



**ACTIVE  
SCHOOL  
NEIGHBORHOOD  
CHECKLIST**

## Acknowledgments

The Safe Routes To School (SRTS) Program of the Arizona Department of Transportation assembled a multi-disciplinary task force to address the issue of school siting, and how it can affect children's health. The following agencies and organizations contributed much time and expertise to the development of this product. The Active School Neighborhood Checklist (ASNC) project coordinator wishes to express his appreciation to them:

Alaska Department of Transportation, SRTS Program  
Arizona Department of Health Services  
Arizona School Facilities Board  
Association of Pedestrian and Bicycle Professionals  
Council of Educational Facility Planners International (CEFPI)  
City of Phoenix Street Transportation Department  
Florida Department of Transportation, SRTS Program  
Mississippi Department of Transportation, SRTS Program  
National Center for Safe Routes To School  
National Trust for Historic Preservation  
New Mexico Department of Transportation, SRTS Program  
Phoenix Children's Hospital  
Safe Routes To School National Partnership  
University of California Los Angeles, School of Public Health  
University of New Mexico, Prevention Research Center  
U.S. Department of Housing and Urban Development, Phoenix office  
U.S. Environmental Protection Agency, Smart Growth Program  
U.S. Centers for Disease Control and Prevention  
Virginia Department of Transportation, SRTS Program

Brian Fellows  
Arizona Department of Transportation  
Safe Routes To School Program Coordinator  
Active School Neighborhood Checklist project coordinator



# Active School Neighborhood Checklist

## Call to Action

Today, nearly one in every three (or more than 23 million) children in the US are overweight or obese<sup>1</sup> and physical inactivity contributes to this high prevalence of overweight.<sup>2</sup> Children who carry their obesity into adolescence have up to an 80 percent chance of developing an associated chronic disease (like high blood pressure, high cholesterol and diabetes).<sup>3,4,5</sup> This childhood obesity epidemic is the result of the interaction of three identified factors: genetic, behavioral and environmental.<sup>6</sup> Two of these factors are associated with an ever-decreasing amount of physical activity in the lives of our children due, in part, to how our communities are built. For example, a lack of sidewalks, safe bike paths, and parks in neighborhoods can discourage children from walking or biking to school as well as from participating in physical activity.<sup>7</sup>

The term “built environment” refers to spaces such as buildings and streets that are deliberately constructed as well as outdoor spaces that are altered in some way by human activity.<sup>2</sup> There is growing research and policy interest in active living, defined as “a way of life that integrates physical activity into daily routines.”<sup>8</sup> In recent years, many highly respected medical and health organizations have made declarations, policy statements, and launched campaigns to address built environment and its role in reversing the childhood obesity epidemic.<sup>2, 9, 10</sup>

In the late 1990s, the U.S. Centers for Disease Control and Prevention declared an ‘epidemic’ of obesity and diabetes. Much of the epidemic has been caused by an ever-decreasing amount of physical activity in the lives of our children due, in part, to how our communities are built. Since then, many highly respected medical and health organizations have made similar declarations and policy statements, and have launched campaigns to reverse the epidemic.

The aim of the Active School Neighborhood Checklist (ASNC) is to provide decision makers with a quantitative tool for evaluating the potential long-term health impacts of candidate school sites on the children who will attend them. The logic of ASNC is based on existing research that the built environment can have an effect on either encouraging or preventing people of all ages from walking and bicycling safely to various destinations.

School aged children can be particularly affected by built environment barriers. By selecting walkable school sites and constructing school campuses that allow and encourage students to safely walk and bicycle to school we provide more



opportunities for students to be physically active. For example, factors like school location and quality of the built environment between home and school effect how many children will walk and bike to school.<sup>12</sup>

By completing this survey for each of your proposed school sites, scoring them, and comparing them, you may find that one site clearly is more preferable than the others. It is our desire that you will take these scores into consideration when you select your site. If there is only one candidate site, simply compare its ASNC score to the key that is provided at the end of this document. In this way you can get a better idea of the walkability, bikeability, traffic safety, and long-term health effects of your single site.

For some of the more specialized questions, we recommend that you consult with the Public Works, Transportation, Engineering, or Planning departments of the community in which the proposed school site is located. We also recommend that you consider assembling a team to assist in performing these surveys. Team members can include the aforementioned disciplines, but also those representing a health/medical field, the school district, the future school, and the Parent Teacher Organization (PTO/PTA). Putting in place both of these recommendations will provide a much more accurate score for your site.

## References

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2. American Academy of Pediatrics, Committee on Environmental Health. 2009. The built environment: designing communities to promote physical activity in children. *Pediatrics*. 123(6):1591-1598.
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4. U.S. Centers for Disease Control and Prevention. Third national health and nutrition examination survey (NHANES III), 1988-94. Available at: [ftp://ftp.cdc.gov/pub/Health\\_Statistics/NCHS/Datasets/NHANES/NHANESIII/2A/YOUTHK-acc.pdf](ftp://ftp.cdc.gov/pub/Health_Statistics/NCHS/Datasets/NHANES/NHANESIII/2A/YOUTHK-acc.pdf). Accessed June 5, 2009.
5. Calle, E., C. Rodriguez, K. Walker-Thurmond, and M.J Thun. 2003. Overweight, obesity, and mortality from cancer in a prospectively studied cohort of U.S. adults. *The New England Journal of Medicine*. 348(17):1625-38.



