guidebook

The Active School Neighborhood Checklist (ASNC) is a tool for assessing school sites based on their walkability and bikeability.

This document is a step-by-step guidebook, designed to assist sites in the ASNC application process.

www.activeschoolchecklist.com

ADOT

Arizona Department of Health Services

ACTIVE SCHOOL NEIGHBORHOOD CHECKLIST

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Background for the Active School Neighborhood Checklist

Arizona Department of Health Services partnered with the Arizona Department of Transportation **Safe Routes to School Program** to develop a tool that generates a score which represents the walkability, bikeability, and safety of the school (existing or proposed) location. The results of this assessment will help communities, school-siting professionals, schools, and city officials identify barriers that prevent students from walking and biking to and from school each day and create solutions to encourage neighborhoods to be more physically active.

Why should anyone care about school locations?

Transportation costs are increasing.

Due to many factors, including the high cost of land, lack of available land, and the desire for large sport fields, America's schools are increasingly being built on the periphery of communities. Due to school closures and consolidation because of the economy, school boundaries are forced further from neighborhoods. The cost of transporting students to and from school has risen significantly as school sites have become less community-centered and located farther from the neighborhoods they serve. Recent fuel price increases are straining the budgets of parents and local school districts, both of which often provide student transportation.

Childhood obesity is rising.

If children live within a mile and a half of school, there is a significantly better chance that they will walk to school. In 1969, close to 90% of students who lived within a mile of school walked or biked to school. By 2000, this number decreased to only 10%. The Institute of Medicine cites the decrease in walking and biking to school as one of the major contributors to childhood obesity. Among 6-11 year olds, obesity has tripled over the last three decades. Arizona has the 15th highest rate of childhood prevalence of childhood obesity in the nation.

Neighborhoods are less connected.

With schools moving to the periphery of communities, neighborhoods are losing their connection to the school. Schools have always been a focal point of communities. Parents meet each other while taking their children to school. Neighbors bump into each other while walking the track on the school grounds. Grandparents attend the school play and recognize a friend from long ago. Through these informal interactions, social networks are formed that help people provide a stronger support system for children and feel more connected to their community.

Goal of the Active School Neighborhood Checklist

The goal of the Active School Neighborhood Checklist (ASNC) is to provide decision makers with a comprehensive tool for assessing the potential long-term health impacts of existing or proposed school sites on the children who will attend them. The logic of ASNC is based on existing research that the built environment can either encourage or prevent people of all ages from walking and bicycling safely to various destinations.

By completing the ASNC, communities will be able to identify characteristics of the neighborhood that either encourage or prevent families from walking and bicycling to and from school. Results can be used to enhance walking and bicycling infrastructure or identify a new school site located within a residential community. The ASNC is the first step communities can take to help residents achieve the recommended level of physical activity in their neighborhood, between home and school.

Logging Into the Active School Neighborhood Checklist

Website: www.activeschoolchecklist.com

1. **LEA:** Users must first select a LEA, Local Education Agency (school district) from the drop-down menu. Users can type the first few letters of a LEA and drop down will display only those matches with the starting letters or leave it blank and drop down to see all LEAs.

2. **Site:** Based on LEA selection, a site drop-down will populate and all the available sites for that LEA will appear.

Once you have identified your LEA and your Site, click on the “Log Me In” button to access the main application page.

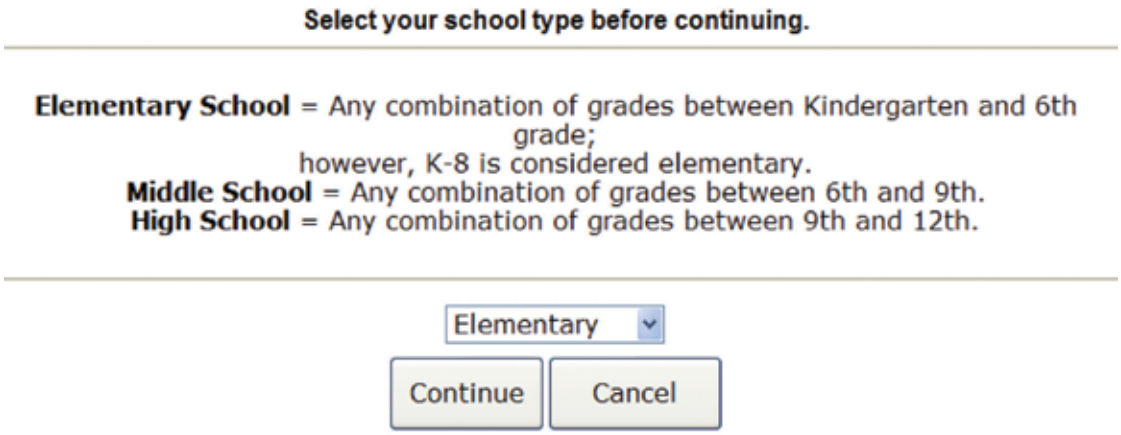
Not on the List: If a LEA or Site is the not listed, click on “Not on the list?” A request form will pop up on your screen. Complete and submit the request form for approval to add the LEA and/or Site. You will receive an email from the administrator when your request is approved.

Print a Copy of the Assessment: Click on the “print a copy of the ASNC (pdf)” to open a PDF printable copy of the ASNC.

Note: The system allows only one user to log into a site at a time. If the user does not log out when finished, the system will reset the Site account to available after 60 minutes.

School Type

The first time a site logs in to the application, a school type must be selected. Following the criteria outlined below, please indicate the school type from the drop-down list: **elementary school, a middle school or a high school.**



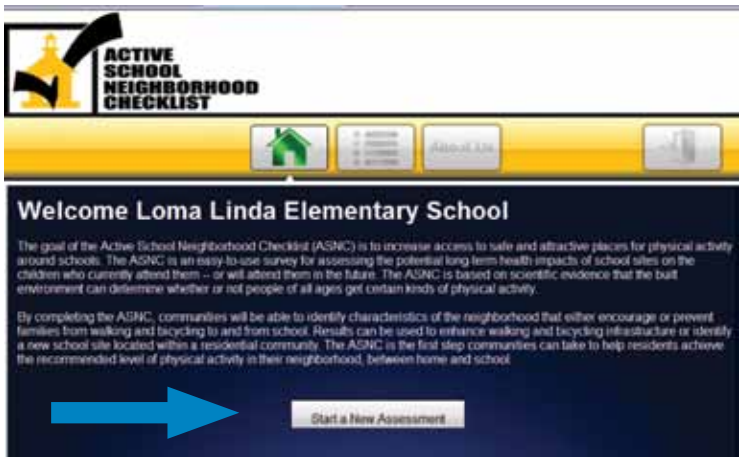
- Click on “Continue” button to go to the Main Assessment page.
- Click on “Cancel” button to go back to the Login page.

Site Home Page

After successfully logging into the application, the user will be taken to the Welcome Page. This page shows the user an overview of their activity as well as useful information about the tool.

Welcome Page

1. **ASNC Welcome Page:** On this page, the site can choose to start a new assessment or continue a previously saved assessment, if available.
    - Click on “Start a New Assessment” or “Continue Assessment” buttons to proceed.



2. **New Assessment Button:** Creating a new assessment will delete any previously saved assessment data.
    - Click “Ok” to continue to erase existing assessment date and start a new assessment.

Information and Your Team Section

This section will give you information on what exactly is needed to complete the assessment. This section requires you to fill out contact information for both the applicant and the team.

The Information and Your Team Section is divided into five (5) tabs. Within the tabs are the following questions:

- The Applicant Information: Information on the coordinator of the ASNC process.
- The ASNC Team Members: Team members who are answering the questions identified in the checklist.
- The Walkabout Team Members: Team members who are participating in the "walkabout."

Applicant Information

This section captures information about the applicant. In completing the ASNC there often is one individual who is coordinating the process and project. This coordinator would complete this section and would include the contact information of the superintendent of the district and/or director of the school. Required fields are noted by an asterisk as well as validation when trying to submit the assessment.

Team Section

This section requires you to list the people who participated in completing the assessment. Add members by clicking on, "*+Add member*." You will be asked to provide the first name, last name, title, and discipline for each member. To remove a member's information, click on "*–Remove*."

As you begin the process of completing the ASNC, one of the most important aspects to creating a healthier environment is to create an ASNC team. The ASNC team consists of individuals from various disciplines that have a unique expertise related to questions in the ASNC. Utilizing a team approach ensures collaboration that helps deliver a successful approach to gathering data.

