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:

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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
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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[1] and physical inactivity contributes to this high prevalence of overweight.[2] 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 an diabetes).[3,4,5] This childhood obesity epidemic is the result of the interaction of three identified factors: genetic, behavioral and environmental.[6] 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.[7]

The term "built environment" refers to spaces such as building and streets that are deliberately constructed as well as outdoor spaces that are altered in some way by human activity.[2] There is growing research and policy interest in active living, defined as "a way of life that integrates physical activity into daily routines."[8] 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.[2, 9, 10]

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.[12]

By completing this survey for each of your proposed or existing 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 or existing 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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11. U.S. Centers for Disease Control and Prevention. The Community Guide. Available at: http://www.thecommunityguide.org/pa/index.html. Accessed December 4, 2009.
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 eight sections:

Section		% of Total Score
• **Supportive Policies and Programs**		**15%**
- Safe Routes To School	- Health and Wellness	
- School and Planning	- Transportation and Safety	
• **Walking/Bicycling Zone**		**17%**
- Distance	- Barriers	
• **School and Property**		**19%**
- School size, enrollment	- Public streets serving	
- Campus size	- Children within walking distance	
• **Street Profile**		**20%**
- Speed limits	- Traffic volume	
- Traffic lanes	- Curb radii	
• **Pedestrian and Bicycle Facilities and Safety**		**16%**
- Bike lanes, routes, and paths	- Pedestrian signals	
- Sidewalks	- Medians/refuges	
- Crosswalks	- Curb ramps	
• **Remedial Pedestrian and Bicycle Facilities**		**8%**
- Pedestrian-activated crossing signals	- High-intensity activated crosswalks	
- Raised medians / pedestrian refuges		
• **Connectivity and Convenience**		**7%**
- Cul-de-sacs	- Population density	
• **Health Component**	- Mandatory, but scored separately	**xx%** (To Be Determined)

How To Complete This Checklist

In order to properly complete this checklist, qualify for ASNC benefits, and Arizona Safe Routes To School application points you must use a team approach. A broad range of answers are required, so you should have at least four (4) members on your team, all from *different* disciplines – not all from one discipline. Below are the recommended disciplines that your team should include:

1) Technical/engineering (mandatory member)
- Traffic, transportation, or civil engineer from the city or county of the proposed/existing school

2) School
- Principal or assistant principal **(mandatory member)**
- School nurse
- PTA, PTO, booster club **(highly advisable member)**

3) Health (highly advisable member)
- Physical education teacher
- County health department representative
- State department of public health representative
- Other health/wellness professional

4) Community (highly advisable member)
- Other parent representative
- Other community partners

5) School district (mandatory member)
- Transportation coordinator
- Risk management director
- School health advisory council member

6) City/policy (highly advisable member)
- 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

Include the following information when you submit your checklist:

On what dates did your team meet? _____ _____ _____

Your ASNC Team (also indicate from which group 1-6 above)

Member (mandatory): _____ Gp.__ Signature: _____ Title: _____

Member (mandatory):_____ Gp.__ Signature: _____ Title: _____

Member (mandatory): _____ Gp.__ Signature: _____ Title: _____

Member (mandatory): _____ Gp.__ Signature: _____ Title: _____

Member (additional): _____ Gp.__ 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, including Safe Routes To School professionals. Also consider including an open invitation to the public.

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
(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/existing school, award the appropriate points for each. For proposed school sites consider whether the following policies and programs will be in place in the school, district, and/or municipality when the school is opened. For additional clarification on these policies and terminology, Arizona applicants can consult http://www.commerce.state.az.us/SmartGrowth:

Safe Routes To School (circle all points that apply)	**No or Don't know**	**Yes**
Active city/county/district-wide Safe Routes to School (SRTS) program . . . . . Definition: SRTS programs focus on making it safer and easier for students to walk and bicycle safely to school.	**0**	**2**
Walking and bicycling events, activities, and clubs . . . . . Definition: 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.	**0**	**1**
Walkability or Bikeability audits or SRTS maps . . . . . Definition: 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.	**0**	**0.5**
School- or district-wide policies that *prohibit* walking/bicycling to school	**0**	**-3**