6. U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity. Rockville, MD: Public Health Service, Office of the Surgeon General, 2001.
7. Institute of Medicine. Preventing Childhood Obesity-Health in the Balance. The National Academies Press, Washington, DC; 2005.
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10. U.S. Centers for Disease Control and Prevention. Recommended community strategies and measurements to prevent obesity in the United States. 2009. *Morbidity and Mortality Weekly Report*. 58(RR07);1-26.
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12. Environmental Protection Agency. EPA 231-R-03-004. Travel and Environmental Implications of School Siting. Washington, DC: Environmental Protection Agency; 2003.

## Program Benefits

By submitting your ASNC assessment for scoring, your organization benefits – whether your score is low or high. Higher scoring applicants will be eligible to receive public recognition and related products for their accomplishments, including an official ASNC designation. This designation has many benefits of promoting walkability, bikeability, physical activity, and overall better health both for students within your community and through friendly competition with other schools, school districts, and communities.

Lower scoring applicants will be eligible for free technical and planning assistance to help them improve their policies and programs, as well as the built environment around their school and surrounding neighborhoods.



## Criteria and Scoring

The Active School Neighborhood Check list is divided into six sections:

<u>Section</u>	<u>% of Total Score</u>
<ul style="list-style-type: none"><li>• <u>Supportive Policies and Programs</u><ul style="list-style-type: none"><li>- Safe Routes To School</li><li>- School and Planning</li></ul></li></ul>	13%
<ul style="list-style-type: none"><li>• <u>Walking/Bicycling Zone</u><ul style="list-style-type: none"><li>- Distance</li></ul></li></ul>	16%
<ul style="list-style-type: none"><li>• <u>School and Property</u><ul style="list-style-type: none"><li>- School size, enrollment</li><li>- Campus size</li></ul></li></ul>	24%
<ul style="list-style-type: none"><li>• <u>Street Profile</u><ul style="list-style-type: none"><li>- Speed limits</li><li>- Traffic lanes</li></ul></li></ul>	20%
<ul style="list-style-type: none"><li>• <u>Pedestrian and Bicycle Facilities and Safety</u><ul style="list-style-type: none"><li>- Bike lanes, routes, and paths</li><li>- Sidewalks</li><li>- Crosswalks</li></ul></li></ul>	15%
<ul style="list-style-type: none"><li>• <u>Remedial Pedestrian and Bicycle Facilities</u><ul style="list-style-type: none"><li>- Pedestrian-activated crossing signals</li><li>- Raised medians / pedestrian refuges</li></ul></li></ul>	6%
<ul style="list-style-type: none"><li>• <u>Connectivity and Convenience</u><ul style="list-style-type: none"><li>- Cul-de-sacs</li></ul></li></ul>	6%
<ul style="list-style-type: none"><li>• <u>Health Component</u></li></ul>	xx% (To Be Determined)



## How To Complete This Checklist

In order to properly complete this checklist, qualify for additional ASNC benefits, resources, and Arizona Safe Routes To School application points you must use a team approach. Because there is a broad range of answers required, you should have at least three (3) members on your team. Below are the recommended areas of expertise and functions that your team should include:

### **Technical/engineering** (mandatory member)

- Traffic, transportation, or civil engineer from the city or county of the proposed school

### **School** (mandatory member)

- Principal or assistant principal
- School nurse
- PTA/parent representative

### **Health** (highly advisable)

- Physical education teacher
- County health department representative
- State department of public health representative
- Other health/wellness professional

### **School district** (mandatory member)

- Transportation coordinator
- **Risk management director**
- School health advisory council member

### **City/policy** (highly advisable)

- Transportation, transit, or public works department representative
- City bicycle and pedestrian coordinator
- **Planning department representative**
- **Police/school resource officer involved in traffic/pedestrian/bike safety**

**Please include the following information when you submit your checklist:**

**On what dates did your team meet?** \_\_\_\_\_

### **Your ASNC Team Roster:**

Team member (mandatory): \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member (mandatory): \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member (mandatory): \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_



## **The Walkabout**

When you have assembled your team, it is highly advisable to conduct a 'walkabout.' A walkabout is an assessment of the built environment of your school and its surrounding neighborhoods *on foot*. You should invite people who represent the above professions and other groups.

The preferred instrument for guiding and documenting your walkabout is called the Walkability Checklist. You can download the Walkability Checklist at <http://www.walkinginfo.org/>.

### **Please include the following information when you submit your checklist:**

**On what dates did you hold your walkabout?** \_\_\_\_\_

#### **Who attended your walkabout?**

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Team member: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Other attendee: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Other attendee: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Other attendee: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_





## Applicant Contact Information

\_\_\_\_\_  
Name of applicant/organization

\_\_\_\_\_  
Name of community (city, county, tribal community)

\_\_\_\_\_  
School district superintendent

\_\_\_\_\_  
Superintendent's phone number

\_\_\_\_\_  
Applicant/organization address

\_\_\_\_\_  
Address (line 2)

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
ZIP code

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Web site

### Send your completed ASNC document to:

Brian Fellows  
Arizona Department of Transportation  
1615 W. Jackson Street, EM10  
Phoenix, Arizona 85007