At many sites, a team already exists that is focusing on wellness initiatives. In some sites, the team is called a School Wellness Team or a School Health Advisory Council (SHAC). In an effort to create a collaborative approach, ask the principal if such a team exists and ask the coordinator of the team if he/she is willing to join forces on this initiative.

The ASNC team must include at least four (4) individuals – three (3) members must be from the "mandatory members" list and one (1) other person can be chosen from the either the "highly advisable member" list or the "other potential member" list found below.

DISCIPLINES:

Mandatory Members Include:

- Technical/engineering: traffic, transportation, or civil engineer from the city or county of the proposed/existing school
- Site principal or assistant principal
- School district: transportation coordinator, risk management director, district School Health Advisory Council lead, district Lead Nurse

Highly Advisable Members Include:

- PTO/PTA/Booster Club Member
- Community Member (parents, community partners)
- School Staff (PE teacher)
- Local Health Agents (county or city health department personnel, etc)
- Local Law Enforcement Agent (city, tribal or state police or sherriff)
- City or County Staff (transportation, transit, or public works department representative; city bicycle and pedestrian coordinator, planning department representative)

Other Potential Members Include:

- School nurse
- Students
- Other health/wellness professional

The Walkabout Team Section

To add members' information, click on ***+Add member***. You will be asked to include the first name, last name, title, and discipline for each member. Members can also be removed by clicking on the ***– Remove Member*** option.

A walkabout is a scan 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. You may use the Walkability Checklist included in Appendix C as a guide to completing a walkabout.

*NOTE: The ASNC team members focusing on answering questions associated with the ASNC may also be the same team that conducts the **walkabout**.

Completing the Assessment

The assessment is divided into eight sections:

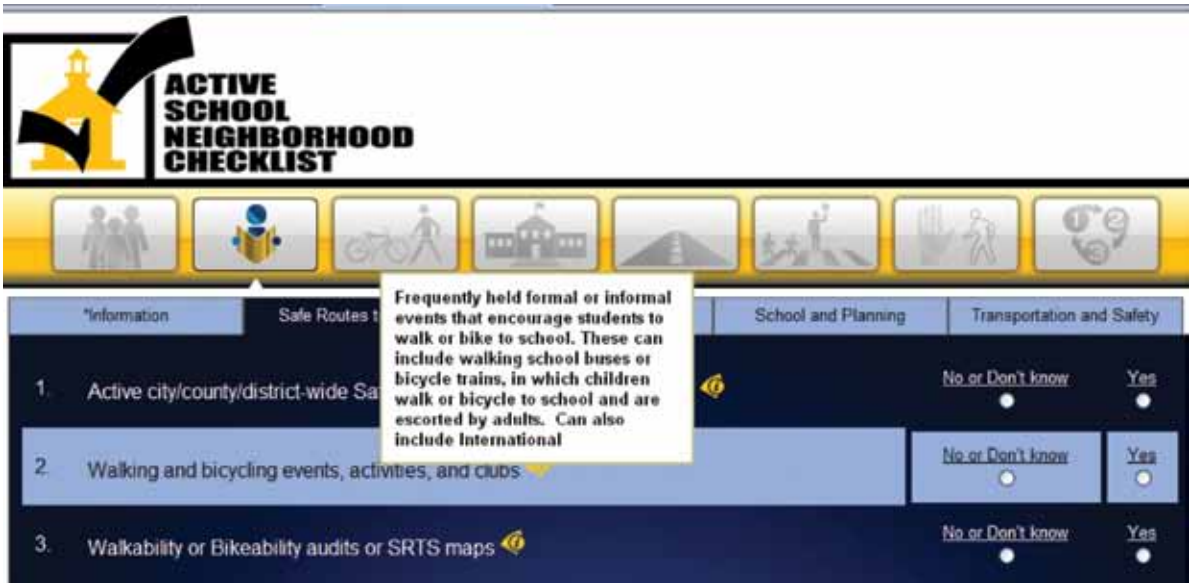
- Supportive Policies and Program
- Walking/Biking Zone
- School and Property
- Street Profile
- Pedestrian and Bicycle Facilities and Safety
- Remedial Pedestrian and Bicycle Facilities
- Connectivity and Convenience

To access each section use the menu at the top of the page:

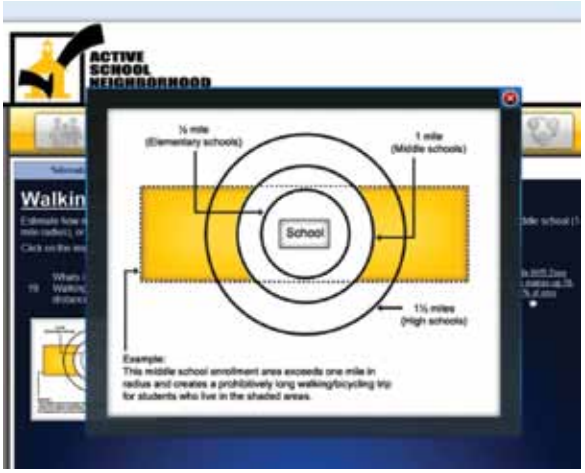
Each section starts with an information page and is divided into subsections. Click on each subsection to complete the assessment questions.

Question rows are highlighted to ensure the correct answers are selected for the question.

If there is additional information for a question, hover your mouse over the yellow information icon to view the information.



Images or diagrams are provided for questions requiring visual aids. Simply click on the image to enlarge.



User Tools

There are a total of five user tools all of which are located at the bottom of the assessment. The user tools are as listed: (The image below shows the user tools)

1. Home
2. Save
3. Help
4. Log Out
5. Submit Survey

HOME
The “Home” button will return you to the home page.

SAVE
The “Save” button will save your current progress in the assessment.

HELP
The “Help” button gives descriptions on Layout, Sections, Questions, User Tools, and Error Check.

LOG OUT
By selecting the “Log Out” button you will be logged out of the assessment and redirected to the Login page. You may continue saved assessments when you log back into the system.

SUBMIT
Once the assessment is completed you will be able to click on the “Submit Assessment” button to submit and finish the assessment. You will be redirected to the Score page.

Supportive Policies and Programs Section

This section is the beginning of the checklist questions and seeks information about the program, policies, and strategies your community uses to guide the development of walk- and bike-friendly features and encourage people to use them. Identify the programs or policies that the community (city, town, county, school district) in which the school resides has adopted. 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.

The **supportive policies and programs section** is divided into four tabs. Within the tabs are the following questions: (See **Table 1: Supportive Policies and Programs** for descriptions of policy and program questions.)

- **Safe Routes to School** questions (1-4)
- **Health and Wellness** questions (5-7)
- **School and Planning** questions (8-12)
- **Transportation and Safety** questions (13-18)

Table 1: Supportive Policies and Programs

POLICY OR PROGRAM QUESTION	DESCRIPTION	RESOURCES
SAFE ROUTES TO SCHOOL		
Safe Route to School Program	A policy has been adopted to support safe walking and bicycling to and from school.	• www.azdot.gov/srts • www.saferoutesinfo.org
Walking and bicycling events, activitites, and clubs	A school or district sponsors events to encourage students to walk and bike to and from school. This may include walking or bicycling clubs, designated walk to school days, or bike rodeos educating students about safe bicycling.	• www.walkingschoolbus.org • www.walktoschool.org • www.saferoutesinfo.org/program-tools/organizing-bicycle-skills-rodeo
Walkability or Bikeability Audits or SRTS maps	A school has assessed the surrounding neighborhood to determine the safest walking and biking route to school. A map outlining the safest route has been distributed to the students, parents, and community. (The assessment and audit is no more than 2 years old)	• www.walktoschool.org/eventideas/checklists.cfm • www.walkscore.com • guide.saferoutesinfo.org/engineering/school_route_maps.cfm
School or district wide policies that prohibit walking and bicycling to school	The school or district has a policy that discourages, prohibits, or otherwise presents barriers to bicycling and walking to school.	www.saferoutespartnership.org/media/file/barrier_policy_tip_sheet.pdf
SCHOOL AND PLANNING		
Facility Joint Use Policy	Joint use is a way to increase opportunities for children and adults to be more physically active. It refers to two or more entities — usually a school and a city or private organization — sharing indoor and outdoor spaces like gymnasiums, athletic fields and playgrounds. The concept is simple: share resources to keep costs down and communities healthy.	• www.jointuse.org • www.phlpnet.org/healthy-planning/making-schools-healthier
Policies that minimize school size and/or promote non-sprawl locations	Ideally, schools are centers for the community and are located within walking and bicycling distance of the students who the schools serve. To help achieve this goal, minimum acreage requirements for schools have been eliminated in South Carolina, Rhode Island, and Maine since 2003. In addition, an increasing number of states are instituting policies that encourage joint use of school facilities and/or increased coordination between school districts and local governments on school facilities and land use planning, such as supporting renovations over new construction.	• www.saferoutespartnership.org/state/5638/5652 • www.azsfb.gov
Collaborative School Planning	Local governments use planning, zoning, and other growth management laws to protect their community's quality of life. When there is coordination between school districts and local governments, municipalities can create and preserve close-knit neighborhoods that permit children to walk and bike to school.	• www.saferoutespartnership.org/state/5638/5652 • www.preservationnation.org/issues/historic-schools
Transit Oriented Development	Transit-oriented development (TOD) promotes communities where people of all ages and incomes have access to transportation. Destinations, such as schools, are located within or near residential areas, allowing people to walk, bike and take transit for their daily trips.	• www.cdc.gov/transportation