Safe Routes To School sub-section _____ points (out of **3.5** points)

Transfer these points to the sub-section total on p. 12

School and Planning (circle all points that apply)	No or Don't know	Yes
Facility joint use policy . . . . . Definition: requiring or rewarding the joint use – or sharing -- of athletic, park, or other facilities between schools, city/county parks, or other public/municipal entities. If your policy was adopted between 6 and 10 years ago, award and *additional* 2 points. http://nplanonline.org/products/fifty-state-scan-laws-addressing-community-use-schools	**0**	**1-3** points
Policies that minimize school size and/or promote non-sprawl locations . . . . . Definition: these can be based on school enrollment, school 'footprint,' school location, or other limitations.	**0**	**2**
Collaborative School Planning . . . . . The school district and the municipality actively work together to select the school site and/or design the school.	**0**	**2**
Transit Oriented Development policy/ordinance. . . . . Definition: 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. This policy should include pedestrian-friendly block length standards and connectivity standards for new developments.	**0**	**0.5**
Policies that encourage or reward reuse/rehab of existing buildings . . . . . Definition: the intent is to discourage unnecessary sprawl and encourage in-fill development.	**0**	**0.5**

School and Planning sub-section _____ points (out of **8** points)

Transfer these points to the sub-section total on p. 12

Health and Wellness (circle all points that apply)	No or Don't know	Yes
School or district Wellness Policy that promotes walking/bicycling to school . . .	**0**	**1** point
Healthy Communities, Active Living, Community Health policies . . . . . Definition: City- or county-sponsored health initiatives with a school component.	**0**	**0.5**

Health and Wellness sub-section _____ points (out of **1.5** points)

Transfer these points to the sub-section total on p. 12

Transportation and Safety (circle all points that apply)	No or Don't know	Yes
Complete Streets policy . . . . . 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.	**0** points	**2** points
Sidewalk/replacement Program . . . . . Definition: municipality requires sidewalks along both sides of the street.	**0**	**1**
Annual traffic signing and striping maintenance inspection	**0**	**0.5**
Pedestrian or Bicycle Master/Comprehensive Plan . . . . . 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.	**0**	**0.5**
School zone speed enforcement policy	**0**	**0.5**
Bicycle helmet law or requirement . . . . . Does the city/town, county, or school have a law or policy that requires students to wear a bicycle helmet?	**0**	**0.5**

Transportation and Safety sub-section _____ points (out of **5** points)

Transfer these points to the sub-section total immediately below

Add points from the above sub-sections:

Safe Routes To School – _____ points (out of **3.5** points)

School and Planning – _____ points (out of **8** points)

Health and Wellness – _____ points (out of **1.5** points)

Transportation and Safety – _____ points (out of **5** points)

↓ ↓ ↓ ↓ ↓

Sub-section total – Supportive Policies and Programs (p. 10-12) _____ points (out of **18.0** points)

Transfer these points to 'Scoring Your School Site' on p. 31

The Walking/Bicycling (W/B) Zone

Before you begin it is important to estimate your school site's Walking/Bicycling Zone. This is the area within the school's enrollment boundary, in which students realistically can walk or bike to school because it is close enough for them to do so. Outside of this area, the probability of students ever walking or biking to school decreases dramatically. Ideally, the Walking/Bicycling Zone and the school enrollment boundary cover the same territory. The optimal W/B Zone should possess a minimal number of physical barriers (defined below) that could prevent people from walking and bicycling *even if the distances are short.* A good W/B Zone will offer students and other residents a high *potential* for travelling by foot or by bike.

