



Justice High School Pyramid Community Working Group Report

January 2025

ATTN: Mason District Supervisor Andres Jiminez

ATTN: Mason District School Board Representative Dr. Ricardy Anderson

CC: Chairman Jeffrey McKay, Fairfax County Board of Supervisors

CC: At-Large Members of Fairfax County School Board Kyle McDaniel, Ryan McElveen, Ilryong Moon

The Justice High School (JHS) Pyramid Community Working Group was created via proffer condition 7 attached to the rezoning of JHS from R3 to R8 (RZ 2021-MA-00026) in accommodation of the school's expansion. Condition 7 reads as follows:

Upon approval of this rezoning application, the Applicant will work with Justice High School administrators, and other County staff, and elected officials to convene a Working Group consisting of various stakeholders to address outstanding or ongoing parking and transportation needs. Stakeholders may include, but not be limited to, faculty, staff, students, student-led groups, and community associations. For a period of at least two (2) years following the approval of this rezoning, the Working Group will meet to consider and address a broad range of options including the following:

- A. Student transportation survey;*
- B. School faculty and staff transportation survey;*
- C. Counseling for students on transportation needs and options;*
- D. Additional parking options; and*
- E. Green Transportation alternatives such as Bikeshare, scooters and carpools.*

This condition was created due to the history of the project not considering all stakeholder input. Initial plans by FCPS calling for parking in neighboring Justice Park were met with lively opposition from neighbors' intent on maintaining all of the park's green space. The final submitted plans eliminated nearly all additional parking, only showing a gain of parking "on paper" by claiming parking for the site that was already used by students – a solution that is wholly inadequate for JHS staff and students.

JHS contains the smallest physical footprint of any Fairfax County neighborhood high school while containing the largest percentage of students receiving free and reduced lunch amongst FCPS high schools. With students, staff and community members all serving as participants, our workgroup has been working since June 2023 to collect data on the issue, research potential solutions, and propose viable solutions.

This final report provides our two primary recommendations. If vigorously pursued, these solutions will have a meaningful impact on the JHS community. We identify which branch of government should champion the recommendation; however full implementation is likely to require inter-governmental agency coordination between the following groups: FCPS, FCDOT, VDOT, FCPS Board, Fairfax County Board of Supervisors, and the Fairfax County Police Department.

Overall Recommendation: Pursue Parallel Parking on Northbound Peace Valley Lane

Our survey identified JHS students and staff do not feel they have enough parking. 39% of student respondents identified parking as the top issue facing the school. 11% of staff reported that a lack of parking was a primary motivator for them considering leaving JHS in the next two years. Since the survey's administration, JHS administration have responded to staff concerns about parking by designating ~30 student spots as staff spots. Currently, JHS has 52 student parking spaces for a population of well over 1000 driving age students.

The lack of student parking presents a unique equity issue for JHS and the school community:

- FCPS data (as of FY22) shows JHS in the bottom 5 high schools for income via parking pass sales, with JHS bringing in just 15% of what Robinson SS's haul. Since the parking for students has been reduced since FY22, current numbers paint an even bleaker financial picture.
- Lack of on-site parking impacts the school's ability to host large events (invitational track meets, multi-school competitions, professional development trainings, etc)
- With so few students being able to drive to school, JHS must pay for after school busses to enable students to participate in after school enrichment. These busses are cost prohibitive to expand access.
- With little on-site parking, students unable to obtain a permit but drive to attend after school activities are forced to walk beyond established Residential Parking Districts which can pose an issue for student safety as well as causing neighborhood congestion.

Proffer condition 6.D. attached to RZ 2021-MA-00026 specifies the following:

Pursuing opportunities for off-site parking, such as, but not limited to, designating parallel parking spaces on the north-south, public road segment of Peace Valley Lane for school use during school hours, subject to VDOT and County approval.

In late 2024 the workgroup requested information from FCPS Facilities on where this effort stood. FCPS Chief of Facilities Janice Szymanski provided the following written response:

The FCPS office of Design and Construction has reached out to both VDOT and FCDOT to discuss the possibility of developing and enforcing parking restrictions to allow school permit parking only during school hours on a public (VDOT) street. [VDOT referred to FCDOT]. FCDOT's response [...] is that the County does not have a parking program to establish permit parking for public school use on public streets within the County and it is not currently clear if the Virginia Code would authorize the County, by state law to create such a program. Absent of state granted authority, a legislative action by the VA General Assembly would be required to grant said authority. The representative sums up their response that "...there is no legal mechanism or program to offer permits for school use of Peace Valley Lane and there are serious challenges to the development of such a program."

Our working group points to the successful implementation of student parking restrictions on the east/west portion of Peace Valley Lane – roadway that FCPS owns after staff execution of directions Fairfax County School Board resolution adopted on November 3, 2022, consent agenda item 6.02. Additional street parking for the school was a highly prioritized solution by over 50% of students and staff in our survey, totaling over individual 380 respondents among those groups.

Therefore, our specific recommendations entail the following:

- The Fairfax County School Board adopt a resolution directing FCPS staff to acquire the easternmost half of Northbound Peace Valley Lane and dedicate its use for school parking during school hours.
- The Fairfax County School Board add provisions to its Capital Improvement Plan (CIP) for the acquisition of Northbound Peace Valley Lane during the FY2026 CIP update (or earliest possible time).

- Future FCPS capacity and renovation projects should adequately solicit and take into account all stakeholder input, and project leaders held accountable when the lack of stakeholder engagement leads to delays and/or a plan that does not meet the needs of the school and local community.

Overall Recommendation: Pursue neighborhood pedestrian and bike upgrades to enable safe non-vehicular travel to JHS.

Over 50% of student respondents identified as living within walking distance, however 25% of students responded that their route was not a safe route to walk and 30% saying it was not a safe biking route. Family respondents were even more concerned about walking and biking routes, with 63% indicating concern for their student's walking route safety and 52% indicating concern for bike route safety. FCPS Transportation reports that there are nearly 600 walkers at JHS.

This data led the working group to work with the FCPS office of Safety and Security, the Safe Routes to School program, and the FCPS Transportation department. A walking and biking routes assessment was performed by staff and members. The current walking zone was assessed, and multiple major safety concerns were identified that had not been previously identified by either FCPS or FCDOT.

Multiple major intersections were identified on all sides of the school that lack 4-way stops or crosswalks. Students also are often required to walk with vehicular traffic due to a lack of sidewalks. Some routes have a trifecta of lack of sidewalk, low visibility, and lack of egress for pedestrians. Some areas with sidewalks have locations where the sidewalk is in disrepair. Some of these deficiencies may be addressed by having an underutilized school bus route serve additional areas within the walking zone, however many of these problems will likely require investment in capital improvements to pedestrian and bicycle infrastructure.

The lack of pedestrian (and bicycle) safety is not a theoretical concern. A JHS student was hit and killed while crossing Columbia Pike at Tyler St on her way to school in November of 2022. That location has since had funding allocated to improve the pedestrian safety of the intersection.

Therefore, our specific recommendations entail the following:

- The Fairfax County Board of Supervisors and FCDOT prioritize investment in pedestrian infrastructure taking into account the latest input on student pedestrian safety in the JHS pyramid.
- The FCPS School Board prioritize Justice High School's inclusion in the Superintendent's School Traffic and Pedestrian Safety Improvement Program in the initial pilot phase.

Wrap-up

One survey respondent noted the following:

“We’re an urban area and we need urban solutions – i.e. parking garages like other big cities have for their schools...”

Structured parking (parking garage solutions) was the most frequently cited theme for both family survey respondents as well as community survey respondents when asked what solution they would like explored. Indeed, similar surrounding urban jurisdictions including City of Alexandria, Arlington County, and City of Falls Church have all found ways to provide structured parking access for their high schools. With the trend in Fairfax County towards increased urbanization, school planners must adjust the way they consider capacity improvements for space constrained, urban schools. FCPS even identified this trend in the 2020-2024 CIP.

*The county is becoming more urbanized, limiting the availability of large plots for new schools.
Traditional school designs are no longer practical in many situations.*

FCPS Facilities should consult external urban planners and consultants to assess its urban schools like JHS for the need and feasibility of including structured parking solutions. If FCPS continues to not adequately budget for structured parking solutions for urban schools, it risks falling behind its peers in surrounding jurisdictions.

Green transportation options such as e-bikes and bikeshares were considered by the working group, however survey respondents indicated a lack of enthusiasm for such options and numerous implementation complications were discovered.

Report Prepared by the Justice High School Community Working Group

Members were appointed by both the Supervisor and the School Board to represent a broad cross-section of interests including parents, staff, students, and neighbors from surrounding community associations. Co-Chairs, staff, and students are noted. Parents and neighbors are not differentiated as often these members were both a parent and a community member.

- Jeffrey Longo (co-chair)
- Ann-Marie Ward (co-chair)
- Stacy Carter
- Stephanie Feeley
- Jody McKitrick
- Victoria Sneed
- Matt Levi (FCPS Staff)
- Haile Russom (FCPS Staff)
- Ariel Miller (FCPS Staff)
- Kiley Kraskouskas (student)
- Mica Karotkin (student)
- Emma Schrage (student)
- Caroline Geesin (student)
- Benjamin McKitrick (student)
- Valeria Peterson (student)
- Jhoy Claros (student)
- Kathleen Brown
- Mark Doehnert
- Kim Lanoue
- Bill Lecos
- Mark Tankovic
- Barbara Wolf

The working group would like to extend special thanks to the following groups and individuals who were especially helpful in helping facilitate the group's work:

- Angela Aldave and Christy Scott, for being our liaisons in addition to all of the other things you are tasked with
- Cristy Coffey and Mark Hoffman, for all of the help taking minutes so the group could focus on deliberations
- Megan Vroman, for assisting with getting answers as necessary and being an advocate for the group.
- FCPS Office for Research and Strategic Improvement, for facilitating and collecting the survey data
- FCPS Offices of Safety and Security and Transportation, for your partnership and responsiveness in our work

Appendixes

Appendix A: RZ 2021-MA-00026 Approved Proffer Conditions

Appendix B: Interim Report

Appendix C: Survey Results

Appendix D: Walking + Biking Route Assessment Results

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<https://www.fairfaxcounty.gov/planningcommission/sites/planningcommission/files/Assets/Documents/PDF/2022%20action%20items/PCAction72022RZ2021-MA-00026FairfaxCountySchoolBoard-DecOnly.pdf>

FAIRFAX COUNTY SCHOOL BOARD JUSTICE HIGH SCHOOL

RZ 2021-MA-00026

PROFFER STATEMENT

April 4, 2022

May 25, 2022

June 21, 2022

June 24, 2022

[July 20, 2022](#)

Pursuant to Section 15.2-2303(A) of the Code of Virginia, as amended, and subject to the Fairfax County Board of Supervisors' (the "Board") approval of this application RZ 2021-MA00026, as proposed, for rezoning from the R-3 District to the R-8 District, the Fairfax County School Board (the "Applicant") for itself and its successors and assigns, hereby proffers that development of the property identified as Fairfax County Tax Map Parcel 61-1-((1))-13A (the "Property"), containing approximately 20.95 acres, must be in accordance with the following proffered conditions (the "Proffers"), which, if approved, must replace and supersede all previous proffers approved for the Property, if any. In the event this application is denied, these Proffers must immediately be null and void, and the previous proffers, if any, must remain in full force and effect.

