This print version includes the questions for the Promoting Active Communities School Audit. This print version is similar but not identical to the online version. The print version is intended to provide a way to preview the questions to get a sense of the information needed to complete the audit. It cannot replace the online interactive application.

The paper/print version differs from the online version in the following ways:

- The online version automatically shows the questions you need to answer based on your previous answers. In this print version, instructions on which questions to answer and which to skip are shown in **red font**.
- The online version automatically calculates answers and point values based on information you type in. In this print version, the automatic calculations are noted in **red font**.
- In the online version, you can mouse over or hover over the words in **blue font** to get a definition or examples to provide more information and help you to answer the question.
- In the online version, links to helpful documents are clickable and appear in a different color. In this print version, the links are noted with an **underline** but are not clickable.
- The online version provides a Feedback Report based on your answers as soon as you submit your assessment. It automatically tabulates your scores and indicates which best practices you are currently achieving. The Feedback Report is available only with the online version.
- The formatting of some questions in the online version may look different from the print version. However, the questions and responses are the same as those included in this document.
School Audit

This audit tool is designed to assess how the built environment near a school in your community supports physical activity. There are two main sections, one to look at routes for trips to and from school and one to look at the features right around the school. This audit tool was designed using evidence-based best practices to help you identify ways that schools can help children and others in your community be more physically active. Please be sure to audit the school listed below at a time and under circumstances that are safe for you.

This online audit form should be completed in one session. You can use the print version of this online audit form to record the information while you are visiting the school and then come back to this online form to enter the information. Words/phrases in blue font indicate that you can see definitions/explanations by mousing over the word/phrase.

Please be sure to save your work periodically by clicking the Save button at the bottom of the page. When you have finished entering and saving all the information, please go to the Submit tab to officially submit the audit.

NOTE: If you are visiting the school with another auditor, each auditor should complete a separate online audit form.

SECTION 1: Site Information

The school you are auditing is:

Name:

Location:

Zip Code:

Which of the following best describes your role in your community?

- Health Coalition Representative
- Community Member
- Economic Development/Business Community Representative
- Municipal Government Planning Department Representative
- Municipal Government Transportation Representative
- Neighborhood Representative
- Parks & Recreation Representative
- Public Health Representative
- Public Works Representative
- School/School District Representative
- Transit Agency or Transportation Representative
- Tribal Community Representative
- Other, Please Describe ____________________
Enter the date and time of the audit and describe the weather conditions. If more than one response option applies for an item, select the response that represents the conditions for the majority of the time you spent completing the audit.

Date (MM/DD/YYYY): ____/____/_______

Time of day:
- Morning (from sunrise to noon)
- Afternoon (from noon to 4 pm)
- Early evening (from 4 pm to sunset)
- Night (from sunset to sunrise)

Temperature:
- Below 32 degrees Fahrenheit
- 32 to 50 degrees Fahrenheit
- 51 to 70 degrees Fahrenheit
- 71 to 90 degrees Fahrenheit
- Above 90 degrees Fahrenheit

Weather:
- Clear
- Partly Cloudy/Cloudy
- Rain
- Snow

Who operates and/or manages the school being audited?
- Traditional public school district
- Public charter school operator
- Other Describe_____________________

What percent of the school's students live within the walk zone?
- 0%
- Less than 25%
- 25 to 50%
- 51 to 75%
- More than 75%
- Unknown, data not available

What percent of the school's students live within 2.5 miles of the school?
- 0%
- Less than 25%
- 25 to 50%
- 51 to 75%
- More than 75%
- Unknown, data not available
What percent of students walk or bike to school on a regular basis?
- 0%
- Less than 25%
- 25 to 50%
- 51 to 75%
- More than 75%
- Unknown, data not available

What percent of the school’s students get bussed to school?
- 0%
- Less than 25%
- 25 to 50%
- 51 to 75%
- More than 75%
- Unknown, data not available
SCHOOL PROPERTY

Examine the outdoor school property to answer the following questions.