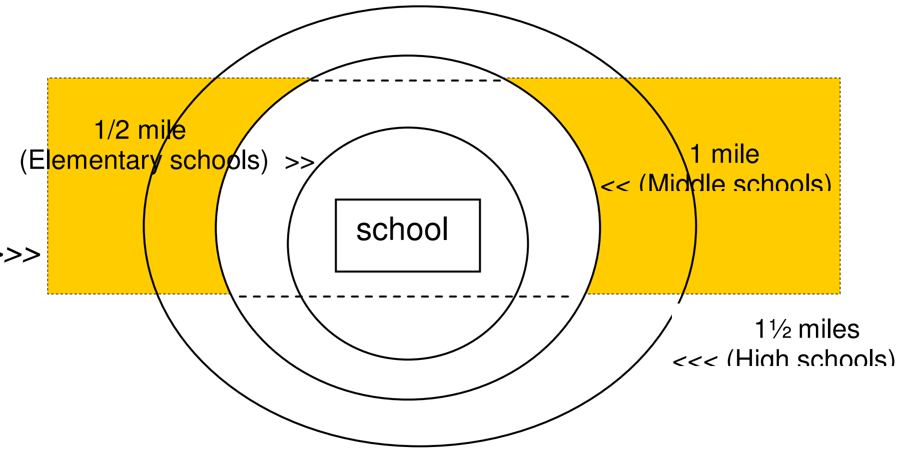
By removing this physical activity outlet from children's lives, many must rely solely on at-school physical activity – P.E. and recess – to provide them with their recommended amount of physical activity. In many schools, however, both of these are being drastically reduced or even eliminated.

Does your school enrollment boundary create a distance barrier for any students? W/B Zones vary with the age and physical and cognitive development of the student. Estimate the distance across your school's enrollment boundary and compare it to the recommended maximum W/B distances for each school type shown below. Keep in mind that transportation departments across the country may use different metrics and rules for determining W/B boundaries. You will need a map of your school's enrollment boundary, including the W/B Zone -- your school/district can provide you with this. Estimate the enrollment boundary for your proposed school site.

Commonly accepted maximum walking/bicycling distances:

Elementary schools: ½-mile radius around school
Middle schools: 1-mile radius around school
High schools: 1½-mile radius around school

Example>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
This middle school enrollment area exceeds one mile in radius and creates a prohibitively long walking/bicycling trip for students who live in the shaded areas.



To score the Walking/Bicycling Zone section for your school site, complete Steps 1 and 2 (p. 14-15):

Step 1 – Walking/Bicycling (W/B) Zone Distance

1) **Estimate how much of the geographic W/B Zone (not kids living within it) for your elementary school (½-mile radius), middle school (1-mile radius), or high school (1½-mile radius) falls within your geographic school enrollment (catchment) area.**

2) **Score Step 1 using the chart below:**

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

½-mile W/B Zone Distance makes up 0-25% of enrollment area	½-mile W/B Zone Distance makes up 26-50% of enrollment area	½-mile W/B Zone Distance makes up 51-75% of enrollment area	½-mile W/B Zone Distance makes up 76-100% of enrollment area
0 points	5	10	20

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

1-mile W/B Zone Distance makes up 0-25% of enrollment area	1-mile W/B Zone Distance makes up 26-50% of enrollment area	1-mile W/B Zone Distance makes up 51-75% of enrollment area	1-mile W/B Zone Distance makes up 76-100% of enrollment area
0 points	5	10	20

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

1½-mile W/B Zone Distance makes up 0-25% of enrollment area	1½-mile W/B Zone Distance makes up 26-50% of enrollment area	1½-mile W/B Zone Distance makes up 51-75% of enrollment area	1½-mile W/B Zone Distance makes up 76-100% of enrollment area
0 points	5	10	20

You should have only one answer (circle) on this page

Step 2 – Walking/Bicycling (W/B) Zone Barriers

3) **On the W/B Distance map highlight your walking attendance boundary.**

4) **Draw on the map the appropriate walking/bicycling distance (radius) around your particular elementary, middle, or high school as indicated in the diagram above.**

