/15/2019	Slide 19 - how do kids use aviation in the workforce? e.g. does having aviation help kids go straight into airline work or does it help with admission to military or military schools?	10/28/2019	By passing the FAA written exam at the end of the year, students are qualified to pursue a full pilot's license by logging in the required flight hours through a licensed flight school. Students may choose to pursue a career as a pilot in the commercial industry or through the military. We have former aviation students in both fields.
48	10/15/2019	Slide 12 - Why don't you show pictures of the ACC kids who drive and park in the neighborhoods?	10/28/2019	The initial slide was shown with pictures of examples of how students and staff come to ACC through alternative transportation methods such as public transportation, biking, walking, car-pooling, and running. The purpose of these pictures was to show options for transportation other than a single driver of a car.
47	10/15/2019	Do the 800 seats need to be 4 year seats?	10/28/2019	they need to be full time high school seats as currently defined
46	10/15/2019	Why is the Career Center not offering and/or partnering with construction trade schools?	10/28/2019	We do not currently have a construction program since the decreased enrollment in those courses did not allow us to offer them. With increased enrollment and interest from students, the construction program could be offered in the future at which time partnerships with the construction industry and trade schools may be formed as they have in the past.
45	10/15/2019	I think it is important to advocate for ADA but are we using time wisely in having it brought up this way? Will there be a presentation on ADA universal design where this can be discussed?	10/28/2019	Thank you for this suggestion. We'll plan to address the integration of universal design during a future BLPC meeting
44	10/15/2019	Thank you for asking that questions be held until the end. I found the presentation informative.  Can we get slides earlier than the day before to clarify things like the tours? I missed today's tour because I didn't know if was still happening.	10/28/2019	draft slides are provided as early as possible, but the design team needs time to prepare the presentation, and the presentation needs to be reviewed and adjusted by those parties involved in creation of the presentation. We are generally providing 2 weeks between presentations, which is not a lot of time for the architect to synthesize the input they have received at the previous meeting. We agreed to provide the presentation at least 24 hours in advance
43	10/4/2019	Meeting #2 - "High-bay" space (Slide 30): Is the BLPC/PFRC going to have an opportunity to identify what facilities may be appropriate for locating in a "sink" to accommodate needed high-bay space?	10/8/2019	Yes, absolutely. Once the process moves into concept alternatives, we'll work with the committee to gain their input on this and many other details about the design.
42	10/4/2019	Meeting #2 - First, parking is not an "amenity". It is essential to the operation of the school. I was a member of the YHS BLPC, and we were talked into a design with insufficient parking. The same could be said about WHS, and (speaking for the Aquatics Committee) WL will not have sufficient parking when the Ed Center opens. At these locations, police patrol for parking violators and workers have to get "permits" to keep cars from being towed. But, we seem not to have learned anything about citizen transportation choices since the worst example of underestimating parking demand happened this year with the opening of Fleet. Parking is so far below demand that subs are not permitted to park onsite. So, with that perspective, I am hoping to clarify statements made by TDM staff about how parking demand at the CC is being calculated.	10/8/2019	Comment noted.

41	10/4/2019	Meeting #2 - Slide 62. "Future" parking demand is supposed to peak at 494. Does "future" stop at the current anticipated 1,900 HS seats, or does it include a "max" number of students are could be added to the site? (The new WL was planned to open in 2009 with 1,600 seats ... Now, according to the CC Charter, its capacity will be 2,800 seats.) Does the estimate include parking demand for the onsite library? Does the estimate include parking demand for a pool when built? Does the estimate include parking demand from the community for shared use of fields?	10/8/2019	The 'future' parking demand is based on the program from the CCWG final report's near-term program. More details can be seen on slides 121 and 128 from the 10/2/2019 presentation. It includes the library, but not a pool. The parking demand is based on the peak demand for a typical school day, and thus does not include demand for shared use at the fields.
40	10/4/2019	Meeting #2 - Slide 55. When TDM staff recommend that its "reasonable" to reduce staff parking demand from 85% to 75%, why is this "reasonable"? Apparently, the rate for all APS is 85%. Why should it be lower at the CC? It is more likely that staff at the CC can afford to live in Arlington and therefore walking/biking/PT is a "reasonable" transportation alternative? It is more likely that staff at the CC have jobs that don't require moving large/multiple items are part of their work (like instrumental teachers) that require vehicle transport? It is more likely that staff do not have children that need to be dropped off/picked up at other locations with a car in order to get to/from school? Have CC staff (including subs) been asked about willingness/ability not to drive? Can we see staff responses? BTW are percentage rates in slides 51-56 based on numbers of people or trips (e.g., goal is to get 25% of all staff to choose not to drive, or is the goal to have no more 75% of all staff trips to the campus be by vehicle)?	10/8/2019	Although 85% is the current rate for staff that drive alone, it has been dropping for years since APS started. We think it is reasonable that this trend continues, and with additional TDM measures in place the target of 75% is a valid assumption. We acknowledge there are differences between APS staff and general employees that work in the area near the Career Center. Census data shows that the drive alone mode split for people that work near the Career Center is 66%. Thus, our target mode split for APS staff does not anticipate them reaching the existing average in the neighborhood.  The percentage rates on slides 51-56 are based on people, not trips.