[bfellows@azdot.gov](mailto:bfellows@azdot.gov)  
(602) 712-8010



## Supportive Policies and Programs

This section seeks information about the program, policies, and strategies your community uses to guide the development of walk- and bike-friendly features of the public right of way and encourage people to use them. If the community (city, town, county, school district) in which the school resides engages in, or has adopted/updated, any of the following policies or programs, and any of them affect the proposed school, award the appropriate points for each. For additional clarification on these policies and terminology, Arizona applicants can consult <http://www.commerce.state.az.us/SmartGrowth>:

<b><u>Safe Routes To School</u></b> (circle all points that apply)	<b><u>No or Don't know</u></b>	<b><u>Yes</u></b>
<b><u>Active city/county/district-wide Safe Routes to School (SRTS) program</u></b> . . . . .	<b>0</b>	<b>2</b>
<u>Definition:</u> SRTS programs focus on making it safer and easier for students to walk and bicycle safely to school.		
<b><u>Walking and bicycling events, activities, and clubs</u></b> . . . . .	<b>0</b>	<b>1</b>
<u>Definition:</u> Frequently held formal or informal events that encourage students to walk or bike to school. These can include walking school buses or bicycle trains, in which children walk or bicycle to school and are escorted by adults. Can also include International Walk To School Day/Week, Walking Wednesdays, or other related events.		
<b><u>Walkability or Bikeability audits or SRTS maps</u></b> . . . . .	<b>0</b>	<b>0.5</b>
<u>Definition:</u> By auditing and assessing walking/biking routes and creating maps indicating the safest routes to school, communities can help educate students and families about the best routes to take. If the audit or map is no more than two years old, award the points.		
<b><u>School- or district-wide policies that <i>prohibit</i> walking/bicycling to school</u></b> . . . . .	<b>0</b>	<b>-3</b>
<b>Sub-total – Safe Routes To School</b> _____ points (out of <b>3.5</b> points)		



<b><u>School and Planning</u></b> (circle all points that apply)	<b><u>No or Don't know</u></b>	<b><u>Yes</u></b>
<b><u>Facility joint use policy</u></b> ..... 0	0	1 points
<u>Definition:</u> requiring or rewarding the joint use – or sharing -- of athletic, park, or other facilities between schools, city/county parks, or other public/municipal entities.		
<a href="http://nplanonline.org/products/fifty-state-scan-laws-addressing-community-use-schools">http://nplanonline.org/products/fifty-state-scan-laws-addressing-community-use-schools</a>		
<b><u>Policies that minimize school size and/or promote non-sprawl locations</u></b> ..... 0	0	2
<u>Definition:</u> these can be based on school enrollment, school 'footprint,' school location, or other limitations.		
<b><u>Collaborative School Planning</u></b> ..... 0	0	2
The school district and the municipality actively work together to select the school site and/or design the school.		
<b><u>Transit Oriented Development policy/ordinance</u></b> ..... 0	0	0.5
<u>Definition:</u> land use guidelines that focus on encouraging people to use public transportation. Among its features are clusters – usually called 'nodes' – of residential, commercial, retail, and employment surrounding transit stops or stations. <b>This policy should include pedestrian-friendly block length standards and connectivity standards for new developments.</b>		
<b><u>Policies that encourage or reward reuse/rehab of existing buildings</u></b> ..... 0	0	0.5
<u>Definition:</u> the intent is to discourage unnecessary sprawl and encourage in-fill development.		
<b>Sub-total – School and Planning</b> _____ points (out of 6 points)		

<b><u>Health and Wellness</u></b> (circle all points that apply)	<b><u>No or Don't know</u></b>	<b><u>Yes</u></b>
<b><u>School Wellness Policy that promotes walking/bicycling to schools</u></b> ..... 0	0	1 point
<b><u>Healthy Communities, Active Living, Community Health policies</u></b> ..... 0	0	0.5
<u>Definition:</u> City- or county-sponsored health initiatives with a school component.		
<b>Sub-total – Health and Wellness</b> _____ points (out of 1.5 points)		

<b><u>Transportation and Safety</u></b> (circle all points that apply)	<b><u>No or Don't know</u></b>	<b><u>Yes</u></b>
<b><u>Complete Streets policy</u></b> .....	<b>0</b> points	<b>2</b> points
<i>Definition: requires communities to assure that all users of streets (vehicles, bicycles, and pedestrians) are given appropriate and safe ways to use the streets. These sometimes are called "Complete Streets" policies.</i>		
<b><u>Sidewalk/replacement Program</u></b> .....	<b>0</b>	<b>1</b>
<i>Definition: municipality requires sidewalks along both sides of the street.</i>		
<b><u>Annual traffic signing and striping maintenance inspection</u></b> .....	<b>0</b>	<b>0.5</b>
<b><u>Pedestrian or Bicycle Master/Comprehensive Plan</u></b> .....	<b>0</b>	<b>0.5</b>
<i>Definition: any city, county, or regional plan that specifically addresses the current and future safe locations and networks for walking and bicycling, and offer solutions.</i>		
<b><u>School zone speeding enforcement policy</u></b> .....	<b>0</b>	<b>0.5</b>
<b><u>Bicycle helmet law or requirement</u></b> .....	<b>0</b>	<b>0.5</b>
<i>Does the city/town, county, or school have a law or policy requiring that requires students to wear a bicycle helmet?</i>		

**Sub-total – Transportation and Safety** \_\_\_\_\_ points (out of **5** points)

Transfer and add points from the above sub-sections:

- Safe Routes To School -- \_\_\_\_\_ points (out of **3.5** points)
- School and Planning -- \_\_\_\_\_ points (out of **6** points)
- Health and Wellness -- \_\_\_\_\_ points (out of **1.5** points)
- Transportation and Safety -- \_\_\_\_\_ points (out of **5** points)

**Sub-total – Supportive Policies and Programs (p. 10-12)** \_\_\_\_\_ points (out of **16.0** points)





To score Walking/Bicycling Zone section for your proposed site, complete the following:

**Step 1 – Walking/Bicycling Zone Distance**

- 1) Within your entire school enrollment area estimate the average walking/biking distance between where students live and the closest school/property entrance through which pedestrians and bicyclists can pass.
- 2) Circle or highlight all of the barriers that are within your enrollment area as listed in ‘W/B Zone Barriers’ on the page above.
- 3) The routes you measure either must be an existing safe/recommended school routes (for existing school sites) or a future safe/recommended route (for proposed school sites). As you are measuring, if you encounter a W/B Zone Barrier, you must consider the *distance around* it or select another safe/recommended route on the same side of the property.
- 4) Score Walking/Bicycling Zone Distance as follows:

**Elementary schools only: (Do not complete for middle schools or high schools)**

W/B Zone Distance is less than or equal to $\frac{1}{4}$ (0.25) mile	W/B Zone Distance is greater than $\frac{1}{4}$ (0.25) mile but less than $\frac{1}{2}$ (0.50) mile	W/B Zone Distance is greater than $\frac{1}{2}$ (0.50) mile but less than $\frac{3}{4}$ (0.75) mile	W/B Zone Distance is greater than $\frac{3}{4}$ (0.75) mi.
20 points	10	5	0

**Middle schools only: (Do not complete for elementary schools or high schools)**

W/B Zone Distance is less than or equal to $\frac{1}{2}$ (0.50) mile	W/B Zone Distance is greater than $\frac{1}{2}$ (0.50) mile but less than $\frac{3}{4}$ (0.75) mile	W/B Zone Distance is greater than $\frac{3}{4}$ (0.75) mile but less than (1.00) mile	W/B Zone Distance is greater than 1.00 mile
20 points	10	5	0

**High schools only: (Do not complete for elementary schools or middle schools)**

W/B Zone Distance is less than or equal to $\frac{3}{4}$ (0.75) mile	W/B Zone Distance is greater than $\frac{3}{4}$ (0.75) mile but less than 1.00 mile	W/B Zone Distance is greater than 1.00 mile but less than $1\frac{1}{2}$ (1.50) mile	W/B Zone Distance is greater than $1\frac{1}{2}$ (1.50) mi
20 points	10	5	0



**Step 2 – Walking/Bicycling Zone Barriers**

- 5) On the same map highlight your walking attendance boundary.
- 6) Draw on the map the appropriate walking/bicycling distance/radius around your particular elementary, middle, or high school as indicated in the diagram above.
- 7) Estimate the percent (%) of your enrollment area that is free of these W/B Zone Barriers.
- 8) Score Walking/Bicycling Zone Barriers as follows:

% of area that is free of barriers	% of area that is free of barriers	% of area that is free of barriers	% of area that is free of barriers	% of area that is free of barriers	% of area that is free of barriers
0%	More than 0 but less than 25%	Equal to 25% but less than 50%	Equal to 50% but less than 75%	Equal to 75% but less than 100%	100%
<b>-10 points</b>	<b>-8</b>	<b>-6</b>	<b>-4</b>	<b>-2</b>	<b>0</b>

**Scoring the Walking/Bicycling Zone:**

<b>Points from <u>Step 1</u> above</b> <b>(Walking/Bicycling Zone Distance)</b>	<b>+</b>	<b>Points from <u>Step 2</u> above</b> <b>(Walking/Bicycling Zone Barriers)</b>	<b>=</b>	<b>Transfer this answer to Sub-total below</b>
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**Sub-total – Walking/Bicycling Zone (p. 14-15) \_\_\_\_\_ points (out of 20 points)**



## School and Property

The geometric design – the shape – of a school campus plays an integral role in making the campus accessible and safe for pedestrians and cyclists. Another characteristic that reduces the inherent traffic safety concerns of the campus is how vehicles, pedestrians, and bicyclists interact. The following questions address these factors, along with school size, and school enrollment.



Poor: Sprawling campus



Preferred: Compact campus




How many schools are on the campus?	1 school	2 schools	3 or more schools
Points:	2	0	-2
On how many sides of the campus can cyclists and walkers enter the school property from adjacent neighborhoods? (Entry can be via a safe street or driveway, or a sidewalk or path through a fence or gate.)	Access on 3 or more sides	Access on 2 sides	Access on 1 side
Points:	3	1	0

The number of grade levels in a school or campus determines the size of the enrollment area. Combined schools in an already walkable/bikeable area -- that serve more grade levels -- serve a larger area, and thus can promote more walking and bicycling. However, for example, in middle schools that serve 2 or 3 grade levels, students have to travel to a regional school, which usually requires bussing and eliminates the ability for a student to walk or ride their bike.