5) **Highlight all of the W/B Zone barriers (as listed in 'W/B Zone Barriers' above) that are within your enrollment area along existing and proposed walking/bicycling routes *between* children's homes and the school.**

6) **If you encounter a W/B Zone Barrier along a route, you must consider the *distance around* it or select another safe/recommended route on the same side of the property.**

7) **Estimate the percent (%) of your enrollment area that is *free* of these W/B Zone Barriers, using the following list of barriers:**

- Freeways
- Streets with more than four lanes
- Streets with posted speed limits of 40 mph or greater
- Rivers, railroads, or irrigation canals (unbridged)
- Busy streets that lack sidewalks on BOTH sides
- Lack of continuous streets or sidewalks with walking or biking access

8) **Score Walking/Bicycling (W/B) Zone Barriers (Step 2) as follows:**

% 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%
-10 points	**-8**	**-6**	**-4**	**-2**	**0**

Scoring the Walking/Bicycling Zone:

Points from Step 1 above (Walking/Bicycling Zone Distance)	+	Points from Step 2 above (Walking/Bicycling Zone Barriers)	=	Transfer this answer to Sub-total below

Sub-total – Walking/Bicycling Zone (p. 13-15) _____ points (between -10 and +**20** points)

Transfer these points to 'Scoring Your School Site' on p. 31

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 characteristics, along with school size, and school enrollment. Estimate the presence or lack of these characteristics in your proposed school site.

Poor: Sprawling campus

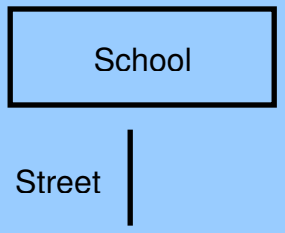
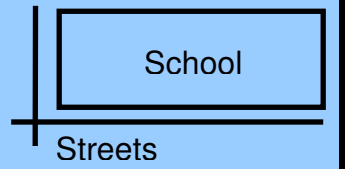
Preferred: Compact campus

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)

How many public streets service the property? First, select only one of these scenarios >> Next, answer only for your school type: - Elementary school, - Middle school, or - High school	Scenario 1: 1 street, dead-ending at the school 	Scenario 2: 1 street, adjacent to school property 	Scenario 3: 2 or more streets adjacent to property 
	Points	**Points**	**Points ***
Elementary schools:			
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**
Middle schools:			
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**
High schools:			
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**
You should have a total of only one answer (circle) above			

*** 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)

What is the school's current enrollment?	0-400	401-600	601-800	801+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**12** acres or fewer	**13-14** acres	**15-16** acres	**17** acres or more
Points:	4	2	1	0

Transfer this score to the Subtotal on p. 20 and proceed directly to the Street Profile section

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

What is the school's current enrollment?	0-600	601-800	801-1,000	1,001+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**24** acres or fewer	**25-26** acres	**27-28** acres	**29** acres or more
Points:	4	2	2	0

Transfer this score to the Subtotal on p. 20 and proceed directly to the Street Profile section

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

What is the school's current enrollment?	0-800	801-1,100	1,001-1,800	1,801+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**35** acres or fewer	**36-38** Acres	**39-41** acres	**42** acres or more
Points:	4	2	1	0

Transfer this score to Subtotal below and proceed directly to the Street Profile section

Subtotal – School and Property (p. 16-19) _____ points (out of **22** points)

Transfer these points to 'Scoring Your School Site' on p. 31

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. If your school site is proposed, estimate the presence or lack of the following conditions.

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 <u>each</u> of the four speed limit categories listed. Arizonans, do not include any 15mph school zones.