POLICY OR PROGRAM QUESTION	DESCRIPTION	RESOURCES
SCHOOL AND PLANNING (continued)		
Policies that encourage or reward reuse/rehab of existing buildings	Local governments favor renovations and expanding current school sites rather than constructing new schools. New school construction is often located on away from residential communities where more land is available.	• www.saferoutespartnership.org/state/5638/5652
HEALTH AND WELLNESS		
School or District Wellness Policy that promotes walking and bicycling to school.	Federal Legislation requires every Local Educational Agency, or district, participating in the National School Lunch Program (NSLP), School Breakfast Program (SBP) or Special Milk Program develop a local wellness policy to address nutrition and physical activity. Safe Routes to School policies can be adopted in the local wellness policy.	• www.fns.usda.gov/tn/healthy/wellnesspolicy.html
School has a health committee that oversees health and safety policies an/or programs	The district or school has a designated committee that represents that community and the school and advises on school health policies and programs	• www.azdhs.gov/phs/bnp/nupao/SchoolWellness.html • www.cdc.gov/healthyyouth • www.healthologyaz.com
Healthy Communities, Active Living, Community Health policies	The city or county has a policy or program in place that promotes health in the community, including schools.	• www.activelivingresearch.org/resourcesearch/resourcesforpolicymakers
TRANSPORTATION AND SAFETY		
Complete Streets Policy	A complete streets policy ensures that transportation planners and engineers consistently design and operate the entire roadway with all users in mind - including bicyclists, public transportation vehicles and riders, and pedestrians of all ages and abilities.	• www.completestreets.org
Sidewalk/ Replacement Program	Local Governments have policies in place that: • Require sidewalks on both sides of the street; or • Require minimum sidewalk width of 5 feet in residential areas; or • Require sidewalk repair program to periodically replace deteriorating or buckled concrete.	• guide.saferoutesinfo.org/engineering/sidewalks.cfm
Annual Traffic Signing and Striping Maintenance Inspection	Local government, district, or school requires periodic inspection and maintenance of traffic signage and lane striping. Traffic signage and striping are important mechanisms to control traffic control, specifically slow down traffic in school zones.	• Connect with your local government transportation department • guide.saferoutesinfo.org/engineering/index.cfm
Pedestrian or Bicycle Master / Comprehensive Plan	Town, city, county, or regional Plan, also known as the master, general, or comprehensive plan, specifically addresses walking and bicycling in the community.	• www.fhwa.dot.gov/environment/bikeped/inter.htm
School Zone Speed Enforcement Policy	The school enforces speed limits in the school zone. Enforcement can include working with local law enforcement to installing speed feedback signs.	• guide.saferoutesinfo.org/engineering/the_school_zone.cfm
Bicycle Helmet Law or Requirement	The city, district, or school requires students to wear helmets when on a bicycle. Bicycle helmets have been proven to be the single most effective way of reducing head injuries and fatalities resulting from bicycle crashes.	• www.helmet.org

The Walking/Bicycling (W/B) Zone Section

A school site's Walking/Bicycling Zone 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 many opportunities for travelling by foot or by bike.

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— your school/district can provide you with this. Estimate the W/B Zone within your enrollment boundary for your proposed school site. Create your own W/B Zone map by drawing the appropriate radius's outlined below around your school.

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**

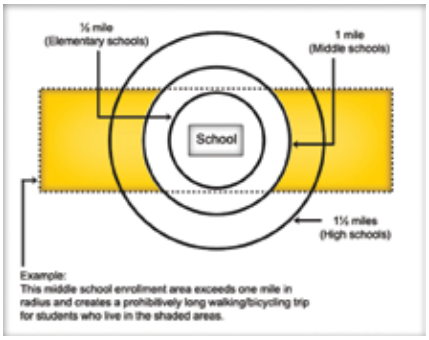
The **Walking/Bicycling (W/B) Zone Section** is made up of three (3) tabs. Within the tabs are the following questions:

- **Distance** questions (19)
- **Barrier** questions (20)

Walking/Bicycling (W/B) Zone Distance

Estimate the percentage of your enrollment area that overlaps with the W/B Zone. Is this overlap percentage less than 25%, 26-50%, 51-75%, or more than 75%?

Walking/Bicycling (W/B) Zone Barriers



Using your W/B Zone Map that you created from your enrollment map, highlight all of the barriers (listed below) that are within your walking and biking zone.

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

Estimate the percent (%) of your enrollment area that is free of these W/B Zone Barriers. Is it 25% percent or less, 26-50%, 51-75%, or more than 75% of the area that is free from barriers?

Note: If you encounter a W/B Zone Barrier along a proposed Safe Route to School, you must consider the distance around it or select another safe/recommended route on the same side of the property.

School and Property Section

This section of the ASNC focuses on the geometric design – the shape – of a school campus. It plays an integral role in making the campus accessible and safe for pedestrians. Another characteristic that reduces the inherent traffic safety concerns of the campus is how vehicles, pedestrians, and bicyclists interact. This section addresses these characteristics, along with school size, and school enrollment. Estimate the presence or lack of these characteristics in your proposed school site.

Figure 1: Poor sprawling campus

Figure 2: Preferred compact campus

The **School and Property Section** is made up of five (5) tabs. Within the tabs are the following questions:

- **Number of Schools** questions (21-24)
- **Number of Grade Levels** (25)
- **Public Street** question (26)
- **Buses/Loading** questions (27)

Number of Schools

Studies have shown that kids are unlikely to walk or bike if they live more than two miles away from a school. Thus, it is important to try to avoid establishing catchment zones for schools where the majority of kids are more than two miles away. Common causes of overly large catchment zones include minimum acreage standards and construction of mega-schools, where elementary, middle and high schools are collocated. Minimum acreage standards is the number one reason why so many schools are placed at the edge of town instead of in a neighborhood location that would better serve the students — as well as the school budget, the health of students, and the environmental impact of the school.

Question 21: How many schools are on the campus?

If the school campus serves elementary, middle AND high school students, select "3 or more schools."

If the school campus serves elementary and middle OR middle and high school students, select "2 schools."

If the school campus serves only elementary, middle OR high school students, select "1 school."

Question 22: How many sides of the campus can bicyclists and walkers access the school property?

Access can be via a safe street, driveway, or through a fenced gate from a sidewalk/path... Remember, the response indicates the number of accessible sides of the school, not the number of access points.

If pedestrians/bicyclists can access the school from 3 or more sides, select "3 or more sides."

If pedestrians/bicyclists can access the school from 2 sides, select "2 sides."

If pedestrians/bicyclists can access the school from 1 side, select "1 side."

Question 23: What is your school's current enrollment?

Select the range that includes your school's current enrollment:

"0-400," "401-600," "601-800," OR" 801+."

Question 24: What is the campus size?

Select the range that includes the size of your campus:

"12 acres or fewer," "13-14 acres," "15-16 acres," OR "17+ acres"

Number of Grade Levels

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, can promote more walking and bicycling. This is due to the probability that more children live closer to the school and can safely walk or bike to school. However, a school that enrolls only two or three grades often has a much larger enrollment area in order to gather enough students to fill its classrooms and facilities. This larger enrollment area requires bussing and eliminates the ability for a student to walk or ride their bike.

Question 25: What is the number of grades served by your school?

Select the response that best represents the grades at your school:

"K-8," "K-12," Between five and seven grade levels (any combination)," OR "Four grade levels or fewer (any combination)."