39	10/4/2019	Meeting #2 - Slide 55 states that it is "reasonable" to expect a student walk/bike/public transit rate to increase from 35% (current 10%W, 7%B, 18%PT-slide 51) to 45%, what is the basis for this expectation? For example, how many CC students within the walk zone don't walk? What is the reason (e.g., is it because they are coming from/going to neighborhood schools for CTE classes)? Again, are student rates based on individuals or trips? In short, how many more "walkers" might be encouraged to walk? Same with biking? To bike, you have to have a bike. You have to have the skill to bike X distance. Do you expect bikers to bike in all weather? What is the universe of potential new bikers? So, is the goal expectation really to be achieved by a 55.5% increase in PT? (18PT+10increase=28%) Is that "reasonable"?	10/8/2019	We believe a 45% target for student bike/ped/transit mode split is a 'reasonable' target for the TDM program to try to meet. This is because the amount of TDM programs offered to students can be significantly increased, including better transit and cycling incentives. There are high schools in urban areas that surpass these numbers, and APS should try to shift travel patterns towards meeting these goals.
38	10/4/2019	Meeting #2 - Slide 53. If the goal is to reduce bus/parking demand, shouldn't we be advocating for a neighborhood school to take advantage of walk zones? (avg. 10% option to 20% NS - slide 51.)	10/8/2019	At a high-level, yes option schools generally have more transportation impacts than neighborhood schools as the student population lives closer to the school. But reducing those impacts is not the only goal the project has, so we take our lead from the charge.
37	10/4/2019	Meeting #2 - Slide 85. TDM staff estimate that parking demand can be reduced 15% "If" target mode splits are hit. (Emphasis mine.) What is the fallback IF targets are not met?	10/8/2019	As we progress through options, we will identify ranges of impact. We will show both conservative analyses when targets aren't met alongside impacts when targets are met.
36	10/4/2019	Meeting #2 - Slide 62. The 494 peak parking demand appears to be calculated based on time-of-day data. However, wouldn't it be reasonable to expect that demand to be higher during inclement weather? What data exists to show this kind of peak demand?	10/8/2019	Parking demand usually doesn't fluctuate as much in inclement weather. There is some evidence that parent drop-off/pick-up does increase slightly during inclement weather, but that doesn't impact parking demand.
35	10/4/2019	Meeting #2 - Slide 62 states that "Staff is 66% of [parking] demand [and] Student drivers are 27% of demand." That equals 103%. Please explain how demand exceeds 100%.	10/8/2019	66 + 27 = 93 (not 103)
34	10/4/2019	Meeting #2 - Slide 65. I am not certain how to interpret the table showing four local garages and a number of spaces apparently available during the "peak demand" of the school day. Am I to understand at the "peak" hour that, on average, I might find this number of unused spaces in these garages? If I am CC staff, that means nothing to me. I need an all-day parking space.	10/8/2019	The number shown is the number of available space during the entire school day. At times there are even more spaces available in these garages.
33	10/4/2019	Meeting #2 - Slide 65. The use of private garages raises a number of other questions, especially about cost. Ostensibly, the reason to consider private garages is that it would cost less than building a garage onsite. What do we know about these relative costs? Please provide this information. What has been the experience renting garage space at the Heights? What would it have cost to include a garage at the Heights? What is APS paying now? How much control does APS have over the garage from raising future rates, and/or deciding to cease offering spaces for school use? One of the recommendations in the CCWG report (Page 49) was to lease or buy the 305-space ECDC garage. Since this garage is in the second land partial ("south block") that is assumed to be part of the CC site package, why wouldn't buying this garage be a priority for expected APS and County uses of the CC site?	10/8/2019	Local parking garage cost: -Penrose garage is \$11/day -Siena park is \$100-\$125/month -Halstead Garage is \$1/hour -ECDC garage has no public rates
32	10/4/2019	Meeting #2 - Slide 91. Alternatives: Did I miss something? What are "alternatives A, B, and C". What do the "dots"/"circles" represent?	10/8/2019	This slide was an example of how the goals will be used to help compare alternatives. When we use this tool in the future we will define the alternatives and the dots.