	(circle one)		(circle one)		(circle one)		(circle one)	
Speed limit (mph):	**30 or less**		**35**		**40-45**		**50 or higher**	
Is this speed limit posted anywhere in the Walk/Bike Zone?:	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 <u>four</u> 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 <u>each</u> of the traffic lane categories listed

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

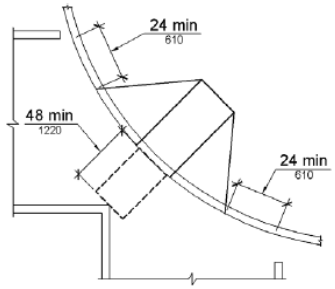
You should have <u>four</u> answers (circles) above

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

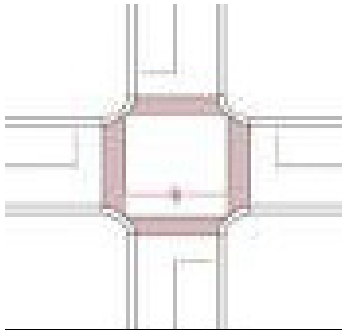
Street Profile (cont'd)

Curb radius

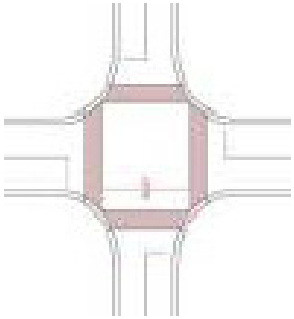
The curb's radius is how a street curves at a corner. Larger curb radii can encourage drivers to drive faster, which can be challenging to pedestrians. Smaller curb radii can help prevent vehicles from turning fast. Consider all intersections within the school's Walk-ing/Bicycling Zone, awarding points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



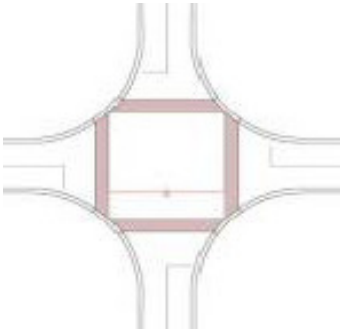
<u>A curb radius</u>
Generally there are 4 curb radii at each intersection – one at each corner.



Small radius (Less than or equal to 20 feet)



Medium radius (21-39 feet)



Large radius (Greater than or equal to 40 feet)

	(circle one)		(circle one)			(circle one)	
Type of curb radius:	**Small radius**		**Medium radius**			**Large radius**	
Is this type of curb radius present in the Walk/Bike Zone?:	Y	N	Y	N		Y	N
Award points in the EACH radius category:	2	0	0.5	1		-2	2

You should have <u>three</u> 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. Estimate the number of *vehicles per day* on streets that are adjacent to the school property. 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 per day	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 per day	Fewer than 2,000 vehicles per day	2,000-8,000 vehicles per day	More than 8,000 vehicles per day
Points	**2**	**1**	**0**

High Schools only

Number of vehicles per day	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**

Subtotal – Street Profile (p. 20-22) _____ points (out of **24** points)

Transfer these points to 'Scoring Your School Site' on p. 31

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. If your school site is proposed, estimate if the following facilities will be present when the school is opened.

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.

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

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.

Sidewalks	Prevalent through-out Walk/Bike Zone On <u>both</u> sides of street	Present in some cases _____ Sometimes on only one side of street	No sidewalks with-in Walk/Bike Zone
Points:	**2**	**1**	**-2 points**

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

Marked crosswalks *at* intersections

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

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?"

For proposed schools, does district policy require crossing guards?

Yes	No
2	0

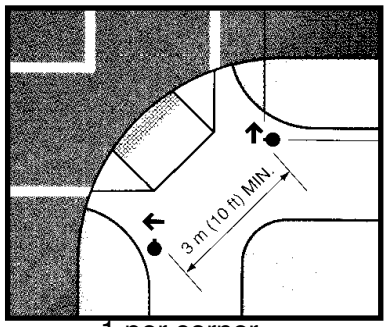
Marked crosswalks *between* intersections

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.