Public Streets

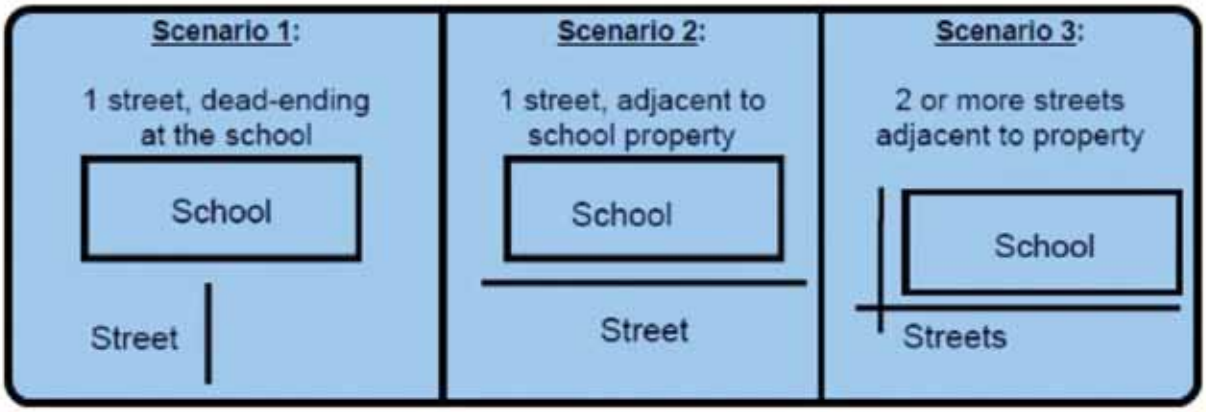
Question 26: How many public streets service the property?

Select from a drop-down menu the scenario that best describes your school. Scenarios include:

Scenario 1: One street, dead-ending at the school

Scenario 2: One street adjacent to the school property

Scenario 3: Two or more streets adjacent to school property



Buses and Loading

Some parents are reluctant to allow their children to walk or bike to school due to the traffic congestion and perceived traffic danger during student drop-off and pick-up. The student drop-off and pick-up process must be safe and efficient for all students and parents arriving by bus or private motor vehicles, as well as those arriving by foot and bicycle. To help ease traffic congestions, it is recommended to have a separate location for bus loading and unloading from the student drop-off and pick-up.

Street Profile Section

The street profile section focuses on the width and speed the streets accommodate in the area around the school site. 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.

The **Street Profile Section** up of five (5) tabs. Within the tabs are the following questions:

- **Speed Limits** questions (28-31)
- **Traffic Lanes** questions (32-35)
- **Curb Radius** questions (36-38)
- **Number of Vehicles** question (39)

Speed Limit:

The speed at which vehicles travel directly affects the safety of pedestrians and bicyclists. The faster a motorist drives, the more likely he or she is to be in a crash, and the more likely injuries to a person walking or biking will be serious, if not fatal. When people walking or biking are hit by a car:

at 20 mph, the risk of death is 5 percent, and most injuries are minor

at 30 mph, the risk of death is 45 percent, and most injuries are serious

at 40 mph, 85 percent of pedestrians are killed

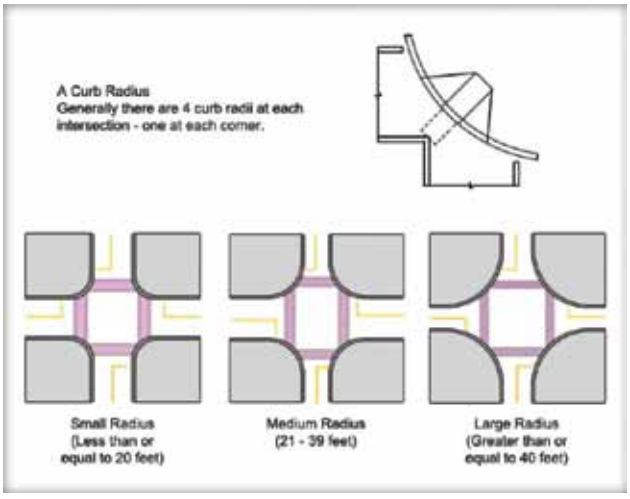
A modest decrease in vehicle speed can mean a dramatic increase in survival rates in pedestrian/biking-vehicle crashes. Select “Yes” or “No” to each speed limit scenario listed.

Traffic Lanes

When children must cross multi-lane streets to get to school, they are exposed to greater risk of injury. Multi-lane streets tend to have more traffic, meaning more cars. In addition, the more lanes a street has, the longer it takes to cross the street due to the increased distance. Statistically, crossing a large, multi-lane street can expose pedestrians to more traffic for a longer period of time, and thus greater traffic danger. Select “Yes” or “No” to each street lane scenario listed.

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 Walking/Bicycling Zone, awarding points based on the types that are present. Select “Yes” or “No” in each of the curb radius categories listed.



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. You could obtain this information from your city or county Public Works or Engineering Department.

Pedestrian and Bicycle Facilities and Safety Section

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.

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.

Marked Crosswalks Between Intersections

Crosswalks between intersections are called “mid-block crossings.” Midblock crossings by themselves may not provide a safety benefit.

The Pedestrian and Bicycle Facilities and Safety section is made up of five (5) tabs. Within the tabs are the following questions:

- **Bicycle Lane** questions (40-42)
- **Sidewalk** questions (43-44)
- **Crosswalks** questions (45-47)
- **Curb Ramps** question (48-49)

Bicycle Lanes

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. In this section, you will be asked to determine if any of these safe places to walk and bike are available in the school walking and bicycling zone:

- **Bike Lanes**: A bicycle lane is a portion of the roadway that has been designated by striping, signing, and pavement markings for the preferential and exclusive use of bicyclists.
- **Designated Bike Routes**: A signed bicycle route is typically designated along more lightly traveled residential or secondary roads and is indicated by signs with or without a specific route number.
- **Multi-Use Paths**: A multi-use pathway is physically separated from motor vehicle traffic, and can be either within the highway right-of-way or within an independent right-of-way. Multi-use pathways include bicycle paths, rail-trails or other facilities built for bicycle and pedestrian traffic.

Sidewalks

The presence of sidewalks is a significant factor for encouraging people to walk and improving their safety. Paved sidewalks are "pedestrian lanes" that allow people to travel safely separated from motor vehicles and on-road bicycling. Sidewalks provide places for children to walk, skate and play, and are often used by young bicyclists. Sidewalks should be part of new and renovated projects. In addition, sidewalks should be routinely repaired for cracking, buckling and missing sections near school facilities.

Identify whether or not sidewalks are present throughout the W/B Zone and identify the condition of the sidewalks.

Crosswalks

Marked crosswalks guide pedestrians to a preferred crossing location, and they also alert motorists to the crossing location. Therefore, it's important that both motorists and pedestrians clearly see the crossings. By directing students to a particular location, appropriate traffic control, including traffic signals and crossing guards, can be provided at key locations.

There may be advantages to providing marked crosswalks in neighborhoods where school walking routes are designated. However, marked pedestrian crosswalks, in and of themselves, do NOT slow traffic or reduce crashes.

High-visibility markings have been found to be noticed by drivers at a greater distance away, compared to parallel line markings, and they are becoming more commonly used in recent years by local agencies than in the past.

A comprehensive safety study was done by the Federal Highway Administration on marked crosswalks at uncontrolled intersections in the U.S. The overall results suggest crosswalks can be marked on two-lane roads, as well as multi-lane roads with an Average Daily Traffic (ADT) of 12,000 or less, and on multi-lane roads with an ADT up to 15,000 provided a median is present.

Adult crossing guards can help children cross the street safely in key locations. They also alert drivers about the presence of pedestrians. The presence of a crossing guard can lead to more parents feeling comfortable about their children walking and biking to school.