Activity Features on School Property

1. When can the physical activity features on school property be accessed by community members? Accessed means that it can be used and is not locked, fenced, or otherwise restricted for use.
   - Can be accessed some days or some hours on most days (4 pts)
   - Access is highly restricted- only accessible a few hours on most or all days or during specific community programming/events (1 pts)
   - Can never be accessed by community members (0 pts)
   - It is unclear when the school physical activity features can be accessed by community members (0 pts)

2. In looking at the physical activity features on school property, indicate the total number of usable facilities present. “Usable” means that it can safely be used for its intended purposes.

   If there are no such features, enter zero (0). Enter whole numbers only.

<table>
<thead>
<tr>
<th>TYPE OF FEATURE</th>
<th>NUMBER USABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playgrounds with play structures (number of playgrounds)</td>
<td></td>
</tr>
<tr>
<td>Sports fields: baseball, football, soccer, etc. (number of fields)</td>
<td></td>
</tr>
<tr>
<td>Court-based sports: basketball, tennis, volleyball, etc. (number of individual courts)</td>
<td></td>
</tr>
<tr>
<td>Fitness equipment/stations (number of pieces of equipment or stations)</td>
<td></td>
</tr>
<tr>
<td>Water-based sports: swimming pool, etc. (number of individual amenities)</td>
<td></td>
</tr>
<tr>
<td>Open green space (number of open green spaces where people can participate in unstructured physical activity)</td>
<td></td>
</tr>
<tr>
<td>Outdoor classroom space (number of such spaces)</td>
<td></td>
</tr>
<tr>
<td>School/community gardens and other nature-based programming areas (number of gardens and other programming areas)</td>
<td></td>
</tr>
<tr>
<td>Other physical activity amenities on school property (number of individual amenities)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

<Online version calculates the answers and scores the follow question based on chart above.>

2a. Number of usable activity features accessible to the community on the school property:

Scoring is based on total features for the above will be as follows:
- Less than 2 (0 pts)
- 2 to 4 (2 pts)
- 5 to 6 (4 pts)
- More than 6 (6 pts)
2b. Different types of usable activity features accessible to the community on the school property:
Scoring is based on total features for the above will be as follows:
- 0 to 2 (0 pts)
- 3 to 4 (2 pts)
- 5 or more (4 pts)

3. Indicate to what extent are the school features accessible for individuals with disabilities.

3a. How many of the playgrounds or play areas are accessible to those with disabilities, including at least one of each type of play component being on an accessible route and with play components that have clear ground space and maneuvering space?
- All (4 pts)
- Some (2 pts)
- None (0 pts)
- Not applicable/No play areas (0 pts)

3b. How many of the sports facilities are accessible to those with disabilities, including accessible routes, dressing or locker rooms, team player seating areas, exercise equipment and machines, and other facilities that are present?
- All (4 pts)
- Some (2 pts)
- None (0 pts)
- Not applicable/No sports facilities (0 pts)

Comfort, Support, and Aesthetic Features on School Property Available to the Public

4. Examine the comfort and support of the school features. Indicate whether there are the following usable features. “Usable” means they can be safely used for their intended purpose.

4a. Usable restroom(s) or portable toilets available to the public
- Yes, including some accessible to individuals with disabilities (5 pts)
- Yes, but none accessible to individuals with disabilities (2 pts)
- No (0 pts)

4b. Usable drinking fountains available to the public
- Yes, including some accessible to individuals with disabilities (5 pts)
- Yes, but none accessible to individuals with disabilities (2 pts)
- No (0 pts)
Maintenance, Safety, and Security on School Property

5. Indicate which of the following safety or appearance concerns are present on school property.

<table>
<thead>
<tr>
<th>Safety or Appearance Concern</th>
<th>Yes (0 pts)</th>
<th>No (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Non-commissioned graffiti present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b. Vandalism present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5c. Excessive litter present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5d. Heavy traffic present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5e. Excessive noise present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5f. Poorly maintained features and/or properties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5g. Lack of eyes on the street present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5h. Evidence of threatening behavior present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Indicate the features that the school has in place to address safety around the school.