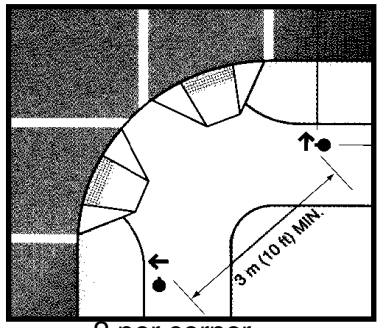
Crosswalks between intersections WITH CROSSING GUARD	Prevalent through-out Walk/Bike Zone	Present in some cases within the Walk/Bike Zone	No such crosswalks within Walk/Bike Zone
Points:	**2**	**1**	**0 points**

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

If there are neither '2 per corner' nor '1 per corner' ADA ramps in your school's Walk/Bike Zone, award
-2 points
Then skip to the next question block

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

Award this many points (circle only one):

All intersections	Most intersections	Some intersections	None
3	2	1	0

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

Award this many points (circle only one):

All intersections	Most intersections	Some intersections	None
2	1	0.5	0

You should have two answers (circles) above

Subtotal – Pedestrian and Bicycle Facilities and Safety (p. 23-26) _____ points (out of **19** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Remedial Pedestrian and Bicycle Facilities

Pedestrian Crossing Signals

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

Pedestrian crossing signals at traffic signals	Prevalent through-out Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
Points:	**2**	**1**	**-1 point**
"Countdown pedestrian signals" at traffic signals	Prevalent through-out Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
Points:	**1**	**0.5**	**0 points**

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
2	**0**

Pedestrian Hybrid Beacon (HAWK)

HAWKs are specialized 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

Rectangular Rapid Flash Beacon (RRFB)

RRFBs are lights with a similar flashing/strobing pattern as some emergency vehicles. They are used in conjunction with certain pedestrian crossing signs, and can be used with or without a pedestrian push button. RRFBs 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 RRFBs installed in the Walking/Bicycling Zone?
Award this many points:

Yes	No
2	0

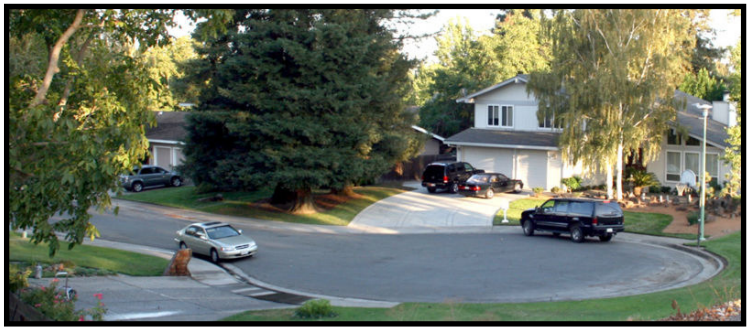
Subtotal -- Remedial Pedestrian and Bicycle Facilities (p. 27-28) _____ points (out of **9** points)

Transfer these points to 'Scoring Your School Site' on p. 31

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 school 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**

Subtotal – Connectivity and Convenience (p. 29-30) _____ points (out of **8** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Scoring Your School Site

Transfer all Sub-total scores from above:

Supportive Policies and Programs (p. 12)	_____ points	out of **18** points (15%)
Walking/Bicycling Zone (p. 15)	_____ points	out of **20** points (17%)
School and Property (p. 20)	_____ points	out of **22** points (19%)
Street Profile (p. 22)	_____ points	out of **24** points (20%)
Pedestrian and Bicycle Facilities and Safety (p. 26)	_____ points	out of **19** points (16%)
Remedial Pedestrian and Bicycle Facilities (p. 28)	_____ points	out of **9** points (8%)
Connectivity and Convenience (p. 30)	_____ points	out of **8** points (7%)
GRAND TOTAL (Add all of the above)	**_____ points**	**out of 120 points**
Health Component	_____ points	out of **XX** points (To Be Determined)

Your ASNC score

| 0<----------**Poor**----------→41 42 <----------**Moderate**----------→ 83 84 <----------**Good**----------→125|