Number of grade levels the school serves	K-8	K-12	Between five and seven grade levels (any combination)	Four grade levels or fewer (any combination)
For these grade levels award this many points: (Circle only one)	1	2	0	-2



## School and Property (cont'd)

<p><b>How many public streets service the property?</b></p> <p>First, select only <u>one</u> of these scenarios &gt;&gt;</p> <p>Next, answer only for your school type:</p> <ul style="list-style-type: none"> <li>- Elementary school,</li> <li>- Middle school, or</li> <li>- High school</li> </ul>	<p><b>Scenario 1:</b></p> <p>1 street, dead-ending at the school</p> 	<p><b>Scenario 2:</b></p> <p>1 street, adjacent to school property</p> 	<p><b>Scenario 3:</b></p> <p>2 or more streets adjacent to property</p> 
	Points	Points	Points *
<b>Elementary schools:</b>			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-2	-2	0
If the street has 5 or more lanes	-3	-3	-2
<b>Middle schools:</b>			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-2	-2	0
If the street has 5 or more lanes	-3	-3	-1
<b>High schools:</b>			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-3	-2	1
If the street has 5 or more lanes	-3	-2	0
<b>You should have a total of only <u>one</u> answer (circle) above</b>			

\* Base your points in this scenario on the street with the greater number of lanes.



Is bus loading and unloading separated from parent pick-up and drop-off?	Yes	No
Points:	1	-1

**Elementary schools only: (Do not complete for middle schools or high schools)**

<b>What is the school's current enrollment?</b>	<b>0-400</b>	<b>401-600</b>	<b>601-800</b>	<b>801+</b>
Points:	3	2	1	0
<b>Campus size (include all playground/athletic fields):</b>	<b>12 acres or fewer</b>	<b>13-14 acres</b>	<b>15-16 acres</b>	<b>17 acres or more</b>
Points:	4	2	1	0
<b>If you awarded points for <i>Joint Facility Use</i> policies in the Supportive Policies section above, ALSO add points from either <u>A</u> or <u>B</u> below. If not, then proceed to Street Profile.</b>				
<b>A -- "Adopted or updated in the past 1-5 years" --- Points:</b>	1	1	1	1
<b>B -- "Adopted or updated in the past 6-10 years" - Points:</b>	2	2	2	2

<b>For the following question disregard the above enrollment categories</b>				
<b>Percentage of children who live within 1½ mile of the school:</b>	<b>75-100%</b>	<b>50-74%</b>	<b>25-49%</b>	<b>0-24%</b>
Points:	5	3	1	0

**Proceed directly to the Street Profile section**



**Middle/junior high school only: (Do not complete for elementary schools or high schools)**

<b>What is the school's current enrollment?</b>	<b>0-600</b>	<b>601-800</b>	<b>801-1,000</b>	<b>1,001+</b>
<b>Points:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Campus size (include all playground/athletic fields):</b>	<b>24 acres or fewer</b>	<b>25-26 acres</b>	<b>27-28 acres</b>	<b>29 acres or more</b>
<b>Points:</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>If you awarded points for <i>Joint Facility Use</i> policies in the Supportive Policies section above, ALSO add points from either A or B below. If not, then proceed to Street Profile.</b>				
<b>A -- "Adopted or updated in the past 1-5 years" --- Points:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>B -- "Adopted or updated in the past 6-10 years" – Points:</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

<b>For the following question disregard the above enrollment categories</b>				
<b>Percentage of children who live within 1½ mile of the school:</b>	<b>75-100%</b>	<b>50-74%</b>	<b>25-49%</b>	<b>0-24%</b>
<b>Points:</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Proceed directly to the Street Profile section**



**High school only: (Do not complete for elementary schools or middle schools)**

<b>What is the school's current enrollment?</b>	<b>0-800</b>	<b>801-1,100</b>	<b>1,001-1,800</b>	<b>1,801+</b>
<b>Points:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Campus size (include all playground/athletic fields):</b>	<b>35 acres or fewer</b>	<b>36-38 Acres</b>	<b>39-41 acres</b>	<b>42 acres or more</b>
<b>Points:</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>If you awarded points for <i>Joint Facility Use</i> policies in the Supportive Policies section above, ALSO add points from either A or B below. If not, then proceed to Street Profile.</b>				
<b>A -- "Adopted or updated in the past 1-5 years" ----- Points:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>B -- "Adopted or updated in the past 6-10 years" ---- Points:</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

<b>For the following question disregard the above enrollment categories</b>				
<b>Percentage of children who live within 1½ mile of the school:</b>	<b>75-100%</b>	<b>50-74%</b>	<b>25-49%</b>	<b>0-24%</b>
<b>Points:</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>

**Proceed directly to the Street Profile section**

**School and Property (p. 16-21) \_\_\_\_\_ points (out of 29 points)**  
 (Include the scores ONLY for your elementary, middle, or high school site)



## Street Profile

Wide or high speed streets and heavy traffic are the most significant barriers that prevent children from walking or bicycling to school. Not only can transportation infrastructure create physical barriers, it also can encourage undesirable driver behavior.



## Speed limits

The speed at which vehicles travel directly affects the safety of pedestrians and bicyclists. The faster the speed, the greater the risk that a car-pedestrian crash will injure the pedestrian. This category asks you to indicate the presence of various speed limits in your enrollment area. Circle 'Y' or 'N' in each of the four speed limit categories listed. Arizonans, do not include any 15mph school zones.