31	10/4/2019	Meeting #2 - Summary: It seems to me that we invite problems (as we have seen at a number of APS schools) if we plan to under-park the CC site given the density of development that we all hope to see to achieve our "Jewel of the Pike" vision.	10/8/2019	Comment noted. We plan to identify for the committees all of the expected impacts that would occur if not all demand is accommodated on site.
30	10/4/2019	AFSAP: Have to end with this comment. The AFSAP proposal that the 2021-30 CIP should "consider shifting funds, currently planned for the Career Center field and parking garage, to address middle or elementary school capacity needs" is troubling. Not to prejudice the reality of ES needs from growing enrollment, if this recommendation is accepted, what is the status of the CC BLPC/PFRC work we are doing now? Would a new CC BLPC/PFRC have to be reconstituted when (some) funds are restored? Please let the group know.	10/29/2019	The School Board allots funds on an every other year basis to what they view as the highest priorities based on growth. John Chadwick to address further at the 10/29/19 meeting
29	10/2/2019	Please prepare a transportation scenario showing possible parking and bus demands on the site for the long-term site vision where there may be 2400, 2800, or more high school students on the site. We should also assume the site has a swimming pool at some point that will require additional public parking.	10/15/2019	We will need to meet County parking requirements for approximately 2200 ACC students (based on School Board direction), plus Montessori program, plus ACHS, plus the library. We are master planning for a pool onsite.

28	10/2/2019	The placement of buses on the site will significantly reduce street parking options on either Highland or Walter Reed. Additionally, the opening to the parking garage will reduce parking. These adjustments need to be made to on-street parking estimates. We also need to show possible loss of space on Walter Reed if a dedicated bike lane is added. Consider also including information on the width of streets for the group to look at. Highland is very narrow for example, as is 7th street.	10/8/2019	Comment noted.
27	10/2/2019	We need to think about bus locations for both high school and elementary students. Can they share a bus lane? If so, where should it best be located?	10/8/2019	Comment noted.
26	10/2/2019	Can some streets around the site be made one-way and/or closed to non-bus traffic?	10/8/2019	Altering streets this way is a potential way to make it easier to accommodate the buses, but they are generally not preferred options because of their negative impacts outside of the buses. If we end up with significant bus activity on-street we may need to consider such ideas though.
25	10/2/2019	Please include information on the costs to rent off-site parking spaces. If APS was able to lease parking, how long are the leases? 5 years? 10 years? 30 years? I am not sure we can plan for leases that last as long as the school will last.	10/8/2019	The current prices are listed above in item #24
24	10/2/2019	I think we need to plan to have enough parking onsite to meet projected demand for staff spaces assuming 85% of staff drive.	10/8/2019	Comment noted.
23	10/2/2019	If we plan to meet all our parking demand now via available on-street parking, we give ourselves no flexibility for future capacity increases. I think it's irresponsible to not meet the full parking demand onsite in Phase 1, especially knowing we are planning future phases of the project. There is no reason to think that as Arlington becomes denser that parking will continue to be available at current levels.	10/8/2019	Comment noted.
22	10/2/2019	Perhaps this is implicit, but I believe there should be a transportation goal of developing a design that is scalable for potential long-term uses of the site/needs.	10/8/2019	Comment noted.
21	10/2/2019	If there is a community goal/expectation for revitalization of the neighborhood/Columbia Pike, I'm not sure that assumptions should rely on availability of neighboring private parking garages.	10/8/2019	Comment noted.
20	10/2/2019	Could the start/end time of the Arlington Tech school day be shifted earlier to a) solve transportation concerns, b) make it more realistic for students to participate in home school activities/sports without arriving late?	10/8/2019	Shifting bell times is a viable way to reduce transportation impacts, but can only be applied if it works for the school programs. At this point we cannot be sure that is the case, so we are planning on the same bell times.
19	10/2/2019	For parking garages several private garages were mentioned. Has anyone gauged their interest in doing these out to APS? What options are available to us to support/improve "Enhanced Transportation" for Transit on Columbia Pike? Art Buses, WAMATA, etc.	10/8/2019	We are working with County DES on the parking garages and hopefully will have an update for the committees later in the process.
18	10/2/2019	Can we have more time for questions?	10/8/2019	We will keep this in mind when developing future meeting agendas.
17	10/2/2019	Can APS re-claim frontage excessive R.O.W. of Walter Reed? If so, net site area could be meaningfully increased. *Complete streets coordination!	10/8/2019	We are coordinating with County DES on the complete streets program and Walter Reed, and will update the committees later in the process.