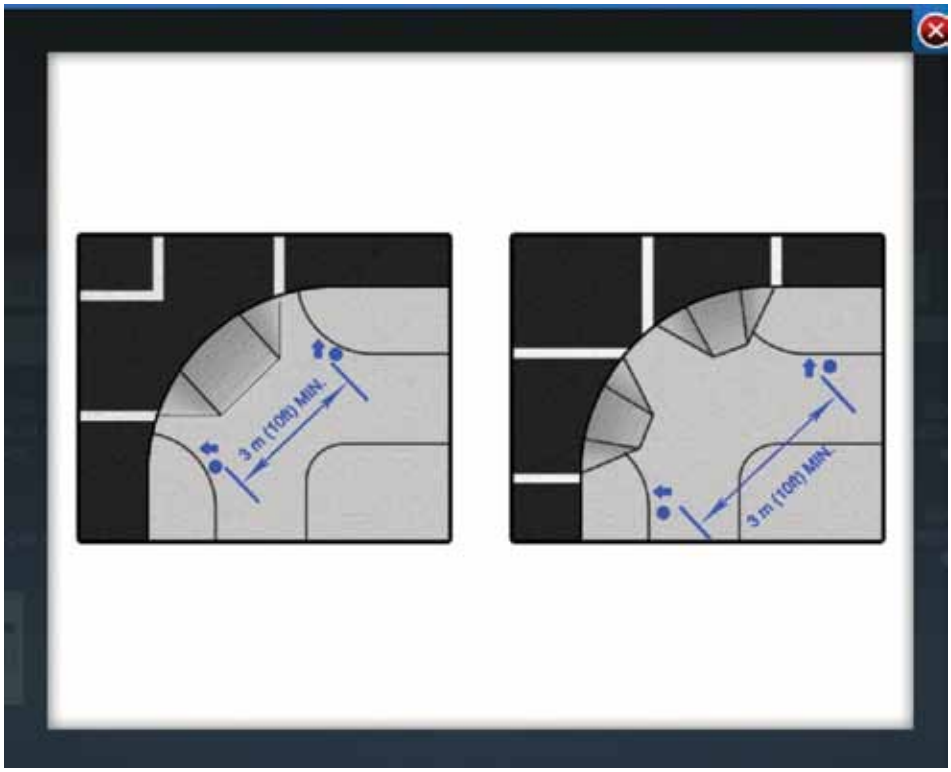
Identify whether or not these scenarios are present at your school:

- Marked crosswalks at intersections
- Crossing guards to assist in safe crossing of streets
- Marked crosswalks between intersections with crossing guards present

Americans With Disabilities Act (ADA) Curb Ramps

A curb ramp is a short ramp cutting through a curb or built up to it. If designed and constructed to be accessible, a curb ramp provides an accessible route that people with disabilities can use to safely transition from a roadway to a curbed sidewalk and vice versa. Title II of the ADA requires state and local governments to make pedestrian crossings accessible to people with disabilities by providing 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. There are two types of ADA curb ramps that may be present in your neighborhood. Some corners require two ramps per corner for pedestrians to cross streets in multiple directions. Other corners, require one ramp per corner. See illustration below.

Identify whether or not ADA curb ramps are present near your school.



Remedial Pedestrian and Bicycle Facilities Section

The **Remedial Pedestrian and Bicycle Facilities and Safety** section is made up of three (3) tabs. Within the tabs are the following questions:

- **Crossing Signals** questions (50-51)
- **Medians and Refuges** question (52)
- **Pedestrian Beacons** questions (53-54)

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.

Identify the types of crossing signals present in your walking and bicycling zone.

Countdown pedestrian signal

Symbol Signals

Median and Refuges

Median islands and pedestrian refuges are raised islands in the center of the street protecting the pedestrian from moving traffic. They allow pedestrians an opportunity to cross one half of the roadway, with a safe place to stop before crossing the second half of the roadway. They are typically constructed at marked crosswalks either at a midblock location or at an intersection. Are there any medians/refuges within your walking and bicycling zone?

Raised median and pedestrian refuges

Pedestrian Beacons

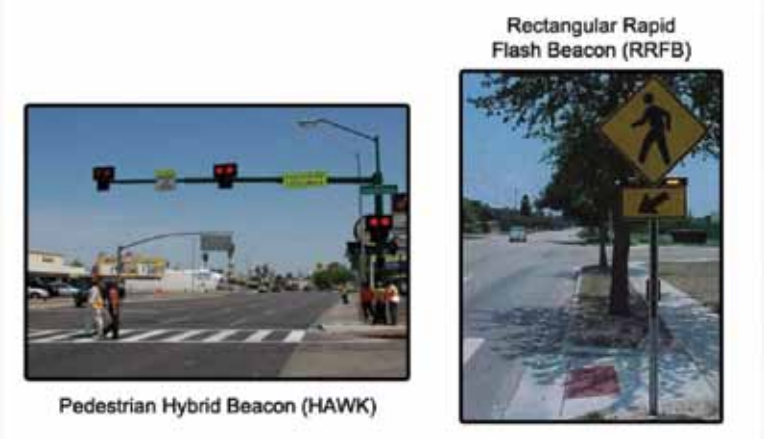
Pedestrian Hybrid Beacon (HAWK)

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. HAWKs are allowed by the 2009 Manual on Uniform Traffic Control Devices (MUTCD) for midblock crossings.

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 by 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.

Identify whether or not these pedestrian beacons are present in your walking and bicycling zone.



Connectivity and Convenience

The Connectivity and Convenience section is made up of two (2) tabs. Within the tabs are the following questions:

- Cul-de-sacs questions (55-56)
- Population Density question (57)

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. Select responses for BOTH types of cul-de-sacs.

Cul-de-sac with walkway

Conventional cul-de-sac

Cul-de-sac with walkway

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, click on the “Instructions” button below or access Appendix B in this toolkit. Data will be needed from the U.S. Census website at http://www.census.gov/

Instructions: PDF Document or https://activeschoolchecklist.com/Content/Documents/populationDensityInstructions.pdf

Higher Density

Lower Density

Assessment Completion and Scoring

Once the assessment is completed, you will be able to click on the "Submit Assessment"  button on the bottom right corner to submit the assessment. If questions have not been answered, the system will highlight those sections in red. Once your score is presented, you will be directed to the home page.

Upon successfully completing the assessment, the system will calculate and display the results with a possible 113 points possible. The results are your cumulative points with all sections

Printing and viewing assessment results: On the home page you can view your results at any time by clicking the "Completed Assessments" icon in the upper middle of the page. Click on "Printer" icon  under "View Assessment" to preview the assessment and print your results. At the very bottom of the results you will also find your score for each section of the checklist.

Score

Supportive Policies and Programs	0 points out of 20
Walking/Bicycling Zone	-10 points out of 20
School and Property	13 points out of 17
Street Profile	11 points out of 20
Pedestrian and Bicycle Facilities and Safety	19 points out of 19
Remedial Pedestrian and Bicycle Facilities	9 points out of 9
Connectivity and Convenience	2 points out of 8
44 out of 113	

Next Steps

Improving your community's score: Now that you know your neighborhood walkability and bikeability score, you can find answers and possibly make improvements.

What you can do immediately

- Continue to meet as a team to go over the data and determine course of action to make improvements.
- Meet with local traffic engineers or public works department about specific problems and provide a copy of the checklist with results.
- Organize parents in your neighborhood
- Learn more about health associated with walkable communities (i.e. asthma, obesity, etc.)

What you can do with more time

- Advocate for a district and school health advisory council that focuses on the implementation of a healthier environment inside and outside the schools.
- Speak at board meetings about the importance of a walkable/bikeable community.
- Make media aware of the issues.
- Work with a local transportation engineer to develop a plan for a more walkable community.
- Apply for Safe Routes to School Funding

- **Can more than one person log into one site to complete the assessment?** The system allows only one user to log into a site at a time. If the user does not log out when finished, the system will reset the site account to available after 60 minutes.
- **How can I assess my site if it not listed in the drop-down menu?** If a LEA or Site is the not listed, click on "Not on the list?" A request form will pop up on your screen. Complete and submit the request form for approval to add the LEA and/or Site.

- **How can I get a hard copy of the assessment tool:** A hard copy of the Active School Neighborhood Checklist is available on the Log In page by clicking on "Print a blank copy of the ASNC (PDF)" . A word document copy or a PDF copy can also be found at: http://www.azdot.gov/Highways/swprojmgmt/Enhancement_Scenic/saferoutes/SafeRoutes_Common/Documents_Application.asp
- **Our school does not have a superintendent to indicate on the applicant information page?** Many schools do not have an individual with the traditional title of superintendent. However, all sites have an administrator or manager that oversees the daily operations of the school system.
- **Does our school need a separate team for the completing the application and for conducing the "walkabout?"** The team complied to answer questions asked in the ASNC and the walkabout team ideally should be the same individuals. However, in some cases, the team members may vary slightly. In some cases, a student team may be the walkabout team.
- **I have a question – how do I get answers?** The ? "Help" button gives descriptions on Layout, Sections, Questions, User Tools, and Error Check. If after you have accessed the "Help" button and you still have a question feel free to connect with: **Brian Fellows, Arizona Department of Transportation**, **bfellows@azdot.gov** or **(602) 712-8010**.