Speed limit (mph): Is this speed limit posted anywhere in the Walk/Bike Zone?:	(circle one) 30 or less		(circle one) 35		(circle one) 40-45		(circle one) 50 or higher	
	Y	N	Y	N	Y	N	Y	N
Award points in EACH of the four speed limit categories:	3	0	1	2	0	1	-5	2

You should have four answers (circles) above

## Traffic lanes

Within your school's Walking/Bicycling Zone indicate whether or not streets will be present with the number of lanes of traffic listed. Circle 'Y' or 'N' in each of the traffic lane categories listed

Total number of traffic lanes (including TWLTL\*):

Are such streets present within the Walk/Bike Zone?:

Award points in EACH traffic lane category:

Total number of traffic lanes (including TWLTL*): Are such streets present within the Walk/Bike Zone?:	(circle one) 2-lane streets		(circle one) 3-4 lane streets		(circle one) 5-lane streets		(circle one) Streets with More than 6 lanes	
	Y	N	Y	N	Y	N	Y	N
Award points in EACH traffic lane category:	2	0	1	1	-5	1	-6	1

You should have four answers (circles) above

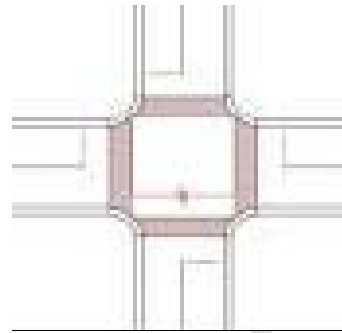
\* TWLTL = Two-way left turn lane (center turn lane)



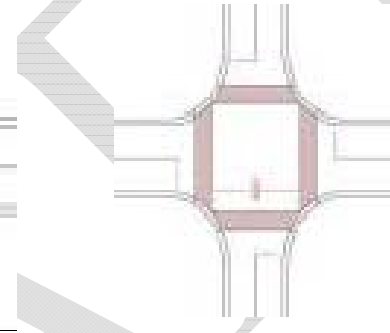
## Street Profile (cont'd)

### Curb radius

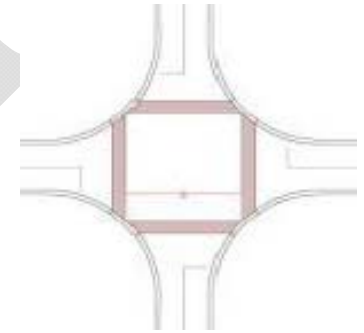
The curb's radius is how it curves at a corner. Larger curb radii can encourage drivers to drive faster, which can be challenging to pedestrians. Smaller curb radii can help prevent vehicles from turning fast. Consider all intersections within the school's Walk-ing/Bicycling Zone, awarding points based on the types that are present. Circle 'Y' or 'N' in each of the curb radius categories listed.



**Small radius**  
(Less than or equal to 20 feet)



**Medium radius**  
(21-39 feet)



**Large radius**  
(Greater than or equal to 40 feet)

Type of curb radius:  
Is this type of curb radius present in the Walk/Bike Zone?:  
Award points in the EACH radius category:

(circle one)		(circle one)		(circle one)	
Small radius		Medium radius		Large radius	
Y	N	Y	N	Y	N
2	0	0.5	1	-2	2
You should have three answers (circles) above					



## Street Profile (cont'd)

### Number of vehicles

In general, pedestrians and bicyclists are at less risk if there are fewer and slower vehicles. In neighborhoods with fewer, slower vehicles, students are more likely to start – or continue -- walking and cycling to school, as compared to neighborhoods with more vehicles travelling faster, all other things being equal. For your proposed school type estimate the number of *vehicles per day* on streets that are adjacent to the school property for years 1 and 5. If your school site is on the corner of two streets, add the total *vehicles per day* from both streets. You can obtain this information from the community's Engineering or Public Works department.

#### Elementary Schools only

Number of vehicles in Year 1	Fewer than 2,000 vehicles per day	2,000-5,000 vehicles per day	More than 5,000 vehicles per day
Points	2	1	0

#### Middle Schools only

Number of vehicles in Year 1	Fewer than 2,000 vehicles per day	2,000-5,000 vehicles per day	More than 5,000 vehicles per day
Points	2	1	0

#### High Schools only

Number of vehicles in Year 1	Fewer than 8,000 vehicles per day	8,000-13,000 vehicles per day	More than 13,000 vehicles per day
Points	2	1	0

Street Profile (p. 22-24) \_\_\_\_\_ points (out of 24 points)



## Pedestrian and Bicycle Facilities and Safety

By routinely providing safe places for all street users we can increase the safety of those users. Doing so also can encourage children – and all people -- to be more physically active.

### Pedestrian and bicycle facilities

These are simply “safe places on which to walk and bike”. If neighborhoods surrounding a school have these facilities, student pedestrians and cyclists have a safer environment for walking and bicycling.



<b>Bike lanes</b>	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
<b>Points:</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Designated bike routes</b>	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
<b>Points :</b>	<b>1</b>	<b>0.5</b>	<b>0</b>
<b>Multi-use paths</b>	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
<b>Points:</b>	<b>2</b>	<b>0.5</b>	<b>0</b>

**You should have three answers (circles) above.**





## Pedestrian and Bicycle Facilities and Safety (cont'd)

### Sidewalks

The presence of sidewalks has been proven to be a significant factor for encouraging people to walk and improving their safety.