GENERAL LAND USE

1. **Permitted Uses.** Use of the Property must be limited to public uses up to a maximum gross floor area of 353,889 square feet at a floor area ratio of 0.387 based on the current land area of the Property.
2. **Substantial Conformity.** The Property must be developed in substantial conformance with the Generalized Development Plan ("GDP") dated January 5, 2022, and revised through June 21, 2022, prepared by LandDesign, consisting of thirty-three (33) sheets, and further modified by these Proffers.
3. **Minor Modifications and Minor Variations.** Pursuant to Sect. 8100.5 of the Zoning Ordinance, minor modifications and minor variations from the approved GDP may be permitted as determined by the Zoning Administrator. Alterations of the proposed building additions may be made, so long as such changes are in substantial conformance with the GDP and these Proffers.

PARKING AND PEDESTRIAN CIRCULATION

4. **Additional Parking Spaces.** The Applicant will provide 36 striped on-street parking spaces on one side of the private east-west segment of Peace Valley Lane as shown on the GDP. These parking spaces will be designated as school-only parking spaces during school

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hours. These spaces will be controlled and managed during school hours in accordance with Proffer 6. The Applicant will identify a minimum of seven (7) of the total 340 parking spaces shown on the GDP as locations for future electric vehicle charging stations that may be funded and installed as part of the Applicant's future sustainability initiatives.

5. **Parking Reduction Requests**. The Applicant has requested a parking reduction (0001154-PKS-001-1) concurrently with this rezoning. The Applicant reserves the right to submit and pursue approval of future parking reductions for the Property. Any modification to the parking requirement or layout resulting from an approved reduction or a change in the applicable parking rate provided in the Zoning Ordinance ~~shall~~will not require a Proffered Condition Amendment ("PCA").
6. **Traffic Circulation and Parking**. The Applicant must provide on-site traffic controls during the morning drop-off and afternoon pick-up periods consistent with Fairfax County Public Schools ("FCPS") procedures in order to minimize the potential for conflicts between buses, vehicles, and pedestrians. To minimize the potential for conflicts, the Applicant must utilize measures that have been successful for similar situations at other schools, which may include, without limitation, any or all of the following:
 - A. Using FCPS personnel, gates, cones, signs, and/or crossing guards to coordinate bus and kiss-and-ride drop-off locations, and parking spaces to provide safe access to and from the school;
 - B. Designating the proposed new parking spaces along the southern entrance from Peace Valley Lane and along a portion of the front of the school building for faculty or administrative staff or preventing use of those spaces during bus drop-off and pick-up;
 - C. Shifting the kiss-and-ride location from the back of the school to the one way travel lane along the west side of the school, or if feasible, allow for some bus circulation to occur on the one-way travel aisle along the west side of the school; and/or
 - D. Pursuing opportunities for off-site parking, such as, but not limited to, designating parallel parking spaces on the north-south, public road segment of Peace Valley Lane for school use during school hours, subject to VDOT and County approval.
7. **Transportation and Parking Working Group. Upon approval of this rezoning application, the Applicant will work with Justice High School administrators, FCPS and other County staff, and elected officials to convene a Working Group consisting of various stakeholders to address outstanding or ongoing parking and transportation needs. Stakeholders may include but not be limited to faculty, staff, students, student-**

led groups, and community associations. The Working Group should address a broad range of options including the following:

- A. Student transportation survey;
- B. School faculty and staff transportation survey;
- C. Counseling for students on transportation needs and options;
- D. Additional parking options; and
- E. Green Transportation alternatives such as Bikeshare, scooters and carpools.

8. ~~7.~~ **Sidewalk.** A sidewalk, approximately five (5) foot wide, must be provided along the north side of the private east-west segment of Peace Valley Lane as shown on the GDP, and amended to ensure the sidewalk ramp leads to the school parking lot and/or a crosswalk. The Applicant's obligation to construct this sidewalk is subject to the vacation of all or any portion of the existing conservation easement recorded in Deed Book 1437, at page 40. If, and to the extent it is necessary to vacate all or a portion of that conservation easement to accommodate construction of the sidewalk, the Applicant will work with the County to accomplish the necessary vacation prior to site plan approval for the building additions.

ENVIRONMENTAL, LANDSCAPING AND OPEN SPACE

9. ~~8.~~ **Limits of Clearing and Grading.** The Applicant must conform to the limits of clearing and grading as generally shown on the GDP. If it is determined necessary to install utilities in areas protected by the limits of clearing and grading as shown on the GDP, such utilities must be located in the least disruptive manner necessary as determined by the Applicant and Urban Forest Management Division ("UFMD"). A replanting plan must be developed and implemented, subject to approval by UFMD, for any areas protected by the limits of clearing and grading that must be disturbed for such utilities. Alteration of the limits of clearing and grading due to the circumstances described above must not require the approval of a PCA.

10. ~~9.~~ **Open Space.** A minimum of thirty-two percent (32%) open space must be retained on the Property.

11. ~~10.~~ **Stormwater Management and Best Management Practices (BMPs).** Stormwater management, BMPs, LIDs as applicable, and adequate outfall must be provided as shown on the GDP for the proposed building additions to the existing school their related site improvements in accordance with the Public Facilities Manual (the "PFM") as determined by Land Development Services ("LDS"). The Applicant reserves the right to use other types of water quantity and quality control facilities permitted by the PFM and approved by LDS provided such facilities are in substantial conformance with the GDP. The Applicant must coordinate with the County's Office of Stormwater Planning to identify projects that can be pursued collaboratively to enhance stormwater detention and quality measures on or in the vicinity of the Property.

12. ~~11.~~ **Landscape Plan.** Landscaping in the areas within the limits of disturbance shown on the GDP and the Minor Site Plan 154-MSP-005, as may be amended (the "Minor Site Plan") must be generally consistent with the quality, quantity and locations shown on the Landscape Plan included as Sheet L-003 of the GDP (the "Landscape Plan"). The Landscape Plan is conceptual in nature and the tree species and planting locations may be modified by the Applicant, in coordination with UFMD, as part of final engineering and building design, and in response to the requirements of the Fire Marshal, provided such modifications provide a similar quality and quantity of landscape plantings and materials as shown on the Landscape Plan. Final calculations will be determined at time of site plan.

A. Landscape Pre-Installation Meeting. Prior to installation of plants to meet the requirements of the Landscape Plan, the Applicant/Contractor/Developer for the school additions must coordinate a pre-installation meeting on-site with the landscape contractor and UFMD. Any proposed changes to the planting locations, tree/shrub planting sizes, and any proposed substitutions for the plants shown on the Landscape Plan must be reviewed and approved by UFMD prior to planting. The installation of plants to meet the requirements of the Landscape Plan that are not approved by UFMD may require the submission of a revision to the Landscape Plan, or part thereof, or removal and replacement with approved trees/shrubs prior to bond release.

Field location of planting material, when required by the Landscape Plan, must be reviewed at the pre-installation meeting. The Applicant/Contractor/Developer must stake proposed individual planting locations prior to the pre-installation meeting. Stakes must be adjusted, as needed, during the course of the meeting as determined by UFMD based on discussion with the Applicant/Contractor/Developer.

B. Native, Non-Invasive Species. All landscaping provided must be native to the mid-Atlantic region to the extent available and feasible, and must be non-invasive (meaning the Applicant must not use any plant species identified in the 2014, or latest version, of the Virginia Invasive Plant Species List published by the Virginia Department of Conservation and Recreation). The Applicant reserves the right, in consultation with and approval by UFMD, to modify the exact species to be used, such as when plant materials are not available or have been deemed by UFMD to no longer be appropriate.

C. Invasive Plant Species Management. Forested areas containing plant species that are known to be invasive in quantities that threaten the long-term health and survival of the existing vegetation present must be the subject of an invasive plant species management plan for the area to be awarded full 10 year canopy credit. At the time of site plan submission, the Applicant must provide a management plan for review and approval by UFMD specifying the common and scientific name of invasive species proposed for management, the target area for management efforts, methods of control and disposal of invasive plants, timing of treatments and

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monitoring, duration of the management program, and potential reforestation as needed.

- D. Soil Remediation. Soil in planting areas that contain construction debris and rubble, are compacted, or are unsuitable for the establishment and long-term survival of landscape plants, will be the subject of remedial action to restore planting areas to satisfy cultural requirements of trees, shrubs, and groundcovers specified in the Landscape Plan. The Applicant must provide notes and details specifying how the soil will be restored for the establishment and long-term survival of landscape plants for review and approval by UFMD. Soil remediation must take place only after site disturbance is complete, including all vehicle and equipment traffic, but before placement of topsoil.

13. ~~12.~~ Tree Preservation. The Applicant must submit a Tree Inventory and Condition Analysis (the "Tree Preservation Plan") for any portion of the Property identified on the GDP or the Minor Site Plan ~~as for~~ tree save area, as part of any site plan that includes such portion of the Property. The Tree Preservation Plan must be prepared by a certified arborist or registered consulting arborist and must include elements of PFM Sect. 12-0309 deemed appropriate to the Property as determined by UFMD. The Tree Preservation Plan must include a tree inventory that identifies the location, species, critical root zone, size, crown spread, and condition analysis percentage rating for individual trees, living or dead, with trunks 10 inches in diameter and greater (measured at four and one-half (4½) feet from the base of the trunk or as otherwise allowed in the latest edition of the Guide for Plant Appraisal published by the International Society of Arboriculture), located within 25 feet from the proposed limits of clearing and grading in the undisturbed area, and within 10 feet of the proposed limits of clearing and grading in the area to be disturbed. All trees inventoried must be tagged in the field so they can be easily identified. The Tree Preservation Plan must provide for the preservation of those areas shown for tree preservation on the ~~CDPA/FDPA~~ GDP. The Tree Preservation Plan must include all items specified in PFM Sect. 12-0507 and 12-0509 as amended or replaced.

- A. Tree Protection Fencing. All trees shown to be preserved in the areas within the limits of disturbance shown on the GDP and the Minor Site Plan must be protected by tree protection fencing. Tree protection fencing must be in the form of four-foot (4') high, fourteen (14) gauge welded wire attached to six-foot (6') steel posts driven eighteen inches (18") inches into the ground, and placed no farther than ten (10) feet apart, or super silt fence so long as any required trenching is done per the root pruning guidelines.

All tree protection fencing must be installed after the tree preservation walk through meeting but prior to any clearing and grading activities. The installation of all tree protection fencing must be performed under the direct supervision of a certified arborist and/or registered consulting arborist (a "Project Arborist"), and accomplished in a manner that does not harm existing vegetation that is to be preserved. Three (3) business days prior to the commencement of any clearing or grading activities, but subsequent to the installation of the tree protection fencing, UFMD must be notified and given the opportunity to inspect the Property to ensure

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that all tree protection fencing has been correctly installed. If it is determined that the fencing has not been installed correctly, no grading or construction activities will occur until the fencing is installed correctly, as determined by UFMD.