<table>
<thead>
<tr>
<th>Safety Feature</th>
<th>Most/all locations</th>
<th>Some locations</th>
<th>Few or no locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Adequate lighting present</td>
<td>(5 pts)</td>
<td>(2 pts)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td>6b. Clear sight lines present</td>
<td>(5 pts)</td>
<td>(2 pts)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td>6c. Clear designation between public, private, and semi-private areas</td>
<td>(2 pts)</td>
<td>(1 pt)</td>
<td>(0 pts)</td>
</tr>
<tr>
<td>6d. Controlled access to facilities where appropriate</td>
<td>(2 pts)</td>
<td>(1 pt)</td>
<td>(0 pts)</td>
</tr>
</tbody>
</table>

7. Please describe any other safety or security concerns that you observed.

Overall Impressions of the School Property

8. Please use the space below to describe any features of the school property that might encourage or inhibit its use for physical activity.

9. What is one thing you would do to improve the school property to encourage physical activity?
TRIP TO AND FROM SCHOOL

To audit the trip to and from school, examine the routes connecting the school to residential areas and other hubs of activity that are within a 0.5 mile radius of the school. If there are many routes, choose one that connects to a residential area where a large proportion of the school’s students reside.

Access and Connectivity- Sidewalks and Street Crossings

10. Are there sidewalks going to and from the school building entrances that are connected to sidewalks leading to residential areas and/or other nearby destinations, such as remote school drop-off locations?
   ○ Yes (4 pts)  ○ No (0 pts)

If the answer to Question 10 is Yes, ask Question 10a.
10a. Indicate the features of the sidewalks that go to and from the school building entrances to residential areas and/or other nearby destinations. Check all that apply.

   □ Most/all sidewalks are continuous
   □ Most/all sidewalks are on both sides of the street
   □ Most/all sidewalks are at least five feet wide
   □ Most/all sidewalks are free of barriers or hazards such as cracks, poles and signs, overgrown plants, etc.
   □ Most/all sidewalks are separated from the street by grass, trees, etc. and shaded by canopies, awnings, or trees
   □ Streetlights are present along most/all sidewalks

10a. How many types of sidewalk features did you see? Count the check marks in the list and indicate your answer.
   ○ 4 or more (4 pts)
   ○ 3 (2 pts)
   ○ 1 or 2 (1 pt)
   ○ None (0 pts)

11. Examine the street crossings near the school building and indicate whether the following features are in place to allow for safe passage without conflicts from automobile traffic.

11a. How many major intersections leading up to the school have crossing guards or trained safety patrol students present?
   ○ Most/All (3 pts)
   ○ Some (1 pt)
   ○ None (0 pts)
   ○ Not Applicable, there are no major intersections leading up to the school (3 pts)

11b. How many crosswalks are conveniently located and clearly marked?
   ○ Most/All (3 pts)
   ○ Some (1 pt)
   ○ None (0 pts)
   ○ Not applicable, there are no crosswalks leading up to the school (0 pts)
11c. How many curbs at crosswalks have ramps for wheelchairs, strollers, etc.?
- Most/All (3 pts)
- Some (1 pt)
- None (0 pts)
- Not applicable, there are no crosswalks leading up to the school (0 pts)

11d. How many traffic signals give enough time to safely cross the street?
- Most/All (5 pts)
- Some (0 pts)
- None (0 pts)
- Not applicable, there are no traffic signals near the school (0 pts)

12. Is there a posted school zone speed limit near the school building?
- Yes (3 pts)
- No (0 pts)

Access and Connectivity - Road and Trail Features

13. Indicate the road features present at this school that support active transportation. Check all that apply.
- School located along an on-road bike lane
- School located along a bicycle route or bicycle boulevard
- School located on a road with wide curb lanes or wide shoulders
- A public transit stop is near the school

13a. How many types of road features that support active transportation did you see? Count the check marks in the list and indicate your answer.
- 2 or more (7 pts)
- 1 (3 pts)
- None (0 pts)

14. Is the school connected to usable trails, shared use paths and/or multi-use trails? “Usable” means they can safely be used for walking, biking or rolling.
- Yes (6 pts)
- No (0 pts)

If the answer to Question 14 is Yes, ask Questions 14a and 14b

14a. What is/are the surface(s) of the trails/pathways connected to the school property?
- All or mostly paved (5 pts)
- Some paved, some crushed stone or dirt/mulch (3 pts)
- Little or no paved, all or mostly crushed stone or dirt/mulch (1 pts)

14b. Are trails/pathways accessible to individuals with disabilities? Accessible means surfaces are firm and stable, free of obstacles, and at least 3 feet wide with adequate passing and turning space and without excessive slope.
- All (3 pts)
- Some (1 pt)
- None (0 pts)
Students Getting In and Out of School

15. Please indicate which of the following are in place to prioritize safe walking and biking during student arrival and dismissal.