16	10/2/2019	The CCWA recommended that a structural integrity analysis be conducted on the ECDC Garage. - Has this been done? What is the status of "Lease or Outrights Acquisition."		
15	10/2/2019	Comment: Saving questions until the end is not conducive to a good working group session.	10/8/2019	Comment noted.
14	10/2/2019	Please limit questions during presentations so we can use our 2-hours efficiently and end on time. Thanks!	10/8/2019	Comment noted.
13	10/2/2019	How are respondents chosen for APS Go? Did they elect to participate? Time limit on individual public comments, please.	10/8/2019	APS Go! surveys are sent to all families, students in 11th and 12th grade and staff, and have a statistically significant response rate. Additional APS Go! information for students K-12 is derived from tallies done in school, with a very high response rate.
12	10/2/2019	Transportation: Is APS required to provide student parking? What is owed to students? Can students only have parking privileges when there is a demonstrated need? Those are not major streets and if Arlington wants to meet lower emission goals, we need to lead people to more green choices.	10/8/2019	No, APS is not required to provide student parking. We currently do, and it is managed through lotteries and other selection criteria at the school level, but it is not required. Students also pay for the permit. APS does recognize that some students may have a greater need for vehicle parking due to job, family or academic commitments.
11	10/2/2019	Transportation: Can we prioritize green space over parking? There's 8 transit routes within ½ mile of this location. Do HS students all need to drive or be driven or can a greener solution be found? Are students encouraged to walk/bike? No one wants more cars here but a garage seems to be expensive.	10/8/2019	APS encourages students to use alternative modes of transportation - walk and bike among them. In addition, APS is currently conducting a transit pilot with students from 3 APS programs - Career Center, HB Woodlawn & New Directions - to evaluate the efficacy of students using transit to get to and from school. The fares are subsidized and staff will report back to the School Board at various points during the pilot period.
10	10/2/2019	If Montessori and ACH are staying on campus TDM that only discusses the CC is a False Representation of the campus. *Comment based on shown slides not "extra" material.	10/8/2019	Comment noted. The presentation focused on CC students because they can drive, whereas Montessori students cannot, and we were focusing on the impact on TDM on parking demand. The staff TDM discussion can apply to Montessori staff as well, and we will include them in the future.
9	10/2/2019	Please Update on the BLPC Website: The member roster, the slides – today's presentation is an incomplete draft.	10/8/2019	Will update. Draft agendas are issued the day before the meeting with final presentations being posted to the website the day after the meeting
8	10/2/2019	Are we accounting for increased student driving due to activities and sports still be done at "home" schools? What percentage of APS staff live in Arlington Co? Trends show more leaving, which would mean more drivers.		
7	10/2/2019	If this meeting series is intended to be a community – driven input opportunity - spending Two Hours being talked At does not meet that intent. There is almost no opportunity for discussion, feedback, or questions.	10/8/2019	We will keep this in mind when developing future meeting agendas.

6	10/2/2019	Transportation: Complete streets construction was halted because the CC plans will cause changes. Using data based on earlier than high school is not going to provide accurate data. High schoolers drive. Talking Drive/Walk/Bike starts here.		
5	9/17/2019	When will we be able to dive into the transportation analysis? That's a big concern for my civic association	10/2/2019	Beginning with Meeting #2 on 10/2/19.
4	9/17/2019	Concept Phase meeting schedule. Two corrections are needed: - Jan 15 falls in week #3 - Feb 19 falls in week #3 Question: once these move to correct week, enough time between week #3 and week #4 meetings for Jan and Feb to accomplish whatever is needed?	10/2/2019	The schedule was edited to address your comment. The meeting schedule was planned with the particular outcome in mind so not all meetings have the same amount of time in between.
3	9/17/2019	Re: Powerpoint - type font size is super small on the projected screen - illegible to committee meeting members - example:slide 15 - bigger is better Thank you	10/2/2019	See response to item #1.
2	9/17/2019	Need a full explanation of the programs here including: - how does a typical child arrive here (from MS)? - if only 1/3 of students are accepted, what is the criteria? Is there an allotment per HS? - when you discuss graduates, don't the kids attend a home HS and graduate from there? - If the students are at a home HS, how will the expansion alleviate crowding at those schools?	10/2/2019	These topics will be discussed in detail at Meeting #3.
1	9/17/2019	It is critical that we are all working off the same information during discussions. Please make all slides readable. Don't tell us we can look at it later online - that is useless for discussion	10/2/2019	We will adjust the presentations to increase font size and overall legibility.