- B. Tree Preservation Measures. Tree preservation measures must be clearly identified, labeled, and detailed on the Erosion and Sediment Control Plan sheets of the Minor Site Plan. Tree preservation measures may include, but are not limited to the following: root pruning, crown pruning, mulching, and watering. Specifications must be provided on the Minor Site Plan detailing how preservation measures must be implemented. Tree preservation activities must be completed during implementation of the Erosion and Sediment Control Plan.
 - C. Tree Preservation Walk-Through. The Applicant must retain the services of the Project Arborist, and must have the limits of clearing and grading marked with a continuous line of flagging prior to the walk-through meeting. During the tree preservation walk-through meeting, the Project Arborist or a landscape architect must walk the limits of clearing and grading with UFMD to determine where adjustments to the clearing limits can be made to increase the area of tree preservation and/or to increase the survivability of trees at the edge of the limits of clearing and grading, and such adjustment must be implemented. Trees that are identified as dead or dying may be removed as part of the clearing operation. Any tree that is so designated must be removed using a chain saw, and such removal must be accomplished in a manner that avoids damage to surrounding trees and associated understory vegetation. If a stump must be removed, this must be done using a stump-grinding machine in a manner causing as little disturbance as possible to adjacent trees, associated understory vegetation and soil conditions.
 - D. Site Monitoring. The Project Arborist must be present on-site during implementation of the tree preservation and monitor any construction activities conducted within or adjacent to areas of trees to be preserved. Construction activities include, but may not be limited to clearing, root pruning, tree protection fence installation, vegetation/tree removal, and demolition activities. During implementation of the Erosion and Sediment Control Plan, the Project Arborist must visit the site on a regular basis to continue monitoring tree preservation measures and ensure that all activities are conducted as identified on the Minor Site Plan and approved by UFMD. Written reports must be submitted to the UFMD and Site Development and Inspections Division ("SDID") site inspectors detailing site visits. A monitoring schedule and Project Arborist reports must be described and detailed on the Minor Site Plan.
14. ~~13.~~ Cultural Resources. If any grave sites are discovered during construction on the Property, the Applicant must cease all site development activity within 100 feet of that location, must notify the Cultural Resource Management and Protection Branch ("CRMP") as soon as possible, and must ensure that remains or associated artifacts be left in place and covered with a tarp or plywood to protect them from damage or disturbance until a representative from the CRMP can review the site. Relocation of any grave sites must be

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in accordance with the Virginia Antiquities Act, §10.1-2300 of the Code of Virginia, as amended.

GREEN BUILDING

15. ~~14.~~ **Green Building Design.** ~~FCPS~~ The Applicant is a member of the Collaborative for High Performance Schools (CHPS). The additions to the existing school must be designed to meet the CHPS criteria. Prior to issuance of a Non-Residential Use Permit ("Non-RUP") for the building additions, documentation demonstrating that the CHPS (Designed) criteria have been incorporated into the design of the building must be provided to the Environment and Development Review Branch ("EDRB") of the Department of Planning and Development ("DPD"), and to LDS. As part of the green building design of these additions to the existing school, the Applicant will provide a solar panel for domestic hot water to the extent it can be incorporated into the project.

MISCELLANEOUS

16. ~~15.~~ **Timing.** Notwithstanding the foregoing, upon demonstration that, despite diligent efforts or due to factors beyond the Applicant's control, proffered commitments have been delayed beyond the timeframes specified in these Proffers, the Zoning Administrator may agree to a later date for completion of such commitments.
17. ~~16.~~ **Advance Density Credit.** Advance density credit is reserved consistent with the provisions of the Fairfax County Zoning Ordinance, for all eligible dedications described herein or as may be required by Fairfax County or VDOT pursuant to the PFM, at the time of subdivision and/or site plan approval for the Property.
18. ~~17.~~ **Severability.** Any portion of the Property may be the subject of a PCA, CDPA, FDPA, Special Exception ("SE") and/or Special Permit ("SP") without joinder and/or consent of the owners of other portions of the Property, if such PCA, CDPA, FDPA, SE and/or SP does not have any material adverse effect on such other portions of the Property. Previously approved proffered conditions or development conditions applicable to the balance of the Property that is not the subject of the PCA, CDPA, FDPA, SE and/or SP will otherwise remain in full force and effect.
19. ~~18.~~ **Successors and Assigns.** Each reference to "Applicant" in this Proffer Statement will include within its meaning, and will be binding upon, the Applicant's successors in interest, assigns, and/or developers of the Property or any portion of the Property.

Justice High School Transportation Working Group Interim Report

March, 2024

To Supervisor Andres Jiminez and Representative Dr. Ricardy Anderson,

The Board of Supervisors approved the Justice High School renovation and rezoning plan with proffer 7 convening the Justice High School Pyramid Community Working Group in August 2022. The working group was convened in May 2023 and has met 10 times, with two special working sessions as of March 2024. The meetings and working sessions were held in the Justice High School Library and lasted for typically 90 minutes.

The proffer reads: *Upon approval of this rezoning application, the Applicant will work with Justice High School administrators, and other county staff, and elected officials, to convene a Working Group consisting of various stakeholders to address outstanding or ongoing parking and transportation needs. Stakeholders may include, but not be limited to faculty, staff, students, student-led groups, and community associations. For a period of at least two (2) years following the approval of this rezoning, the Working Group will meet to consider and address a broad range of options including the following:*

- A. Student transportation survey;*
- B. School faculty and staff transportation survey;*
- C. Counseling for students on transportation needs and options;*
- D. Additional parking options; and*
- E. Green Transportation alternatives, such as Bikeshare, scooters and carpools.*

Summary

The working group is developing the survey and has reached out to various subject matter experts. Recommendations include a variety of short, medium, and long term solutions. Not all solutions recommended received unanimous support, however all solutions received majority approval.

Survey Preparation

FCPS as the applicant has determined that the Office of Research and Strategic Improvement (ORSI) will administer the survey. The working group plans on distinct versions of the survey being distributed to students, faculty and staff (including itinerant staff), and the community. The working group is primarily focused on what data it wants to collect and the questions it is asking each group. More detailed survey administration issues such as duplicate response rejection are expected to be handled by ORSI.

The survey has gone through several drafts as of this report. The working group plans to meet and finalize the survey for submission to ORSI prior to the winter break. The group and/or its

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chairs will work with ORSI to ensure the survey is conducted in a way that the results have integrity.

Data Collection with Subject Matter Experts

The working group has contacted various subject matter experts to answer questions and to provide valuable insight and information to help the group brainstorm solutions. Unfortunately, the working group found the subject matter experts to be often unresponsive and often did not answer all questions posed to them. Such subject matter experts have included:

- The FCPS Facilities project team that worked on the addition
 - A large contingent of the project team came in person to our working group meeting, however they did not follow through with responses to specific information requests during the meeting despite multiple follow-up emails from the chairs.
- FCDOT
 - FCDOT turned down a request to appear and help explain the various regulations regarding parking spaces along public roadways.
- Mason District Police
 - Police provided responses via the co-chairs to questions regarding parking district enforcement and safety issues.

The group has been well supported by the FCPS Communications team, with special appreciation to Christie Scott. No other FCPS or Fairfax County staff have regularly attended committee workgroup sessions outside the workgroup members. During the November 2023 meeting when the group provided an update to elected officials, said officials expressed surprise that FCPS staff were not more attentive, yet meetings in 2024 have continued to not have any representation from FCPS staff beyond workgroup members.

The group may seek additional input from other groups as our work progresses, such as Safe Routes to School and FCPA.

Recommendations

The working group wishes to convey a few recommendations regarding parking options prior to a final report after survey results are available.

Short Term Solutions

Remote Lots

When the construction project was communicated to the public, FCPS Facilities had said they were going to look into the use of remote lots at the Church of Christ (6149 Leesburg Pike). FCPS facilities notified the working group that that effort has ended without any agreement in

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place due to an unwillingness of the parties involved to provide parking rights. It is the view of the working group that talks with the Church of Christ should resume with renewed vigor with the goal of establishing at least temporary daytime student parking agreement.

Talks with nearby condominiums should be initiated with the same goal. Such a solution would present an ongoing operational cost so this solution is not an ideal long-term fix. Still, the working group strongly feels there needs to be more effort put into this solution even if it is only for a limited term. A negligible amount of capital expenditure may be required to increase lighting and enhance safety along the path from the lots to the school.

Middle School Boundary Adjustment Process Impacts

The working group has been following the process of a potential Glasgow Middle School boundary adjustment with interest, as it feels any such boundary adjustments will have a material impact on the future parking and transportation needs at Justice High School. Since Glasgow Middle School is the primary feeder into Justice High School, the working group recommends that such boundary work consider impacts to the Justice High School parking and transportation situation.

Mid-term solutions

Use of FCPS Land for Additional Parking

The working group believes that additional parking may be achievable with existing FCPS owned real estate utilizing relatively low capital solutions not previously considered. Specifically, if the existing parking lot is expanded through the use of a retaining wall along Peace Valley Lane on the south portion of the property, another row of parking may be achieved. The working group does not have access to civil engineers and received minimal cooperation from FCPS facilities on this matter, however FCPS Facilities did note that waivers for a tree protection area would need to be sought. The FCPS Facilities project group estimated that a rough-order magnitude cost of a retaining wall project would be in the neighborhood of \$1.75 million.

Engineering may discover that in order to maintain parking on Peace Valley Lane, the road may need to be moved a few feet south-west presenting a small park encroachment. Should that arise, as long as there is minimal park encroachment and the dialog with the community begins early and is thorough, the working group feels the solution will be much more agreeable to all involved than previous publicized options that involved the park.

Another option the working group has been exploring is the idea of expanding Peace Valley Lane to allow for angled parking. While the working group was told by FCPS Facilities project staff that angled parking is not possible along a public road due to safety concerns, the working group points to the long-established angled parking along Washington Blvd in Arlington by the Italian Store.

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The working group believes either of these ideas can be executed within existing bonding capacity and encourages allocation of preliminary funds for further exploration to be enabled via the next Capital Improvement Plan (CIP) update.

The proposal for the retaining wall option is depicted via a rough sketch below, with the red line indicating the proposed retaining wall location.



Parking in Neighborhood

The neighborhood surrounding Justice High School is currently in Resident Permit Parking District 38. Resident Permit Parking Districts generally prohibit street parking except where permitted, with permits provided to residents and their guests. The working group proposes that FCPS Students and Staff with valid school parking permits be allowed to park in these parking districts, so long as FCPS – in coordination with the county – use reasonable limits on the total number of permits issued to students. This proposal would need to be analyzed by staff to determine any updates necessary to county code to facilitate this recommendation.

Long Term Solutions

Proposals that recommend drastic parking reductions in lieu of structured parking present equity issues with areas of the county that are not space constrained. The working group notes that surrounding jurisdictions such as Arlington, Falls Church, and Alexandria, which also have space-constrained school sites, have each budgeted for and utilized structured parking. It is the working group's recommendation that facilities planning and budgeting consider structured parking as normative for space constrained locations.