15a. There is a private vehicle student drop-off and pick-up zone with features such as pavement markings and signs to clarify rules, a separate designated lane, or separation from pedestrians and bicyclists, etc.
   ○ Yes (1 pt)  ○ No (0 pts)

15b. Sidewalks on school property connect the school building entrances to routes that people use to reach the school on foot, with no or minimal crossing of driveways and parking lots.
   ○ Yes (1 pt)  ○ No (0 pts)

15c. Where sidewalks on school property cross driveways or parking lots, they are continuous, level, and highly visible.
   ○ Yes (1 pt)  ○ No (0 pts)

Storage for Active Transportation Equipment

16. Indicate the characteristics of bicycle parking at the school.

<table>
<thead>
<tr>
<th></th>
<th>Yes (1 pt)</th>
<th>No (0 pts)</th>
<th>There is no bike parking (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16a. There are enough spaces for students to properly secure bikes to the bike parking structure</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>16b. Bike parking is within sight of the school building and reasonably close to school entrances and exits</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>16c. Bike parking is covered, providing protection from weather</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>16d. Bike routes to school are connected to campus bike parking by bike routes on campus</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

17. Does the school have secure storage available for scooters and skateboards?
   ○ Yes (1 pt)  ○ No (0 pts)

Maintenance, Safety, and Security on Route to/from School

18. Do the points of entry to the school grounds provide convenient access and promote a feeling of safety? A point of entry is defined as a sidewalk, path, or other form of entrance to and from the school.
   ○ Yes (3 pts)  ○ No (0 pts)
19. Indicate which of the following safety or security concerns are present along routes to the school from residential areas and remote drop-off locations.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Yes (0 pts)</th>
<th>No (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. Non-commissioned graffiti present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19b. Vandalism present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19c. Excessive litter present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19d. Heavy traffic present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19e. Excessive noise present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19f. Vacant or abandoned buildings present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19g. Poorly maintained features and/or properties present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19h. Lack of eyes on the street present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19i. Lack of sight lines present</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>19j. Evidence of threatening behavior present</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

20. Please describe any other safety or security concerns that you observed.
Adjacent Features

21. In looking at the area surrounding the school, indicate the total number of usable facilities (not on school property) that are available within a half mile of the school. “Usable” means that it can safely be used for its intended purposes.

*If there are no such features, enter zero (0). Enter whole numbers only.*

<table>
<thead>
<tr>
<th>TYPE OF FEATURE</th>
<th>NUMBER USABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usable public parks</td>
<td></td>
</tr>
<tr>
<td>Specific community physical activity amenities such as a skate park, dog park,</td>
<td></td>
</tr>
<tr>
<td>disc golf, community garden, etc.</td>
<td></td>
</tr>
<tr>
<td>Open/green spaces</td>
<td></td>
</tr>
<tr>
<td>Public community centers with physical activity opportunities</td>
<td></td>
</tr>
<tr>
<td>Private sports facilities (such as a YMCA or other non-public sports or exercise</td>
<td></td>
</tr>
<tr>
<td>facility) accessible for free or at low-cost</td>
<td></td>
</tr>
<tr>
<td>Other facilities usable for physical activity (number of individual facilities)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

<Online version calculates the answers and scores the follow question based on chart above.>

21. **Number of usable facilities within a half mile of the school:**

Scoring is based on total features for the above will be as follows:

- 0 (0 pts)
- 1 to 2 (1 pts)
- 3 or more (4 pts)

Overall Impressions of the Route to/from School

22. Please use the space below to describe any features of the routes from residential areas or remote drop-off sites that might encourage or inhibit its use for physical activity.

23. What is one thing you would do to improve a route to this school?
SECTION 2: Submit Your Audit

Please read and check the statement below and then click the Submit button to submit your audit.

You will not be able to change your answers after successfully submitting your audit. Please check your answers before you click the Submit button. You will see a thank you message when your audit has been successfully submitted.

☐ I have reviewed my answers and confirm that I am ready to submit this audit.

SUBMIT BUTTON