Terms and Definitions

TERM	DEFINITION
LEA (Local Education Agency)	School District
Site	School
Walkable or Bikable Communities	How suited a community or neighborhood is to walking or biking? Often, these neighborhoods and communities are desirable places to live, work, learn, worship and play because they are within an easy and safe walking or biking distance to goods and services that a community resident or employee needs on a regular basis. Walkable and bikable communities make active modes of transportation possible.
Joint-use Agreements	A formal or informal agreement allowing for the joint use – or sharing – of athletic, park, or other facilities between schools, city/county parks, or other public/municipal entities.
Health Impact Assessment (HIA)	A tool used to evaluate objectively the potential health effects of a project or policy before it is built or implemented.
Transit Oriented Development (TOD)	A mixed-use residential or commercial area designed to maximize access to public transport, and often incorporates features to encourage transit ridership.
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. HAWKs are allowed by the 2009 Manual on Uniform Traffic Control Devices (MUTCD) for midblock crossings.
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 by 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.

Resources

- **Walkability Checklist:** A tool to identify how suited your community is to walkers. By utilizing this quick assessment tool, you will find insightful questions, allowing you to evaluate your neighborhood's walkability. In addition to the questions, the Checklist provides both immediate answers and long-term solutions to your neighborhood's potential problems.
  http://katana.hsrc.unc.edu/cms/downloads/walkability_checklist.pdf

- **Safe Routes to School and Health:** Understanding the Physical Activity Benefits of Walking and Bicycling to School Walking and bicycling are two of the easiest ways to be active. One of the main goals of most Safe Routes to School (SRTS) programs — along with increasing safety — is to increase the numbers of children who walk and bicycle to school. Some local SRTS programs are expanding that goal to include encouraging healthy, active lifestyles from an early age. However, little is known as to whether walking or bicycling to school leads to an overall increase in physical activity. The question explored in this research-based report is: does walking and bicycling to school actually increase physical activity? And, if so, how can local SRTS programs measure this increase?
  http://www.saferoutesinfo.org/sites/default/files/resources/SRTS%20and%20health_final.pdf

- **Walking and Biking to School, Physical Activity and Health Outcomes:** Over the past few decades, a number of social and environmental changes have limited children's access to safe places where they can walk, bike and play. As a result, children and adolescents are less physically active than they were a generation ago. For example, traffic dangers, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students ages 5 to 18 who walk or bike to school, from 42 percent in 1969 to only 13 percent in 2001.

  This decrease in active transport to school coincided with an alarming increase in childhood obesity. During the past four decades the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent). 4,5 Policies and practices that address environmental barriers to daily physical activity are critical to preventing obesity among children of all ages, and supporting active transport to school presents an excellent opportunity to increase daily physical activity among youth.
  http://www.activelivingresearch.org/files/ALR_Brief_ActiveTransport.pdf

- **Joint-Use 101:** Joint-use is a way to increase opportunities for children and adults to be more physically active. It refers to two or more entities — usually a school and a city or private organization — sharing indoor and outdoor spaces like gymnasiums, athletic fields and playgrounds. The concept is simple: share resources to keep costs down and communities healthy.
  http://www.jointuse.org/wp-content/uploads/2009/06/jointuse101_final.pdf

- **Centers for Disease Control and Prevention Kids Walk to School:** To support the national goal of better health through physical activity, CDC's Nutrition and Physical Activity Program has developed Kids Walk-to-School. This is a community-based program that aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults.

  At the same time, the program advocates for communities to build partnerships with the school, PTA, local police department, department of public works, civic associations, local politicians, and businesses to create an environment that is supportive of walking and bicycling to school safely. By creating active and safe routes to school, walking to school can once again be a safe, fun, and pleasant part of children's daily routine.
  http://www.cdc.gov/nccdphp/dnpa/kidswalk/

- **Arizona Department of Transportation Safe Routes to School Program:**
  http://www.azdot.gov/srts

- **Arizona Department of Health Services:**
  http://www.azdhs.gov/phs/bnp/nupao/ActiveSchools.html

APPENDIX A: 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, click on the "Instructions" button.

ACTIVE SCHOOL NEIGHBORHOOD CHECKLIST

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.

APPENDIX B: ASNC Worksheet

This is a worksheet that your ASNC team can use to help answer the checklist questions. Helpful tips regarding who in your school and/or district might have the answers to the questions are included. Additional information and definitions associated with each question is included for many questions. If additional assistance is needed in the completion of the ASNC contact:

Brian Fellows
Arizona Department of Transportation
1615 W. Jackson Street, EM10
Phoenix, Arizona 85007
bfellows@azdot.gov
(602) 712-8010

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
Supportive Policies & Programs (15 percent of total score)		
1. There is an active city/county/district-wide Safe Routes to School (SRTS) program.	SRTS programs can reside at a school, in the district, in the city or the county. Often there may be information or educational tools that are used to promote the SRTS program.	Superintendent, District Transportation Director, City Manager, City Planners, County Managers, Principal, District School Health Advisory Council (SHAC)
2. My site has a walking and bicycling events, activities, and clubs.	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. This may also include International Walk To School Day/Week, Walking Wednesdays, or other related events.	Principal, SHAC Coordinator
3. My site has completed a Walkability or Bikeability audit or SRTS maps.	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.	Principal, District Transportation Director
4. There are school or district policies that prohibit walking/bicycling to school.	Child Nutrition and WIC Reauthorization Act of 2004 mandated that all LEAs participating in the National School Lunch Program establish a local school wellness policy that at minimum addressed nutrition and physical activity programs.	Superintendent, District Wellness Coordinator, Principal, School or District SHAC Coordinator
5. My school or district has a Wellness Policy that promotes walking/bicycling to school.	Child Nutrition and WIC Reauthorization Act of 2004 mandated that all LEAs participating in the National School Lunch Program establish a local school wellness policy that at minimum addressed nutrition and physical activity programs.	Superintendent, District Food Service Director, Principal, School or District SHAC Coordinator

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
Supportive Policies & Programs (15 percent of total score) — continued		
6. My school has a health committee that oversees health and safety policies/ programs Information: Often schools and/or districts have a wellness team that meets periodically to discuss health and safety issues.		Principal
7. My community or neighborhood has Healthy Communities, Active Living, Community Health policies Information: My City, county or community sponsors health initiatives with a school component.		City Manager, County Manager, Tribal Leaders
8. My school/district has a facility joint use policy.	Requiring or rewarding the joint use – or sharing – of athletic, park, or other facilities between schools, city/ county parks, or other public/municipal entities.	District Superintendent, School Principal
9. My district has policies that minimize school size and/or promote non-sprawl locations	These can be based on school enrollment, school 'footprint,' school location, or other limitations.	District Superintendent
10. Collaborative School Planning exists at my school/district.	The school district and municipality actively work together to select the school/site and/or design.	District Superintendent, Transportation Director
11. Transit Oriented Development policy/ordinance	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.	Community (City, County, or Tribe) Transportation Department
12. Policies that encourage or reward reuse/rehab of existing buildings	The intent is to discourage unnecessary sprawl and encourage in-fill development.	Community (City, County, or Tribe) Transportation Department
13. My community has a Complete Streets policy	A Complete Streets policy requires communities to assure that all users of streets (vehicles, bicycles, and pedestrians) are given appropriate and safe ways to use the streets.	Community (City, County, or Tribe) Transportation Department

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
14. Sidewalk replacement program4	Municipality requires sidewalks along both sides of the street.	Community (City, County, or Tribe) Transportation Department
15. Annual traffic signing and striping maintenance inspection		Community (City, County, or Tribe) Transportation Department
16. Pedestrian or Bicycle Master/ Comprehensive Plan	Any city, county, or regional plan that specifically addresses the current and future safe locations and networks for walking and bicycling, and offer solutions.	Community (City, County, or Tribe) Transportation Department
17. School zone speed enforcement policy		Principal, Community (City, County, or Tribe) Transportation Department
18. 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?	Community (City, County, or Tribe) Transportation Department
Walking/Biking Zone (17 percent of total score)		
19. What is the Walking/Bicycling Zone Distance?	Elementary schools = ½-mile radius around school Middle schools = 1-mile radius around school High schools = 1 ½-mile radius around school	Community (City, County, or Tribe) Transportation Department
20. What percent of the Walking/ Bicycling Zone is free of barriers?		Community (City, County, or Tribe) Transportation Department
School and Property (19 percent of total score)		
21. How many schools are on the campus?		Principal
22. 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.	Principal
23. What is the school's current enrollment?		Principal
24. What is the campus size?	Include all playground/athletic fields	Principal
25. Number of grade levels the school serves		Principal