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Final Notes

The working group has worked with a can-do attitude – one where we believe that reasonable solutions exist and that barriers are not always insurmountable. Barriers need to be identified and action plans developed to overcome them. The first fruits of our work are present in this report. We encourage county and FCPS staff to work with us in seeking these solutions in the new year.

Best Regards,

Jeffrey Longo and Ann-Marie Ward
Co-Chairs, Justice High School Pyramid Community Working Group

Appendix C: Survey Results

The following 33 pages are the results from the survey authored by the working group and administered by FCPS Office of Research and Strategic Improvement

Justice Parking Survey Results

The Justice High School (JHS) Pyramid Community Working Group was established by Fairfax County and Fairfax County Public Schools to explore parking and transportation needs and potential solutions for JHS. In April 2024, all students and staff at JHS were invited (via e-mail) to participate in a survey about their views and experiences. Staff surveys were available in English. Student surveys were available in English, Spanish, Arabic, and Korean. A total of 653 students (28 percent response rate) and 178 staff (63 percent response rate) responded to the survey. Of the students who responded, 18 percent were ninth graders, 25 percent were tenth graders, 30 percent were eleventh graders, and 27 percent were twelfth graders.

In May 2024, all families with at least one student in the JHS pyramid were invited (via e-mail) to participate in a similar survey¹. During the same time frame, a survey was also available to local community members and distributed through local media and flyers. Family and community surveys were available in English, Spanish, Arabic, Korean, and Vietnamese. A total of 486 families (8 percent response rate) and 253 community members responded to the survey. Of the families who responded, approximately 70 percent were parents of current JHS students and approximately 30 percent were parents of children in the JHS pyramid who did not currently have students at JHS. Of the community members who responded, most (65 percent) were residents in the Justice HS boundary, 18 percent were parents of Justice HS alumni, 8 percent were Justice HS alumni, 8 percent indicated “other” affiliations, and 2 percent were members of organizations that utilize Justice HS facilities.

The results of all surveys are summarized below. The full detail of all survey items can be found in the Appendix. Please note, no benchmark or comparison data were available to contextualize the results presented here; therefore, it is not possible to judge whether responses are similar to or different from what would have been collected from respondents at other schools or sites.

Findings

Summary:

- 1) Nearly all staff surveyed drove to school. One in three staff reported needing to commute to other FCPS locations during the day.
- 2) One in five students surveyed reported driving to school. Approximately one-third of those students had parking permits and approximately two-thirds parked on the street. The most common reason why students drove to school was to participate in daily after school activities.
- 3) Staff, students, families, and community members consistently viewed parking as a problem, although the perceived magnitude of the issue varied by group. Staff and students reported experiencing disruptions, such as needing to get to school early to find parking or arriving late.
- 4) Among a list of options, offering nearby off-campus permit parking was a commonly endorsed solution among all groups surveyed. Staff, students, families also frequently endorsed having more public street parking, while community members favored more high-cost, long-term on-campus solutions.
- 5) Staff were generally uninterested in the prospect of a shuttle service.
- 6) Roughly one half of students viewed taking the bus or walking to be safe ways to get to and from school. More than half of families viewed taking the bus to be safe, although fewer than half viewed walking to be a safe way for their students to get to and from school.

¹ For survey items that asked about a specific student/child, families with multiple children were asked to report on the child most impacted by the parking situation at JHS.

Driving to School is a Common Mode of Transportation, especially for Teachers.

Nearly all staff who responded to the survey (96 percent) usually got to school by driving. The remaining 4 percent of staff walked, biked, took a bus, or got dropped off. One in three staff reported needing to commute at least sometimes to other FCPS locations during the school day.

The percentage of students who drove to school was understandably lower given that only about one in three students surveyed had a driver's license (31 percent). Twenty-one percent of students reported driving to/from school either by themselves (13 percent) or driving other students (8 percent). Families surveyed, who had at least one JHS student, reported 17 of students driving to/from school. The most common mode of transportation among students was taking the bus to/from school (40 percent reported by students; 46 percent reported by families). Among students who took the bus, the most common mode of transportation considered if/when missing the bus was asking a friend or family member for a ride (22 percent reported by students; 29 percent reported by families).

Of students who drove to school, 32 percent had a parking permit and an assigned parking spot. An additional 32 percent wanted a parking permit but did not get one, so they parked on the street; 34 percent were juniors or sophomores who parked on the street, and 2 percent did not want a parking permit. According to both students and families, the most common reason why students drove to/from school was for after school activities that met daily, such as sports.

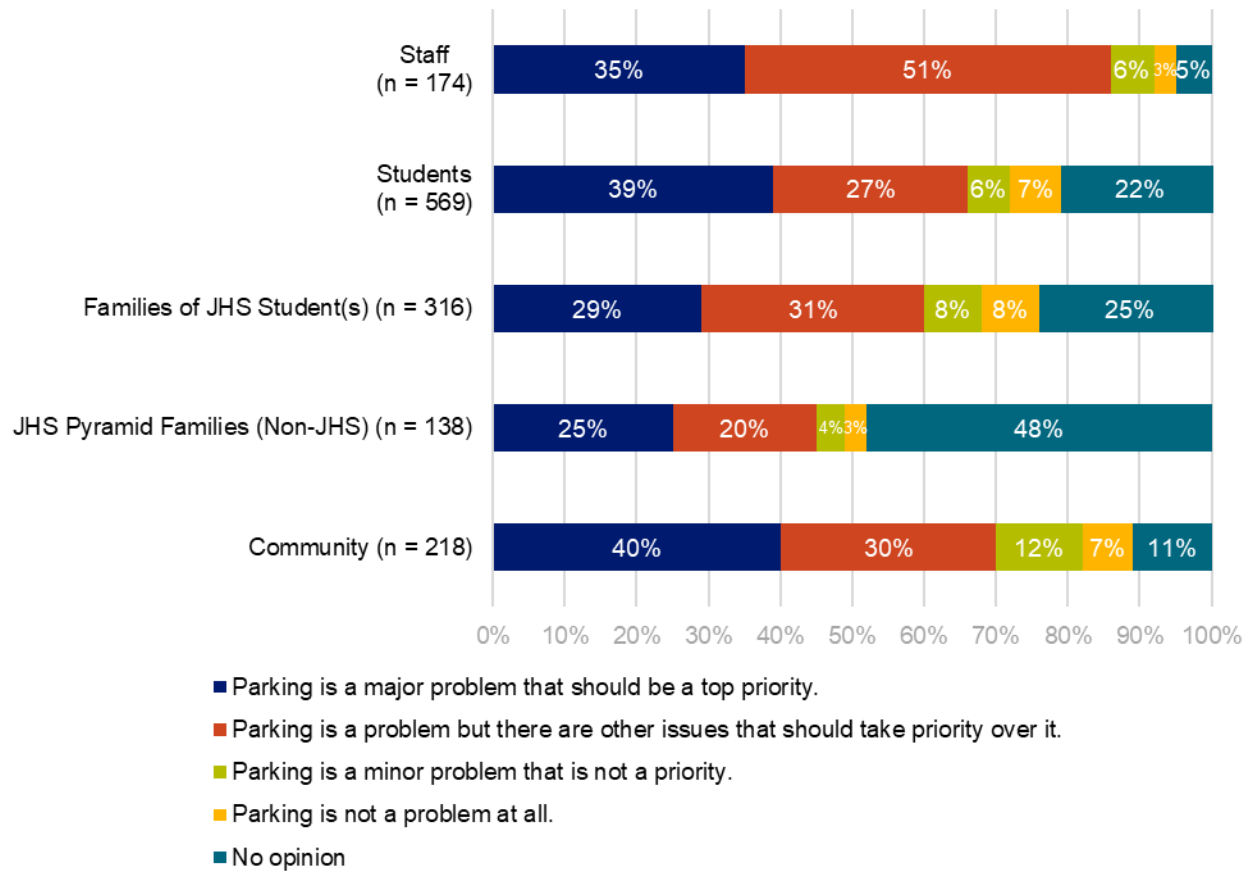
Stakeholder Perceptions of Parking at JHS

All surveyed groups were asked to rate the extent to which they viewed the parking situation at JHS to be a problem. Perceptions of the issue varied by group (Figure 1).

First, it is important to note that each group surveyed had a different set of experiences shaping their perceptions of the parking situation. Nearly all staff surveyed had opinions of the parking situation, with few (5 percent) expressing no opinion. Community members also consistently had opinions of the parking situation, with a small proportion (11 percent) expressing no opinion. In contrast, 22 percent of students and 25 percent of families with JHS students did not have opinions of the parking situation, likely because they were not parking at the school frequently (due to, for example, students taking other modes of transportation or not being old enough to drive to school). Consistently, nearly half (48 percent) of families in the JHS pyramid, but not currently with students attending JHS, responded with no opinion on the parking situation, likely due to the lack of opportunity to observe the parking situation firsthand.

With this context in mind, the perceived magnitude of the issue varied by group. More than half of staff, JHS students, families of JHS students, and community members considered parking a problem. However, these groups differed in their proportions in whether a top priority with no group having a majority of respondents indicate that parking was a major problem of the highest priority. The greatest proportion (i.e., a plurality) of staff (51 percent) and families of JHS students (31 percent) said parking was a problem, but not the highest priority. In comparison, the greatest proportion of students (39 percent), community members (40 percent), and non-JHS families (25 percent) said parking was a major problem and should be a top priority. Again, it is important to keep in mind that each group brings varying levels awareness of the impacts of the parking issue, exposure to various issues facing schools, as well as unique experiences and motivations.

Figure 1: Priority Rating of the Parking Issue at Justice High School by Group



Additional questions were posed to stakeholders to understand their experiences and concerns that might be driving perceptions of the magnitude of parking challenge. These experiences and concerns related primarily to finding parking and the impact of parking availability on school arrival and access. Staff and student experiences will be presented first as they have daily experiences with school parking while community members and non-JHS family experiences were likely having less frequent experiences trying to park on school grounds.

Staff and students related experiences to finding parking that resulted in changed behaviors and experiencing negative consequences. On average, staff reported they “sometimes” had trouble finding parking at JHS. In fact, 80 percent of surveyed staff reported getting to school early to find parking. Seventeen percent of staff reported receiving parking tickets on JHS property or surrounding streets. Staff were also asked to share the extent to which parking influenced their intent to stay at JHS. Of the 16 percent of staff who said they considered leaving JHS within the next two years, 52 percent said parking was not a factor in their decision, 37 percent said parking was a factor in their decision, but not the main reason, and 11 percent reported parking was a major factor in their decision.

Approximately half (52 percent) of students who drove to school reported getting to school early to find parking. Of the students who drove to school, 29 percent reported receiving a parking ticket on JHS property. Additionally, 35 percent of students reported receiving a parking ticket on JHS surrounding streets. Students were asked to share the extent to which transportation related to tardiness and participation in extracurricular activities or events. One in three students reported being late to school at least once a week because of transportation. Thirty-two percent of students surveyed indicated that the parking at JHS impacts their ability to participate in after-school activities or events.