<b>Sidewalks</b>	Prevalent throughout Walk/Bike Zone On <u>both</u> sides of street	Present in some cases  Sometimes on only one side of street	No sidewalks within Walk/Bike Zone
<b>Points:</b>	<b>2</b>	<b>1</b>	<b>-2 points</b>

<b>Condition of sidewalks</b>	Good Few or no cracks, buckled or missing sections.	Acceptable Some cracks, buckled or missing sections	Poor Badly neglected and in need of maintenance
<b>Points:</b>	<b>1</b>	<b>0</b>	<b>-1 point</b>

### Marked crosswalks at intersections



<b>Marked crosswalks at intersections</b>	Prevalent throughout Walk/Bike Zone	Present in some cases within Walk/Bike Zone	No marked crosswalks within Walk/Bike Zone
<b>Points:</b>	<b>2</b>	<b>1</b>	<b>-1 points</b>

## Pedestrian and Bicycle Facilities and Safety (cont'd)

### Marked crosswalks *between* intersections

Crosswalks between intersections are called 'mid-block crossings'. Midblock crossings by themselves may not provide a safety benefit. In the following table count **ONLY** mid-block crossings that have an *adult guard* or monitor.



<b>Crosswalks <u>between</u> intersections WITH CROSSING GUARD</b>	Prevalent throughout Walk/Bike Zone	Present in some cases within the Walk/Bike Zone	No such crosswalks within Walk/Bike Zone
<b>Points:</b>	<b>2</b>	<b>1</b>	<b>0 points</b>

### Crossing Guards

Adult crossing guards often are essential for younger children to safely cross wide or high speed streets. This human presence greatly improves the overall crossing safety for pedestrians compared with similar crossings that lack a crossing guard. They also reduce parental fears about allowing their children to walk or bike to school.

Are crossing guards present within the Walk/Bike zone to cross the wide, high speed or busy streets?"

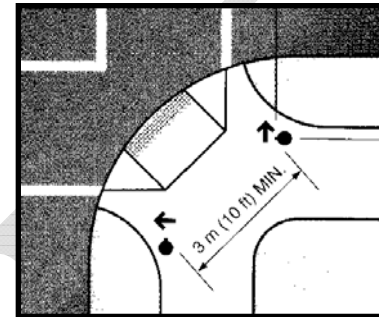
Yes	No
<b>2</b>	<b>0</b>



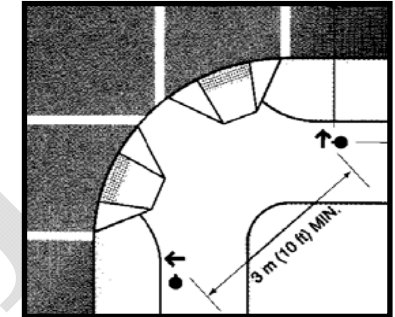
## Pedestrian and Bicycle Facilities and Safety (cont'd)

### Americans With Disabilities Act (ADA) curb ramps

ADA curb ramps benefit many people: children, students hauling wheeled backpacks, parents pushing children in joggers or strollers, elders, and the physically less able. If our designs help these groups, then everyone benefits. The '2 per corner' design is mandatory if *any* federal funds are used on the project.



1 per corner



2 per corner

Is the '2 per corner' ADA ramp design used in the Walk/Bike Zone?

Award this many points (circle only one):

Is the '1 per corner' ADA ramp design used in the Walk/Bike Zone?

Award this many points (circle only one):

If there are <u>neither</u> '2 per corner' nor '1 per corner' ADA ramps in your school's Walk/Bike Zone, award <b>-2 points</b> Then skip to the next question block			
All intersections	Most intersections	Some intersections	None
<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
All intersections	Most intersections	Some intersections	None
<b>2</b>	<b>1</b>	<b>0.5</b>	<b>0</b>
You should have <b>two</b> answers (circles) above			

Pedestrian and Bicycle Facilities and Safety (p. 25-28) \_\_\_\_\_ points (out of 19 points)



## Remedial Pedestrian and Bicycle Facilities

This section compensates applicants that may have lost points in the Walking/Bicycling Zone section. If the community is installing 'remedial' bike/ped facilities, they will recoup some of the points they lost in the Walking/ Bicycling Zone section. If, however, a community already has a more bike/ped-scale transportation system, then it WILL NOT lose points in this section.

### Pedestrian Crossing Signals

Pedestrian "Walk / Don't Walk" signals provide the "walk" or "walking person" symbol for pedestrians wishing to cross the street. These signals can provide a safer condition for crossing the street, compared with intersections that do not have them. In some communities the crossing signal sometimes also provides a longer crossing time for pedestrians. "Countdown clocks" also can improve pedestrian safety.



<b>Pedestrian "Walk / Don't Walk" signals at traffic signals</b>	Prevalent throughout Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
<b>Points:</b>	<b>2</b>	<b>1</b>	<b>-1 point</b>
<b>"Countdown clocks" at traffic signals</b>	Prevalent throughout Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
<b>Points:</b>	<b>1</b>	<b>0.5</b>	<b>0 points</b>

### Raised medians / pedestrian refuges

These are curbed areas that are located in the middle of the street. They provide a safe area for pedestrians who are crossing the street.