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
26. How many public streets service the property?		Principal
27. Is bus loading and unloading separated from parent pick-up and drop-off		Principal
Street Profile (20 percent of total score)		
28. Are there speed limits of 30 MPH or less posted anywhere in the Walk/Bike Zone? (If your school is located in Arizona, California, or any other state that has 15 mph school zones, do not include these in this answer.)		Transportation/Traffic Engineer
29. Is there a 35 MPH speed limit posted anywhere in the Walk/Bike Zone?		Transportation/Traffic Engineer
30. Are there speed limits of 40 MPH or 45 MPH posted anywhere in the Walk/Bike Zone?		Transportation/Traffic Engineer
31. Are there speed limits of 50 MPH or greater posted anywhere in the Wike/Bike Zone?		Transportation/Traffic Engineer
32. Are there 2-lane streets present within the Walk/Bike Zone?		Transportation/Traffic Engineer
33. Are there 3-4 lane streets present within the Walk/Bike Zone?		Transportation/Traffic Engineer
34. Are there 5-lane streets present within the Walk/Bike Zone?		Transportation/Traffic Engineer
35. Are there streets with MORE than 6 lanes present within the Walk/Bike Zone?		Transportation/Traffic Engineer

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
36. Is a small curb radius present in the Walk/Bike Zone?		Transportation/Traffic Engineer
37. Is a medium curb radius present in the Walk/Bike Zone?		Transportation/Traffic Engineer
38. Is a large curb radius present in the Walk/Bike Zone?		Transportation/Traffic Engineer
39. Number of vehicles		Transportation/Traffic Engineer
Pedestrian and Bicycle Facilities and Safety (16 percent of total score)		
40. Are bike lanes in the community: • prevalent throughout • present in some cases • not present		Transportation/Traffic Engineer
41. Designated bike routes • prevalent throughout • present in some cases • not present		Transportation/Traffic Engineer
42. Multi-use paths • prevalent throughout • present in some cases • not present		Transportation/Traffic Engineer
43. Sidewalks • prevalent throughout • present in some cases • not present		Transportation/Traffic Engineer
44. Condition of sidewalks • Good • Acceptable • Poor	Good = Few or no cracks, buckled or missing sections. Acceptable = Some cracks, buckled or missing sections. Poor = Badly neglected and in need of maintenance.	Transportation/Traffic Engineer
45. Marked crosswalks at intersections		Transportation/Traffic Engineer

QUESTION	HELPFUL INFORMATION	WHO COULD HELP
46. Are crossing guards present within the Walk/Bike Zone to assist people in crossing the wide, high speed, or busy streets?	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.	Transportation/Traffic Engineer
47. Crosswalks between intersections WITH CROSSING GUARD		Principal
48. Is the "2 per corner" ADA ramp design used in the Walk/Bike Zone? This style of design is mandatory if any federal funds are used on the project.		Transportation/Traffic Engineer
49. Is the "1 per corner" ADA ramp design used in the Walk/Bike Zone?		Transportation/Traffic Engineer
Remedial Pedestrian and Bicycle Facilities (8 percent of total score)		
50. Pedestrian crossing signals at traffic signals		Transportation/Traffic Engineer
51. "Countdown pedestrian signals" at traffic signals		Transportation/Traffic Engineer
52. Are there any medians/ refuges within the Walking/ Bicycling Zone?		Transportation/Traffic Engineer
53. Are any HAWKs installed in the Walking/Bicycling Zone?		Transportation/Traffic Engineer
54. Are any RRFBs installed in the Walking/Bicycling Zone?		Transportation/Traffic Engineer
Connectivity and Convenience (7 percent of total score)		
55. Conventional cul-de-sacs		Transportation/Traffic Engineer
56. Modern cul-de-sacs with walkway		Transportation/Traffic Engineer
57. Current population density in school zip code		Transportation/Traffic Engineer

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.

U.S. Department of Transportation Federal Highway Administration
U.S. Department of Transportation National Highway Traffic Safety Administration
SafeRoutes National Center for Safe Routes to School
Pedestrian and Bicycle Information Center

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk

Rating Scale:

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

1. Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs,shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else _____

Rating: (circle one) **1 2 3 4 5 6**

Locations of problems: _____

2. Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair

Something else _____

Rating: (circle one) **1 2 3 4 5 6**

Locations of problems: _____

3. Did drivers behave well?

☐ Yes ☐ Some problems: Drivers ...

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fastp
- ☐ Sped up to make it through traffic lights or drove through traffic lights?
- ☐ Something else _____

Rating: (circle one) **1 2 3 4 5 6**

Locations of problems: _____

4. Was it easy to follow safety rules? Could you and your child...

☐ Yes	☐ No	Cross at crosswalks or where you could see and be seen by drivers?
☐ Yes	☐ No	Stop and look left, right and then left again before crossing streets?
☐ Yes	☐ No	Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
☐ Yes	☐ No	Cross with the light?

Rating: (circle one) **1 2 3 4 5 6**

Locations of problems: _____

5. Was your walk pleasant?

☐ Yes ☐ Some problems:

- ☐ Needed more grass, flowers, or trees
- ☐ Scary dogs
- ☐ Scary people
- ☐ Not well lighted
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ Something else _____

Rating: (circle one) **1 2 3 4 5 6**

Locations of problems: _____

How does your neighborhood stack up? Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

Total: _____

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	It's a disaster for walking!

Now that you've identified the problems, go to the next page to find out how to fix them.

Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have room to walk?	What you and your child can do immediately	What you and your community can do with more time
Sidewalks or paths started and stopped Sidewalks broken or cracked Sidewalks blocked No sidewalks, paths or shoulders Too much traffic	• pick another route for now • tell local traffic engineering or public works department about specific problems and provide a copy of the checklist	• speak up at board meetings • write or petition city for walkways and gather neighborhood signatures • make media aware of problem • work with a local transportation engineer to develop a plan for a safe walking route
2. Was it easy to cross streets?		
Road too wide Traffic signals made us wait too long or did not give us enough time to cross Crosswalks/traffic signals needed View of traffic blocked by parked cars, trees, or plants Needed curb ramps or ramps needed repair	• pick another route for now • share problems and checklist with local traffic engineering or public works department • trim your trees or bushes that block the street and ask your neighbors to do the same • leave nice notes on problem cars asking owners not to park there	• push for crosswalks/signals/ parking changes/curb ramps at city meetings • report to traffic engineer where parked cars are safety hazards • report illegally parked cars to the police • request that the public works department trim trees or plants • make media aware of problem
3. Did drivers behave well?		
Backed without looking Did not yield Turned into walkers Drove too fast Sped up to make traffic lights or drove through red lights	• pick another route for now • set an example: slow down and be considerate of others • encourage your neighbors to do the same • report unsafe driving to the police	• petition for more enforcement • request protected turns • ask city planners and traffic engineers for traffic calming ideas • ask schools about getting crossing guards at key locations • organize a neighborhood speed watch program
4. Could you follow safety rules?		
Cross at crosswalks or where you could see and be seen Stop and look left, right, left before crossing Walk on sidewalks or shoulders facing traffic Cross with the light	• educate yourself and your child about safe walking • organize parents in your neighborhood to walk children to school	• encourage schools to teach walking safely • help schools start safe walking programs • encourage corporate support for flex schedules so parents can walk children to school
5. Was your walk pleasant?		
Needs grass, flowers, trees Scary dogs Scary people Not well lit Dirty, litter Lots of traffic	• point out areas to avoid to your child; agree on safe routes • ask neighbors to keep dogs leashed or fenced • report scary dogs to the animal control department • report scary people to the police • report lighting needs to the police or appropriate public works department • take a walk wih a trash bag • plant trees, flowers in your yard • select alternative route with less traffic	• request increased police enforcement • start a crime watch program in your neighborhood • organize a community clean-up day • sponsor a neighborhood beautification or tree-planting day • begin an adopt-a-street program • initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)
A Quick Health Check		
Could not go as far or as fast as we wanted Were tired, short of breath or had sore feet or muscles Was the sun really hot? Was it hot and hazy?	• start with short walks and work up to 30 minutes of walking most days • invite a friend or child along • walk along shaded routes where possible • use sunscreen of SPF 15 or higher, wear a hat and sunglasses • try not to walk during the hottest time of day	• get media to do a story about the health benefits of walking • call parks and recreation department about community walks • encourage corporate support for employee walking programs • plant shade trees along routes • have a sun safety seminar for kids • have kids learn about unhealthy ozone days and the Air Quality Index (AQI)