Families and community members were asked to share their views on how the parking situation impacts them. Among families in the JHS pyramid not currently attending JHS, when asked whether the parking situation at JHS would influence their decision to send their child to school there, the most common response was that the parking situation would not factor into the decision (45 percent). Among community members, the most common response was the situation was not applicable (43 percent), followed by the opinion that the parking situation would not factor into their decision (32 percent). When asked whether the parking situation impacts their decision to volunteer or attend events at the school, the most common response among community members was that it does not factor into their decision (38 percent). Among all surveyed families, there was less consensus regarding whether the parking situation would impact their decision to volunteer or attend events at the school, with roughly equal proportions reporting it would not be factor (23 percent), it would be a strong factor (22 percent), and it would be a moderate factor against volunteering or attending events (20 percent).

Community member concerns driving ratings of the magnitude of the parking issue were primarily related to neighborhood issues not educational concerns. Among community members who reported living within a quarter mile of the school, most (74 percent) reported there is often less parking space available since April 2023, and most (77 percent) reported being bothered by students and staff parking in their neighborhood. When asked to elaborate on why students and staff parking in their neighborhood bothers them, most respondents (62 percent) shared safety concerns, such as the parking obstructing sight lines (especially at intersections) and dangerous driving (e.g., speeding). Forty percent of respondents also identified issues with littering.

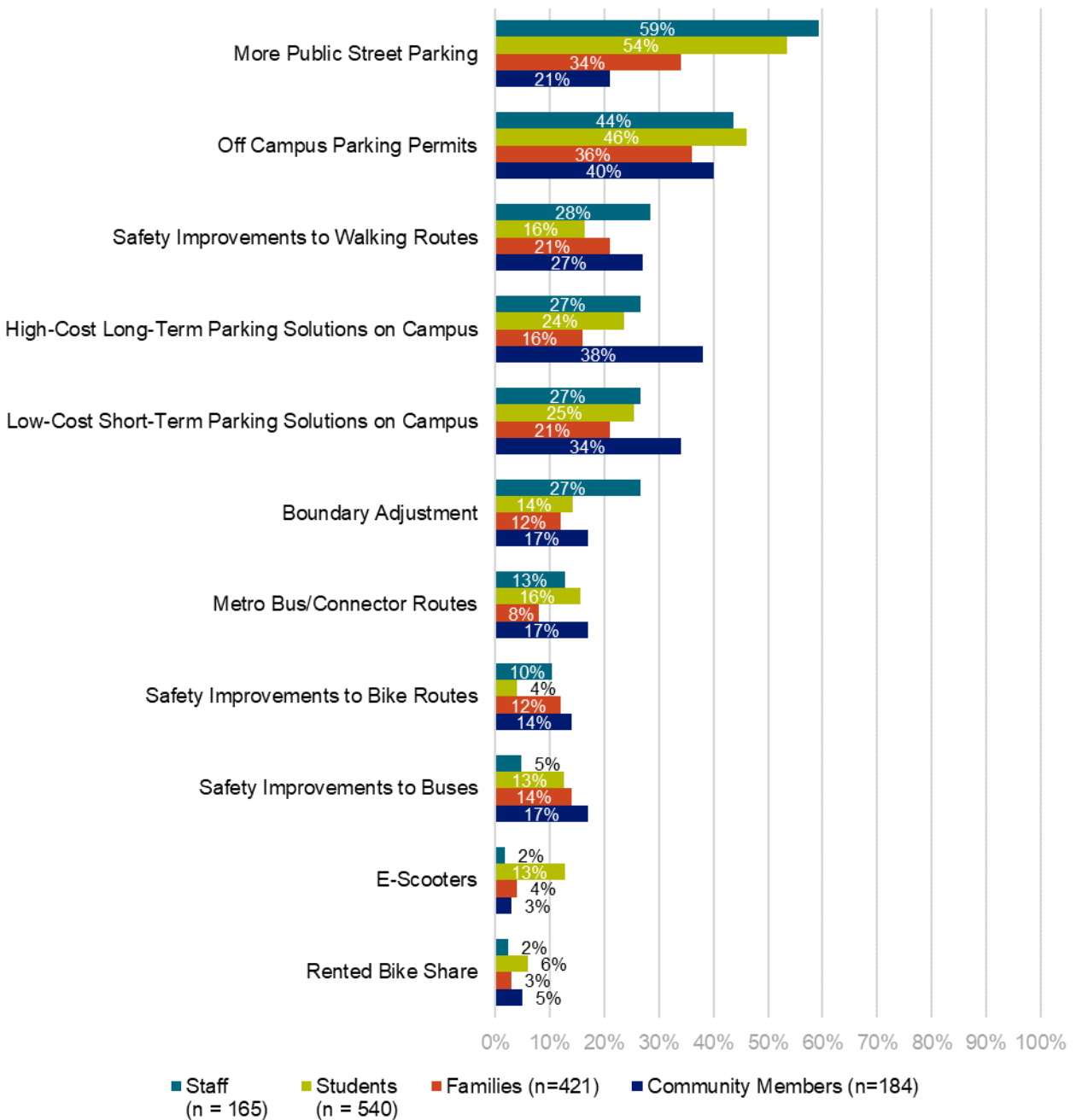
Exploring Possible Solutions

Most staff (82 percent), students (77 percent), families (66 percent), and community members (76 percent) agreed that transportation or parking solutions should be explored. An additional 13 percent of staff, 18 percent of students, 26 percent of families, and 7 percent of community members were not sure. These respondents were then asked to rank order the top three parking solutions that they would like to see explored for JHS students and staff.

Figure 2 shows the percentage of respondents who identified the solution as one of their top three priorities. The most identified solution by both students and staff was more public street parking, followed by offering nearby off-campus permit parking. Consistently, offering more off-campus permit parking was the most common solution identified by both families and community members. The second most common solution for families was more public street parking. The second most common solution for community members was high-cost long-term parking solutions on campus (what would be included as a high-cost, long-term solution was not identified in the survey; so was left to respondents to conceptualize). The third most common solution from staff and families was safety improvement to walking routes. The third most common solution from students, families², and community members was low-cost, short-term parking solutions on JHS campus (what would be included as a low-cost, short-term solution was not identified in the survey; so was left to respondents to conceptualize).

² Two third-place solutions are reported for families due to there being a tie.

Figure 2: Endorsement of the Parking Solutions at Justice High School by Group



Respondents also had the opportunity to share additional solutions in an open-ended format. The most common theme shared by staff responding to the open-ended question was to prioritize staff parking (shared by 28 percent of staff who offered input). Staff shared several ideas on how to accomplish this, including assigning and demarcating staff parking spots (e.g., numbering system for parking spots; clearer signs designating staff parking areas), limiting access to staff parking areas for guests or students (e.g., installing gate/fob access to staff parking areas), adding more security to parking lots (e.g., ticketing or towing cars that park in staff spots), and making sure all staff have parking before granting students access.

Staff also noted that student drop-off could be better coordinated to avoid students being dropped off in the staff parking lots and/or the bus lane (e.g., highly visible signs, parking guard, improved processes).

Other open-ended parking solutions shared by all surveyed groups included constructing a multi-level parking garage, expanding the existing parking lot, and constructing a new parking lot. In particular, Justice Park was identified as a possible space to use to create more parking. Peace Valley Lane was also identified as a road that could be widened to offer more street parking. Additional ideas included decreasing the student population (e.g., redistricting; creating a new school, academy, or freshman campus), issuing public transportation passes, creating more direct public transportation routes, and prioritizing senior and/or carpool parking for students.

Additionally, staff were asked if they would consider taking a shuttle between key FCPS sites and public transit hubs, assuming the service was provided at no cost and ran every half hour. Most staff (73 percent) indicated they would not use such a service, 19 percent said they might use such a service, and 8 percent said they would probably use such a service.

To understand views of transportation alternatives to driving, students and families were asked whether students had safe transportation options via walking, biking, and taking a bus. More than half of students (55 percent) indicated they had safe routes to walk to school, while fewer than half of current JHS families indicated the same to be true (39 percent). Most students (53 percent) and current JHS families (62 percent) indicated their bus was a safe option to get to school. Thirty-five percent of students and 39 percent of current JHS families reported students having a safe route to bike to school. For context, 16 percent of students reported living within a quarter mile of JHS, 13 percent lived between a quarter mile and a half mile, 20 percent lived between a half mile and one mile, 29 percent lived more than one mile from the school, and 20 percent were not sure. Among current JHS families, 10 percent reported living with a quarter mile of JHS, 6 percent lived between a quarter mile and a half mile, 19 percent lived between a half mile and one mile, 47 percent lived more than one mile from the school, and 12 percent were not sure.

Summary

These surveys sought to understand a wide variety of perspectives related to the parking situation at JHS, inclusive of staff, students, families, and community members. Each group and individual surveyed brings varying levels awareness, exposure, experiences, and motivations related to the issue.

Among staff, driving to school is a nearly universal mode of transportation and staff consistently reported arriving to school early to find parking and, on occasion, receiving parking tickets. Although the parking situation was generally perceived as problematic, staff did not view it as the highest priority issue and, in most cases, did not relate to their intent to leave the school. Staff favored solutions involving more public street parking or more off-campus parking permits. Staff also

STAFF AND STUDENT INSIGHTS

Staff

"I believe teachers should have designated parking spots. Cars who park in a teacher's designated spot should be ticketed or towed. There should be a limited amount of spots for students. Students who do not have a parking pass should find another way to school such as the bus, parent drop off, carpool, or walking."

Students

"I believe paving the small section of the park should be reconsidered as it is a greater benefit to the larger community than it is harmful, as it will also create closer parking for Justice park itself instead of people parking in the school parking lot across the street."

Families

"We're an urban area and we need urban solutions - i.e., parking garages like other big cities have for their schools (preferably underground). If they're going to have 3000+ people in a building every day then they need parking for the bulk of those people."

Community Members

"...If more parking is needed, build up or down, as a garage."

endorsed solutions that prioritized parking solutions specifically for staff, such as assigning staff parking spots.

Among students, fewer than one in five students surveyed reported driving to school and among students who drove, nearly equal proportions (one-third) had a parking permit and an assigned parking spot, wanted a parking permit but were unable to get one so parked on the street, or were juniors and sophomores who parked on the street; this suggests a variety of student parking experiences were represented in the survey. About one in three students surveyed expressed that transportation issues related to tardiness or their inability to participate in activities or events. In fact, participation in daily after school activities was the most common reason why students drove to school. Like staff, students tended to favor solutions involving more public street parking or more off-campus parking permits.

Among all surveyed groups, families had the greatest proportion of responses expressing no opinion of the parking situation, especially families residing in the JHS boundary but not currently attending the school, suggesting that families have varying levels of proximity to the issue. Among families with current JHS students, the largest proportion of respondents viewed parking as an issue, but not the highest priority, similar to staff. Most prospective JHS parents noted that the parking situation was not a major factor in their decision to send their child to school there in the future. Like staff and students, families tended to favor solutions involving more public street parking or more off-campus parking permits.