Are there any medians/refuges within the Walking/Bicycling Zone?  
Award this many points:

Yes	No
<b>2</b>	<b>0</b>



### **High-intensity Activated crossWalks (HAWK)**

HAWKs are mid-block pedestrian crossing beacons that are activated by a pedestrian push button. A series of overhead signals flash a sequence of yellow and red lights, and stop vehicles in one direction of travel at a time. These are being pioneered by the City of Tucson, Arizona, and are showing an increase in pedestrian safety. They are allowed in the 2009 Manual on Uniform Traffic Control Devices (MUTCD) for midblock crossings." Consult your Public Works, Transportation, or Engineering departments to determine if they're used in your community.



Are any HAWKs installed in the Walking/Bicycling Zone?

Award this many points:

Yes	No
2	0

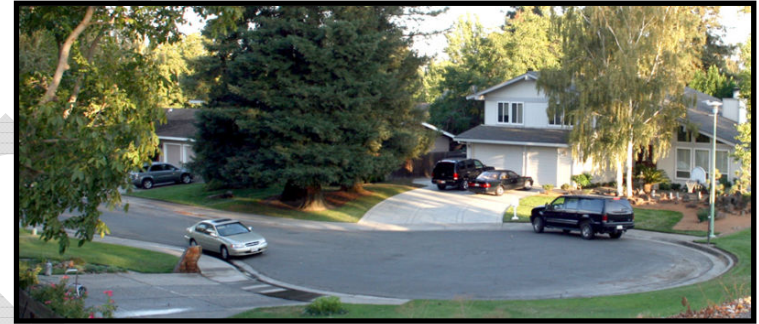
**Remedial Pedestrian and Bicycle Facilities (p. 29-30)** \_\_\_\_\_ points (out of 7 points)



## Connectivity and Convenience

### Cul-de-sacs

Conventional cul-de-sacs do not allow pedestrians or bicyclists to connect to other adjacent facilities or destinations. Because of this characteristic, they can significantly lengthen distances between destinations by causing people to walk far out of their way. This decreases the probability that people will walk and bike. Modern cul-de-sacs provide a paved connection to an adjacent cul-de-sac or street and allow pedestrians and cyclists to pass through. Circle responses for BOTH types of cul-de-sacs.



Conventional cul-de-sac



Cul-de-sac with walkway

Conventional cul-de-sacs	Not present	Some present	Prevalent
Points:	1	-1	-2

Modern cul-de-sacs	Not present	Some present	Prevalent
Points:	0	1	2

You should have two answers (circles) above

Cul-de-sac with walkway



## Connectivity and Convenience (cont'd)

### Population density

In a school enrollment area that contains a higher population density, more students are in closer proximity to the school and therefore more of them can walk and bicycle to school. To obtain this data for your proposed site, follow the procedure below:



**Higher density**



**Lower density**

1. Enter the U.S. Census web site – <http://www.census.gov>
2. Click on *American FactFinder*
3. Click on Data Sets and then highlight/click Decennial Census
4. Select Census 2000 Summary File 1 (SF 1) 100-Percent Data and highlight/click Geographic Comparison Tables
5. At “Select a geographic type,” scroll down the list and select “3-Digit ZIP Code Tabulation Area”
6. At “Select a geographic area,” scroll down the list and select the first three digits of your school site’s ZIP Code (for example, if your school site is in the 85282 ZIP Code you would select 852)
7. Select the table format called 3-Digit ZIP Code Tabulation Area – 5-Digit ZIP Code Tabulation Area and click Next
8. Select the table entitled GCT-PH1. Population, Housing Units, Area, and Density and then click Show Result
9. After the table has been calculated, find your site’s ZIP Code in far left column labeled “5-Digit ZCTA”
10. Follow this line to the right. In the column labeled “Density per square mile of land area,” find the number in the “Population” portion of the column. Use this number to assign points for Year 1.
11. Based on the projected build-out of the neighborhoods surrounding the school, estimate the population density in Year 5.

Current population density in school ZIP (Year 1)	More than 7,000	Between 4,000 and 7,000	Between 2,000 and 4,000	Less than 2,000
Points:	5	3	1	0

**Connectivity and Convenience (p. 31-32) \_\_\_\_\_ points (out of 8 points)**

## Scoring your proposed school site

### Transfer all Sub-total scores from above:

Supportive Policies and Programs (p. 12)	_____ points	out of <b>16</b> points (13%)
Walking/Bicycling Zone (p. 15)	_____ points	out of <b>20</b> points (16%)
School and Property (p. 21)	_____ points	out of <b>29</b> points (24%)
Street Profile (p. 24)	_____ points	out of <b>24</b> points (20%)
Pedestrian and Bicycle Facilities and Safety (p. 28)	_____ points	out of <b>19</b> points (15%)
Remedial Pedestrian and Bicycle Facilities (p. 30)	_____ points	out of <b>7</b> points (6%)
Connectivity and Convenience (p. 32)	_____ points	out of <b>8</b> points (6%)

**GRAND TOTAL** (Add all of the above) \_\_\_\_\_ points out of **123** points

**Health Component** \_\_\_\_\_ points out of **XX** points (To Be Determined)

#### Elementary Schools

Score

| 0 <-----Poor-----> 41 42 <-----Moderate-----> 83 84 <-----Good-----> 123 |

#### Middle Schools

Score

| 0 <-----Poor-----> 41 42 <-----Moderate-----> 83 84 <-----Good-----> 123 |

#### High Schools

Score

| 0 <-----Poor-----> 41 42 <-----Moderate-----> 83 84 <-----Good-----> 123 |