Need some guidance? These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
www.pedbikeinfo.org
www.walkinginfo.org

National Center for Safe Routes to School
Chapel Hill, NC
www.saferoutesinfo.org

For More Information about Who Can Help Address Community Problems
www.walkinginfo.org/problems/help.cfm

State Bicycle & Pedestrian Coordinators
http://www.walkinginfo.org/assistance/contacts.cfm

FEDERAL POLICY, GUIDANCE AND FUNDING SOURCES FOR WALKING FACILITIES

Federal Highway Administration
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC
www.fhwa.dot.gov/environment/bikeped/index.htm

PEDESTRIAN SAFETY

Federal Highway Administration
Pedestrian and Bicycle Safety Team
Office Of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

National Highway Traffic Safety Administration
Traffic Safety Programs
Washington, DC
www.nhtsa.dot.gov/people/injury/pedbimot/pedSAFE

SIDEWALK ACCESSIBILITY INFORMATION

US Access Board
Washington, DC
Phone: (800) 872-2253;
(800) 993-2822 (TTY)
www.access-board.gov

U.S. Department of Transportation Federal Highway Administration

U.S. Department of Transportation National Highway Traffic Safety Administration

SafeRoutes National Center for Safe Routes to School

Pedestrian and Bicycle Information Center


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[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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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.
3. American Academy of Pediatrics. Committee on Nutrition. Prevention of pediatric overweight and obesity. Available at: http://aappolicy.aappublications.org.cgi/content/full/pediatrics;112/2/424. Accessed June 5, 2009.
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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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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	

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.	☐	☐
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.	☐	☐
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.	☐	☐
School- or district-wide policies that *prohibit* walking/bicycling to school	☐	☐

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	☐	☐
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.	☐	☐
Collaborative School Planning . . . . . The school district and municipality actively work together to select the school/site and/or design.	☐	☐
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.	☐	☐
Policies that encourage or reward reuse/rehab of existing buildings . . . . . Definition: the intent is to discourage unnecessary sprawl and encourage in-fill development.	☐	☐

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 . . .	☐	☐
School has a health committee that oversees health and safety policies/programs	☐	☐
Healthy Communities, Active Living, Community Health policies . . . . . Definition: City- or county-sponsored health initiatives with a school component.	☐	☐

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.	☐	☐
Sidewalk/replacement Program . . . . . Definition: municipality requires sidewalks along both sides of the street.	☐	☐
Annual traffic signing and striping maintenance inspection	☐	☐
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.	☐	☐
School zone speed enforcement policy	☐	☐
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?	☐	☐

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.

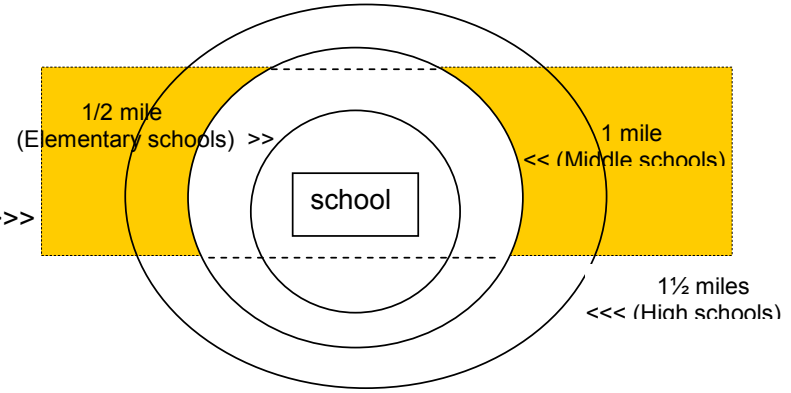
By removing this physical activity outlet from children's lives, many must rely solely on at-school physical activity – P.E. and recess – to provide them with their recommended amount of physical activity. In many schools, however, both of these are being drastically reduced or even eliminated.

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

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

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

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%

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
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

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)

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 School Street	**Scenario 2:** 1 street, adjacent to school property School Street	**Scenario 3:** 2 or more streets adjacent to property School Streets
	Points	**Points**	**Points ***
Elementary schools:			
If the street has 2 lanes			
If the street has 3-4 lanes			
If the street has 5 or more lanes			
Middle schools:			
If the street has 2 lanes			
If the street has 3-4 lanes			
If the street has 5 or more lanes			
High schools:			
If the street has 2 lanes			
If the street has 3-4 lanes			
If the street has 5 or more lanes			
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**

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+**
Campus size (include all playground/athletic fields):	**12** acres or fewer	**13-14** acres	**15-16** acres	**17** acres or more

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+**
Campus size (include all playground/athletic fields):	**24** acres or fewer	**25-26** acres	**27-28** acres	**29** acres or more

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+**
Campus size (include all playground/athletic fields):	**35** acres or fewer	**36-38** Acres	**39-41** acres	**42** acres or more

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 each 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

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

	(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

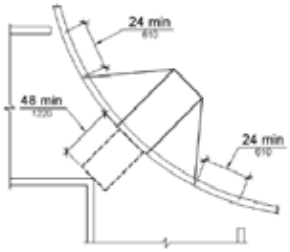
You should have four answers (circles) above

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

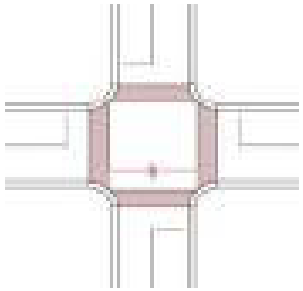
Street Profile (cont'd)

Curb radius

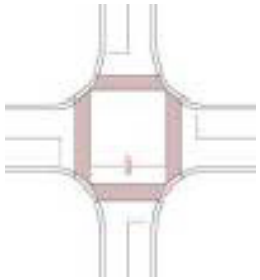
The curb's radius is how a street curves at a corner. Larger curb radii can encourage drivers to drive faster, which can be challenging to pedestrians. Smaller curb radii can help prevent vehicles from turning fast. Consider all intersections within the school's Walk-ing/Bicycling Zone, awarding points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



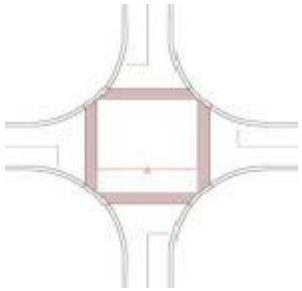
<u>A curb radius</u>
Generally there are 4 curb radii at each intersection – one at each corner.



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
	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

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

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

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
Designated bike routes	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
Multi-use paths	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present

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 both sides of street	Present in some cases _____ Sometimes on only one side of street	No sidewalks with-in Walk/Bike Zone

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

Marked crosswalks *at* intersections

Marked crosswalks at intersections	Prevalent through-out Walk/Bike Zone	Present in some cases within Walk/Bike Zone	No marked crosswalks within Walk/Bike Zone

Pedestrian and Bicycle Facilities and Safety (cont'd)

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

For proposed schools, does district policy require crossing guards?

Marked crosswalks *between* intersections

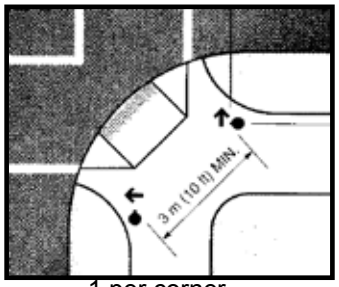
Crosswalks between intersections are called 'mid-block crossings'. Midblock crossings by themselves may not provide a safety benefit. In the following table count ONLY mid-block crossings that have an *adult guard* or monitor.

Crosswalks <u>between</u> 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

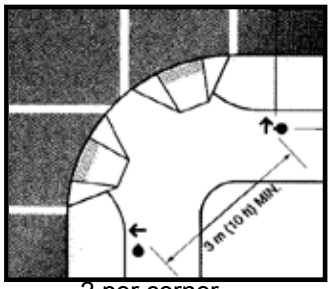
Pedestrian and Bicycle Facilities and Safety (cont'd)

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?

All intersections	Most intersections	Some intersections	None

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

All intersections	Most intersections	Some intersections	None

You should have two answers (circles) above

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
"Countdown pedestrian signals" at traffic signals	Prevalent through-out Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone

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? Yes | No

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? Yes | No

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? Yes | No

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

Modern cul-de-sacs	Not present	Some present	Prevalent
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

ACTIVE SCHOOL NEIGHBORHOOD CHECKLIST

www.activeschoolchecklist.com

ADOT

Arizona Department of Health Services