Among community members, the greatest proportion of respondents viewed the parking situation as a top priority issue and shared how it impacts their neighborhood. For community members living close to the school, many reported limited street parking, as well as safety concerns related to students and staff parking in their neighborhood (e.g., obstructed sight lines, speeding, etc.). Community members tended to favor solutions involving more off-campus parking permits in addition to higher cost solutions, such as building a parking garage. In contrast to the other groups surveyed, community members were less supportive of solutions involving more public street parking, likely due to the issues noted above.

In summary, the parking situation at JHS is complex and there are a variety of viewpoints to keep in mind when developing solutions to meet the needs of all stakeholders. All surveyed groups identified off-campus parking permits as one of their top solutions, suggesting an opportunity for further exploration. As solutions are considered, it is also important to keep in mind that the perceived magnitude of the issue varied by group, suggesting that the prioritization of this issue must be weighed against other important issues facing the school and FCPS broadly.

Appendix

The appendix is organized by survey, with the results of the staff survey appearing first and the results of the student survey appearing second. In each table, the most frequent response has been bolded. "TS" indicates that a sample was too small to report, which was done to protect respondent anonymity.

Staff Results

Table A-1: Staff Transportation Modalities: "How do you get TO/FROM school most of the time?"

Mode of Transportation	Percent (n)
Walk	TS
Dropped off/picked up by a car	TS
Drive self	96% (170)
Carpool	0% (0)
Metro Bus/Fairfax Connector	TS
Bike	TS
E-Scooter	0% (0)

Table A-2: Staff Commuting Needs During the Day: "How often do you need to commute to other FCPS locations during the school day?"

Frequency	Percent (n)
Always	6% (11)
Often	6% (11)
Sometimes	21% (36)
Rarely	35% (60)
Never	32% (56)

Table A-3: Staff Difficulty Finding Parking: “How often have you had trouble finding parking at Justice HS?”³

Frequency	Percent (n)
Always	10% (16)
Often	24% (40)
Sometimes	35% (58)
Rarely	21% (35)
Never	11% (18)

Table A-4: Staff Arrive to School Early to Find Parking: “Do you get to school early to find parking?”⁴

Response	Percent (n)
Yes	80% (133)
No	14% (24)
N/A	6% (10)

Table A-5: Staff Opinion about Parking: “Which best describes your opinion about parking at Justice HS?”

Response	Percent (n)
It is a major problem that should be a top priority.	35% (61)
It is a problem but there are other issues that should take priority over it.	51% (89)
It is a minor problem that is not a priority.	6% (10)
It is not a problem at all.	3% (5)
I have no opinion about the parking at Justice HS.	5% (9)

³ This item was only asked of staff who drove themselves to/from school.

⁴ This item was only asked of staff who drove themselves to/from school.

Table A-6: Staff Receiving Parking Tickets: “Have you ever gotten a parking ticket on Justice HS property or surrounding streets?”⁵

Response	Percent (n)
Yes, once	12% (20)
Yes, more than once	5% (8)
No	83% (134)

Table A-7: Staff Intent to Leave: “Are you considering leaving Justice HS within the next two years?”

Response	Percent (n)
Yes	16% (27)
No	51% (89)
I’m not sure	33% (58)

Table A-8: Staff Intent to Leave Due to Parking: “How big of a factor is parking in your decision to leave Justice HS within the next two years?”⁶

Response	Percent (n)
It’s a major factor	11% (3)
It’s a factor but not the main reason	37% (10)
It’s not a factor at all	52% (14)

Table A-9: Staff Views of Whether Parking Solutions Should Be Explored: “Do you think transportation or parking solutions should be explored for Justice HS students and staff?”

Response	Percent (n)
	Staff
Yes, I think transportation or parking solutions should be explored.	82% (143)
No, I think the Justice HS parking facilities are adequate.	5% (9)
I’m not sure.	13% (22)

⁵ This item was only asked of staff who drove themselves to/from school.

⁶ This item was only asked of staff who considered leaving in the next two years.

Table A-10: Staff Priority Rating of Potential Solutions: “Please rank the top three transportation or parking solutions you would like to be explored for Justice HS students and staff (1 being the most preferred).”⁷

Option	Priority (Any)	First Priority	Second Priority	Third Priority
E-Scooters	2% (3)	<1% (1)	0% (0)	1% (2)
Metro Bus/Fairfax Connector routes	13% (21)	5% (9)	3% (4)	5% (8)
More public street parking available	59% (98)	30% (49)	18% (30)	12% (19)
Nearby off-campus permit parking	44% (72)	8% (13)	20% (33)	16% (26)
Relatively low-cost options for shorter term parking solutions on Justice campus	27% (44)	8% (13)	12% (19)	7% (12)
Relatively high-cost options for longer term parking solutions on Justice campus	27% (44)	10% (17)	10% (16)	7% (11)
Rented bike share	2% (4)	0% (0)	1% (2)	1% (2)
Safety improvements to walking routes	28% (47)	12% (19)	10% (17)	7% (11)
Safety improvements to biking routes	10% (17)	0% (0)	3% (5)	7% (12)
Safety improvements to school buses (i.e., enough seating)	5% (8)	0% (0)	1% (2)	4% (6)
School attendance boundary adjustment	27% (44)	12% (20)	5% (8)	10% (16)

⁷ This item was only asked of staff who thought parking solutions should be explored OR staff who were not sure if parking solutions should be explored.

Table A-11: Frequency of Staff Themes Regarding Parking Solutions: “If you have other transportation or parking solutions you would like to be explored, please state them here.”⁸

Theme	Percent of staff responses with this theme
Implement staff prioritized/assigned parking	28% (16)
Construct a parking garage	10% (6)
Add parking to Justice Park	10% (6)
Improve traffic coordination/supervision	10% (6)
Increase consistent parking enforcement	10% (6)
Create direct public transportation route	9% (5)
Reduce/eliminate student parking	5% (3)
Construct additional parking lot	5% (3)
Construct new school campus	4% (2)
Expand existing parking lot	4% (2)
Decrease student population	4% (2)
Widen Peace Valley Lane	4% (2)
Issue FCPS provided public transportation passes	4% (2)
Improve pedestrian conditions	4% (2)

Table A-12: Staff Interest in a Shuttle: “Should FCPS choose to supply it, would you consider taking a shuttle service between key FCPS sites and public transit hubs? (Assume the service is provided at no cost and runs every 30 minutes.)?”

Response	Percent (n)
I would probably use such a service.	8% (14)
I might use such a service.	19% (33)
I would not use such a service.	73% (126)

⁸ This item was only asked of staff who thought parking solutions should be explored OR staff who were not sure if parking solutions should be explored.

Student Results

Table A-13: Student Grade Level: “What grade are you in?”

Response	Percent (n)
9th	18% (118)
10th	25% (160)
11th	30% (192)
12th	27% (175)

Table A-14: Students with Driver’s Licenses: “Do you have a driver’s license?”

Response	Percent (n)
Yes	31% (196)
No	40% (252)
I have my learner’s permit	26% (168)
I do not wish to answer	4% (24)

Table A-15: Student Transportation Modalities: “How do you get TO/FROM school most of the time?”

Mode of Transportation	Percent (n)	
	Before School	After School
FCPS School Bus	40% (257)	40% (256)
Walk	16% (105)	19% (120)
Dropped off/picked up by a car	14% (92)	11% (73)
Drive self	13% (84)	13% (84)
Drive self and others	8% (53)	8% (53)
Ride with another student driver	5% (34)	6% (35)
Metro Bus/Fairfax Connector	Ts	Ts
Bike	0%	0%
E-Scooter	0%	0%

Table A-16: Student Transportation Considerations When Missing the Bus: “If you miss the school bus, what options would you consider to get to school? (select all that apply)”⁹

Mode of Transportation	Percent (n)
Ask a friend or family member for a ride.	22% (142)
Take a taxi, Uber, Lyft, etc.	11% (73)
Metro Bus or Fairfax Connector	6% (40)
Walk	14% (88)
Bike	1% (9)
Rented bike share	1% (3)
E-Scooter	1% (5)
None – I would skip school.	4% (23)
N/A – this is not an issue for me because I don’t ride the school bus.	1 (<1%)
Other	1% (5)

Table A-17: Students’ Parking Permit Status: “Do you have a parking permit?”¹⁰

Response	Percent (n)
Yes, I park in an assigned parking spot	32% (39)
No, I wanted a parking permit but didn’t get one, so I park on the street.	32% (39)
No, I am a junior or sophomore, so I park on the street.	34% (41)
No, I don’t want a parking permit.	2% (2)

⁹ This item was only asked of students who reported taking the bus to school.

¹⁰ This item was only asked of students who reported driving to school.

Table A-18: Students' Reasons for Driving to/from School: "What are the reasons you drive to/from school? (Select all that apply)"¹¹

Reason	Percent (n)
After school job or internship	34% (46)
Shortened school day or academy classes	30% (41)
After school activities that meet every day (e.g., sports)	48% (66)
After school activities that do not meet every day (e.g., clubs)	25% (34)
Family obligations (e.g., taking care of relatives)	25% (34)
Other	4% (6)
None of the above	5% (7)

Table A-19: Students Arrive to School Early to Find Parking: "Do you get to school early to find parking?"¹²

Response	Percent (n)
Yes	52% (63)
No	41% (50)
N/A	7% (8)

¹¹ This item was only asked of students who reported driving to school.

¹² This item was only asked of students who reported driving to school.

Table A-20: Students Late to School due to Transportation: “How often are you late for school because of your transportation?”

Frequency	Percent (n)
Multiple times per week	19% (124)
About once a week	14% (87)
A couple times a month	13% (84)
About once a month	4% (28)
About once a quarter	5% (29)
A couple times a year	10% (64)
About once a year	7% (43)
Never	28% (181)

Table A-21: Student View of Parking in Relation to After School Activities: “Does parking at Justice HS impact your ability to participate in school activities or events?”

Response	Percent (n)
Yes	32% (181)
No	39% (224)
I’m not sure	29% (163)

Table A-22: Student Opinion about Parking: “Which best describes your opinion about parking at Justice HS?”

Response	Percent (n)
It is a major problem that should be a top priority.	39% (222)
It is a problem but there are other issues that should take priority over it.	27% (151)
It is a minor problem that is not a priority.	6% (36)
It is not a problem at all.	7% (37)

I have no opinion about the parking at Justice HS.	22% (123)
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Table A-23: Students Receiving Parking Ticket on Justice HS Property: “Have you ever received a parking ticket on Justice HS property?”¹³

Response	Percent (n)
Yes, once	12% (15)
Yes, more than once	17% (20)
No	71% (86)

Table A-24: Students Receiving Parking Ticket on Justice HS Surrounding Streets: “Have you ever received a parking ticket on Justice HS surrounding streets?”¹⁴

Response	Percent (n)
Yes, once	23% (28)
Yes, more than once	12% (15)
No	65% (78)

Table A-25: Staff and Student Views of Whether Parking Solutions Should Be Explored: “Do you think transportation or parking solutions should be explored for Justice HS students and staff?”

Response	Percent (n)
Yes, I think transportation or parking solutions should be explored.	77% (438)
No, I think the Justice HS parking facilities are adequate.	5% (29)
I’m not sure.	18% (102)

¹³ This item was only asked of students who reported driving to school.

¹⁴ This item was only asked of students who reported driving to school.

Table A-26: Student Priority Rating of Potential Solutions: “Please rank the top three transportation or parking solutions you would like to be explored for Justice HS students and staff (1 being the most preferred).”¹⁵

Option	Priority (Any)	First Priority	Second Priority	Third Priority
E-Scooters	13% (69)	4% (24)	3% (16)	5% (29)
Metro Bus/Fairfax Connector routes	16% (84)	6% (35)	5% (27)	4% (22)
More public street parking available	54% (289)	29% (157)	15% (79)	10% (53)
Nearby off-campus permit parking	46% (249)	11% (59)	22% (121)	13% (69)
Relatively low-cost options for shorter term parking solutions on Justice campus	25% (137)	5% (25)	9% (49)	12% (63)
Relatively high-cost options for longer term parking solutions on Justice campus	24% (128)	9% (47)	6% (33)	9% (48)
Rented bike share	6% (32)	1% (5)	3% (15)	2% (12)
Safety improvements to walking routes	16% (89)	6% (30)	5% (26)	6% (33)
Safety improvements to biking routes	4% (22)	<1% (2)	1% (7)	2% (13)
Safety improvements to school buses (i.e., enough seating)	13% (68)	5% (27)	3% (17)	4% (24)
School attendance boundary adjustment	14% (77)	3% (17)	4% (22)	7% (38)

Table A-27: Frequency of Student Themes Regarding Parking Solutions: “If you have other transportation or parking solutions you would like to be explored, please state them here.”¹⁶

Theme	Percent of student responses with this theme
Add parking to Justice Park	22% (17)
Expand existing parking lot	13% (10)
Construct additional parking lot	7% (5)
Construct a parking garage	5% (4)

¹⁵ This item was only asked of students who thought parking solutions should be explored OR students who were not sure if parking solutions should be explored.

¹⁶ This item was only asked of students who thought parking solutions should be explored OR students who were not sure if parking solutions should be explored.

Improve pedestrian conditions	3% (2)
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Table A-28: Student Views of Safety Walking to School: “Do you have a safe route to walk to school?”

Response	Percent (n)
Yes	55% (312)
No	25% (141)
I’m not sure	20% (110)

Table A-29: Student Views of Safety Taking FCPS Bus to School: “Is your assigned school bus a safe option to get to school (i.e., enough seats)?”

Response	Percent (n)
Yes	53% (300)
No	8% (47)
I don’t have an assigned school bus	24% (134)
I’m not sure	15% (87)

Table A-30: Student Views of Safety Biking to School: “Do you have a safe route to bike to school?”

Response	Percent (n)
Yes	35% (196)
No	30% (169)
I’m not sure	36% (202)

Table A-31: Student Home Proximity to Justice HS: “How close do you live to Justice HS?”

Proximity	Percent (n)
Within a quarter mile of the school	16% (99)
Between a quarter mile and a half mile from the school	13% (82)
Between a half a mile and a mile from the school	20% (129)
More than a mile from the school but within the attendance boundary	29% (184)
Outside of the Justice attendance boundary	TS
I'm not sure	20% (130)

Family Results

Table A-32: Families' affiliation to JHS: “Please select what best represents your affiliation to Justice High School (JHS).”

Response	Percent (n)
Parent of current Justice High School Student	70% (323)
Not a current Justice High School parent, but a parent of school aged child in Justice High School Pyramid	31% (142)

Table A-33: Family Report of Student Transportation Modalities: “How does your student get TO/FROM school most of the time?”

Mode of Transportation	Parents of Current JHS Student		Parents of Student in JHS Pyramid, but not JHS	
	Before School	After School	Before School	After School
FCPS School Bus	46% (146)	45% (143)	59% (82)	67% (95)
Walk	13% (42)	14% (46)	7% (10)	8% (11)
Dropped off/picked up by a car	19% (60)	15% (49)	29% (40)	21% (30)
Drive themself	10% (33)	11% (34)	1% (2)	1% (1)
Drive themself and others	7% (21)	6% (20)	0% (0)	0% (0)
Ride with another student driver	3% (9)	3% (9)	0% (0)	0% (0)
Metro Bus/Fairfax Connector	TS	TS	0% (0)	0% (0)
Bike	TS	TS	0% (0)	0% (0)
E-Scooter	0% (0)	0% (0)	0% (0)	0% (0)
Other	2% (7)	5% (17)	4% (6)	3% (4)

Table A-34: Family Report of Student Transportation Considerations When Missing the Bus: “If your child misses the school bus, what options would you consider to get to school? (select all that apply)”¹⁷

Mode of Transportation	Percent (n)
Ask a friend or family member for a ride.	21% (100)
Take a taxi, Uber, Lyft, etc.	9% (43)
Metro Bus or Fairfax Connector	3% (14)
Walk	6% (28)
Bike	2% (8)
Rented bike share	0% (0)
E-Scooter	<1% (1)
N/A – this is not an issue for me.	1% (6)
Other	1% (6)

Table A-35: Family Report of Students’ Reasons for Riding by Car to/from School: “Which of the following requires your child to travel by car to/from school? (Select all that apply)”¹⁸

Reason	Percent (n)
After school job or internship	16% (27)
Shortened school day or academy classes	15% (25)
After school activities that meet every day (e.g., sports)	48% (79)
After school activities that do not meet every day (e.g., clubs)	16% (27)
Family obligations (e.g., taking care of relatives)	9% (15)
Other	6% (11)
None of the above	8% (13)

¹⁷ This item was only asked of families who reported that their child takes the bus to school.

¹⁸ This item was only asked of families who reported students driving to school.

Table A-36: Families’ Opinion about Parking: “Which best describes your opinion about parking at Justice HS?”

Response	Parents of Current JHS Student	Parents of Student in JHS Pyramid, but not JHS
It is a major problem that should be a top priority.	29% (92)	25% (35)
It is a problem but there are other issues that should take priority over it.	31% (97)	20% (28)
It is a minor problem that is not a priority.	8% (24)	4% (5)
It is not a problem at all.	8% (24)	3% (4)
I have no opinion about the parking at Justice HS.	25% (79)	48% (66)

Table A-37: Prospective Families’ View of Parking in Relation to Whether to Send their Child to School there: “How much would the parking situation at Justice HS influence whether you would send your child to school there?”

Response	Percent (n)
The parking situation would be a strong factor against sending my child to Justice.	6% (7)
The parking situation would be a moderate factor against sending my child to Justice.	14% (15)
The parking situation would be a mild factor against sending my child to Justice.	16% (17)
The parking situation would not factor into my decision about sending my child to Justice.	45% (49)
Not applicable to me.	20% (22)

Table A-38: Families' View of Parking in Relation to Whether to Volunteer or Attend Events: "How much does the parking situation at Justice influence whether you volunteer or attend events at Justice HS?"

Response	Percent (n)
The parking situation is a strong factor against my volunteering or attending events at Justice.	22% (84)
The parking situation is a moderate factor against my volunteering or attending events at Justice.	20% (78)
The parking situation is a mild factor against my volunteering or attending events at Justice.	14% (55)
The parking situation does not factor into my decisions about volunteering or attending events at Justice.	23% (88)
Not applicable to me.	21% (80)

Table A-39: Families' Views of Whether Parking Solutions Should Be Explored: "Do you think transportation or parking solutions should be explored for Justice HS students and staff?"

Response	Parents of Current JHS Student	Parents of Student in JHS Pyramid, but not JHS
Yes, I think transportation or parking solutions should be explored.	69% (210)	60% (83)
No, I think the Justice HS parking facilities are adequate.	10% (29)	4% (6)
I'm not sure.	22% (67)	36% (49)

Table A-40: Families’ Priority Rating of Potential Solutions: “Please rank the top three transportation or parking solutions you would like to be explored for Justice HS students and staff (1 being the most preferred).”¹⁹

Option	Priority (Any)	First Priority	Second Priority	Third Priority
E-Scooters	4% (15)	1% (6)	1% (4)	1% (5)
Metro Bus/Fairfax Connector routes	8% (34)	3% (14)	1% (4)	4% (16)
More public street parking available	34%(143)	17% (72)	10% (43)	7% (28)
Nearby off-campus permit parking	36%(153)	11% (48)	15% (65)	10% (40)
Relatively low-cost options for shorter term parking solutions on Justice campus	21% (88)	5% (22)	9% (38)	7% (28)
Relatively high-cost options for longer term parking solutions on Justice campus	16% (69)	7% (28)	5% (19)	5% (22)
Rented bike share	3% (12)	1% (3)	1% (3)	1% (6)
Safety improvements to walking routes	21% (88)	7% (29)	6% (27)	8% (32)
Safety improvements to biking routes	12% (50)	3% (14)	5% (23)	3% (13)
Safety improvements to school buses (i.e., enough seating)	14% (61)	6% (26)	4% (18)	4% (17)
School attendance boundary adjustment	12% (50)	4% (15)	2% (9)	6% (26)

¹⁹ This item was only asked of staff who thought parking solutions should be explored OR staff who were not sure if parking solutions should be explored.

Table A-41: Frequency of Families' Themes Regarding Parking Solutions: "If you have other transportation or parking solutions you would like to be explored, please state them here."²⁰

Theme	Percent of family responses with this theme
Multi-level Parking Solution (ex. Parking garage, underground parking)	22% (13)
Pave Justice Park	15% (9)
Create Additional Parking (unspecified location)	5% (3)
Sanction School-Exclusive Street Parking	5% (3)
Expand Peace Valley Lane Parking	5% (3)
Create Designated Visitor/Short-term Parking	5% (3)
Implement Traffic Coordination	3% (2)
Utilize Unused Public Parking Lot	3% (2)

Table A-42: Family Views of Child's Safety Walking to School: "Does your child have a safe route to walk to school?"

Response	Percent (n)
Yes	38% (123)
No	46% (147)
I'm not sure	16% (52)

²⁰ This item was only asked of families who thought parking solutions should be explored OR families who were not sure if parking solutions should be explored.

Table A-43: Family Views of Safety Taking FCPS Bus to School: “Is your child’s assigned school bus a safe option to get to school (i.e., enough seats)?”

Response	Percent (n)
Yes	63% (200)
No	6% (18)
My child does not have an assigned school bus	18% (56)
I’m not sure	14% (46)

Table A-44: Family Views of Safety Biking to School: “Does your child have a safe route to bike to school?”

Response	Percent (n)
Yes	25% (78)
No	52% (166)
I’m not sure	23% (74)

Table A-45: Families’ Home Proximity to Justice HS: “How close do you live to Justice HS?”

Proximity	Percent (n)
Within a quarter mile of the school	11% (50)
Between a quarter mile and a half mile from the school	7% (33)
Between a half a mile and a mile from the school	18% (82)
More than a mile from the school but within the attendance boundary	45% (209)
Outside of the Justice attendance boundary	6% (28)
I’m not sure	13% (60)

Community Results

Table A-46: Community members' affiliation to JHS: "Which best describes your affiliation to Justice High School (JHS)?"

Response	Percent (n)
Justice HS Alumni	8% (18)
Parent of Justice HS Alumni	18% (42)
Resident in Justice HS boundary	65% (154)
Member of an organization that utilizes Justice HS facilities	2% (5)
Other	8% (19)

Table A-47: Community Members' Home Proximity to Justice HS: "How close do you live to Justice HS?"

Proximity	Percent (n)
Within a quarter mile of the school	35% (84)
Between a quarter mile and a half mile from the school	23% (54)
Between a half a mile and a mile from the school	20% (47)
More than a mile from the school but within the attendance boundary	16% (38)
Outside of the Justice attendance boundary	5% (11)
I'm not sure	2% (5)

Table A-48: Community Members' Opinion about Parking: "Which best describes your opinion about parking at Justice HS?"

Response	Percent (n)
It is a major problem that should be a top priority.	40% (87)
It is a problem but there are other issues that should take priority over it.	30% (66)
It is a minor problem that is not a priority.	12% (26)
It is not a problem at all.	7% (16)
I have no opinion about the parking at Justice HS.	11% (23)

Table A-49: Community Members' Perception of Parking Volume: "Since April 2023, how would you describe street parking in your neighborhood?"

Response	Percent (n)
Often less parking space available than before.	74% (55)
Sometimes less parking space available than before.	7% (5)
Sometimes more parking available than before.	0% (0)
Often more parking space available than before.	0% (0)
I have not noticed any changes.	16% (12)
I'm not sure.	3% (2)

Table A-50: Community Members' View of Students and Staff Parking in Neighborhood: "If Justice HS students or staff park in your neighborhood, does it bother you?"

Response	Percent (n)
Yes	77% (57)
No	23% (17)

Table A-51: Frequency of Community Members' Themes Regarding Why Students and Staff Parking in Neighborhood Bothers Them: "If you answered yes to the previous question, please describe why."²¹

Theme	Percent of community responses with this theme
Safety Concern	62% (37)
Littering Issue	40% (24)
Illegal Parking	32% (19)
Limits Parking for Residents	18% (11)
Traffic Issue	13% (8)

Table A-52: Community Members' View of Parking in Relation to Whether to Send their Child to School there: "How much would the parking situation at Justice HS influence whether you would send your child to school there?"

Response	Percent (n)
The parking situation would be a strong factor against sending my child to Justice.	5% (10)
The parking situation would be a moderate factor against sending my child to Justice.	8% (15)
The parking situation would be a mild factor against sending my child to Justice.	12% (22)
The parking situation would not factor into my decision about sending my child to Justice.	32% (61)
Not applicable to me.	43% (82)

²¹ This item was only asked of community members who reported being bothered by students and staff parking in the neighborhood.

Table A-53: Community Members' View of Parking in Relation to Whether to Volunteer or Attend Events: "How much does the parking situation at Justice influence whether you volunteer or attend events at Justice HS?"

Response	Percent (n)
The parking situation is a strong factor against my volunteering or attending events at Justice.	15% (30)
The parking situation is a moderate factor against my volunteering or attending events at Justice.	8% (15)
The parking situation is a mild factor against my volunteering or attending events at Justice.	8% (16)
The parking situation does not factor into my decisions about volunteering or attending events at Justice.	38% (75)
Not applicable to me.	32% (63)

Table A-54: Community Members' Views of Whether Parking Solutions Should Be Explored: "Do you think transportation or parking solutions should be explored for Justice HS students and staff?"

Response	Percent (n)
Yes, I think transportation or parking solutions should be explored.	76% (168)
No, I think the Justice HS parking facilities are adequate.	17% (37)
I'm not sure.	7% (16)

Table A-55: Community Members' Priority Rating of Potential Solutions: "Please rank the top three transportation or parking solutions you would like to be explored for Justice HS students and staff (1 being the most preferred)."²²

Option	Priority (Any)	First Priority	Second Priority	Third Priority
E-Scooters	3% (6)	0% (0)	2% (3)	2% (3)
Metro Bus/Fairfax Connector routes	17% (32)	8% (14)	5% (9)	5% (9)
More public street parking available	21% (39)	9% (17)	7% (12)	5% (10)
Nearby off-campus permit parking	40% (73)	17% (31)	11% (20)	12% (22)
Relatively low-cost options for shorter term parking solutions on Justice campus	34% (62)	9% (17)	18% (34)	6% (11)
Relatively high-cost options for longer term parking solutions on Justice campus	38% (70)	16% (29)	10% (19)	12% (22)
Rented bike share	5% (9)	1% (2)	1% (2)	3% (5)
Safety improvements to walking routes	27% (49)	9% (17)	7% (13)	10% (19)
Safety improvements to biking routes	14% (26)	1% (2)	10% (19)	3% (5)
Safety improvements to school buses (i.e., enough seating)	17% (31)	5% (10)	3% (5)	9% (16)
School attendance boundary adjustment	17% (32)	5% (10)	4% (8)	8% (14)

²² This item was only asked of staff who thought parking solutions should be explored OR staff who were not sure if parking solutions should be explored.

Table A-56: Frequency of Community Members' Themes Regarding Parking Solutions: "If you have other transportation or parking solutions you would like to be explored, please state them here."²³

Theme	Percent of community responses with this theme
Parking Garage	15% (9)
Incentivize/Improve Public Transportation	13% (8)
Utilize Unused Public Parking Lots/Satellite Parking	10% (6)
Add Parking to Justice Park	8% (5)
Expand School Bus Routes/Increase Numbers of Buses	8% (5)
Senior Only Student Parking	7% (4)
Priority Parking for Carpool	7% (4)
Create School-Exclusive Street Parking	5% (3)
Pave Basketball Courts for Parking	5% (3)
Eliminate School Parking in Residential Streets	5% (3)
Lottery System for Student Parking every Semester	3% (2)

²³ This item was only asked of community members who thought parking solutions should be explored OR community members who were not sure if parking solutions should be explored.

Appendix D: Walking + Biking Route Assessment Results

The following 6 pages contains the executive summary of the Justice High School Walking and Biking Routes Assessment



Executive Summary: Justice High School Walking and Biking Routes Assessment

Date of Assessment: Thursday, December 12, 2024, at 7:00 AM

Attendees: Merari Zemany, Derrick Gwyn, Mark Doehnert, Kathleen Brown, and Kim Lanoue

Overview

The assessment aimed to evaluate the current conditions of walking and biking routes around Justice High School to identify challenges and propose mitigation strategies for safer student travel. Key areas observed included Peace Valley Lane, Mansfield Road, Vista Drive, Wilkins Drive, Nevius Street, and Glenmore Drive.

Key Observations

1. Traffic Congestion:

- Arrival and dismissal times are significantly impacted by the volume of car riders, walkers, and buses.
- Narrow intersections and critical oncoming traffic issues on Peace Valley Lane exacerbate congestion.

2. Safety Concerns:

- **Vista Drive:**
 - Lack of sidewalks forces students to walk along the roadside, creating unsafe conditions with passing vehicles.
 - Bushes overgrow into the sidewalk area, discouraging use and further reducing safe walking options.
- **Crosswalks:**
 - Critical intersections across the assessed areas lack marked crosswalks, putting pedestrians at risk.
- **Signage and Traffic Control:**
 - There is a clear need for additional signage, crossing guards, and traffic calming measures like speed monitors and lane markings to reduce congestion and enhance safety.

3. Specific Needs Identified:

- **Peace Valley Lane:**

- High volume of oncoming traffic during peak hours requires better traffic control measures.
- **Vista Drive:**
 - Overgrown vegetation must be trimmed to encourage sidewalk usage.
 - Installation of sidewalks on the road's opposite side is urgently needed to prevent students from walking on unsafe roadside paths.

Recommendations

- **Infrastructure Enhancements:**
 - Install and clearly mark crosswalks at critical intersections.
 - Repair uneven and broken sidewalks and prioritize filling in sidewalks gap.
 - Trim overgrown bushes along Vista Drive and assess areas for new sidewalk installation.
- **Traffic Management:**
 - Deploy crossing guards at high-traffic intersections during arrival and dismissal times.
 - Install speed monitoring devices and traffic signs to manage vehicle flow more effectively.
- **Long-Term Improvements:**
 - Evaluate the feasibility of traffic signal adjustments or roundabout installations at key intersections.
 - Expand sidewalk networks to encourage walking and biking as safer alternatives to car ridership.

This assessment highlights the pressing need for actionable steps to improve the safety and efficiency of walking and biking routes around Justice High School. Implementing these recommendations will promote safer, more accessible travel options for students and mitigate traffic congestion during peak hours.

Photographs



Photo 1:
Critical intersections across the assessed areas lack marked crosswalks, putting students at risk



Photo:2

High volume of oncoming traffic during peak hours requires better traffic control measures.



Photo:3

Uneven and broken sidewalks

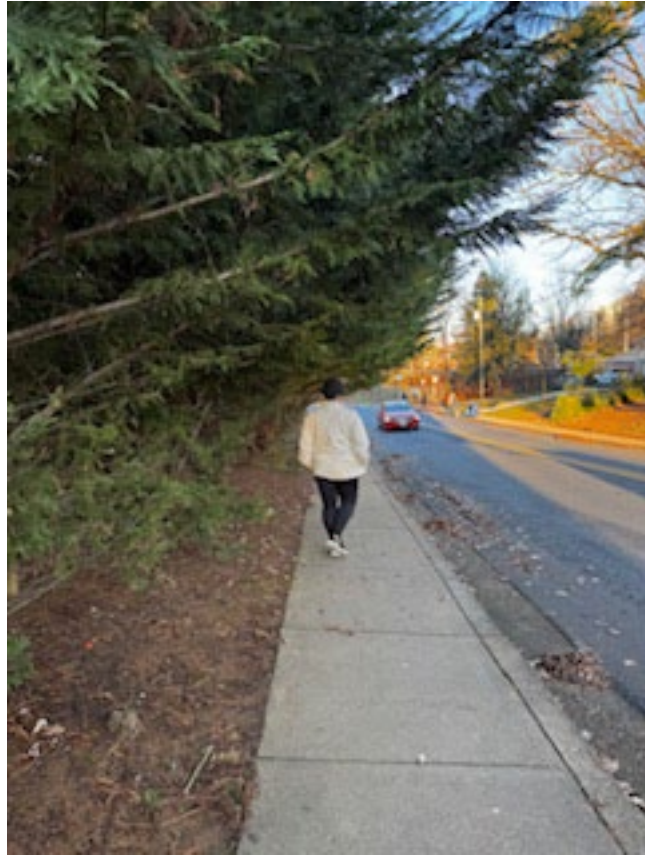


Photo: 4

Overgrown bushes along Vista Drive



Photo:5

Installation of sidewalks on the road's opposite side is urgently needed to prevent students from walking on unsafe roadside paths.