PROMOTING ACTIVE COMMUNITIES (PAC)

SCHOOLS ASSESSMENT PRINT VERSION

This print version includes the questions for the Promoting Active Communities Schools Assessment. 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 assessment. 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 shows questions you need to answer based on the type of community, such as Large Urban, Small Urban, Suburban, Rural with Town Center, and Rural without Town Center. (Selection of community type occurs during the registration process.) In this print version, questions related to certain community types are noted 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. Underlining may also be used for emphasis in the print version as well as the online version.
- 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.
Schools Assessment

Research shows that school-based approaches to promote physical activity can impact activity levels outside of school. By helping children experience active living programs, policies, and environments, schools can be leaders in raising healthy adults.

Completing an assessment of a school district can get your community thinking about how policies, programs, and environments can promote physical activity among children, adolescents, and other community members.

To complete this module, you may find it helpful to:
- Have members on your team who represent your community’s local planning department, school district(s), parent/teacher organizations, neighborhood associations, transit agencies, public health department, and other community members.
- Contact your school/district, local planning commission or planning board, local government engineer, public works, or others for the information you need.
- Refer to additional resources such as Safe Routes to School National Partnership and Active Living Research - Active Living Resources for Schools.

This background information will help focus your assessment and provide useful context.

SECTION 1: Background Information

1. To simplify the assessment process, please select one public school district serving your community. For the purposes of this assessment, think about a school district which has its own governing body, such as a school board. Note: you can create additional assessments for other school districts serving your community.

   School District Name (e.g. Community School District) __________________________

   School District Website ___________________________________________

2. Have any schools within the public school district you selected to assess participated in any of the following programs? Please note, assessing physical activity promotion for students during the school day may be valuable if it has not been done recently in the schools and districts in your community. While this is not a part of the Promoting Active Communities (PAC) assessment tools, there are many tools available. Check all that apply.

   - [ ] A school-based physical activity environment assessment(s)
   - [ ] Green Schools
   - [ ] A formal Safe Routes to School (SRTS) program
   - [ ] None of these
SECTION 2: Policies and Planning

The first set of policy questions should be answered from the perspective of the community.

1. Do your community’s local written policies and rules, such as ordinances or guidelines, require or prioritize any of the following? Check all that apply.
   - Installation of pedestrian safety treatments near schools, such as pedestrian signals, median islands, or leading-time pedestrian signals
   - Installation of sidewalks in all new residential developments and in new commercial developments near schools as part of community-wide zoning requirements to connect schools with residences and other destinations
   - Installation of bicycle facilities near schools, such as an on-road bike lane, a bicycle route or bicycle boulevard, or wide, paved shoulders on roads
   - Rules or policies regarding the creation, use, and maintenance of safe and convenient walking and biking routes connecting school buildings with residential areas or other destinations, such as libraries
   - Ongoing funding to support the creation and maintenance of safe and convenient walking and biking routes connecting school buildings with residential areas or other destinations, such as libraries
   - Policies or practices governing clean-up from weather events along school routes
   - Coordination with school district(s) to set speed limits around the school
   - A joint use agreement

How many elements that encourage physical activity near schools are included in local written policies and rules? Count the check marks in the above list and indicate your answer below.

<If your Community Type is: Large Urban, Small Urban, Suburban>
   - None (0 pts)
   - 1 to 3 (3 pts)
   - 4 to 6 (10 pts)
   - 7 to 8 (14 pts)

<If your Community Type is: Rural with Town Center, Rural Without Town Center>
   - None (0 pts)
   - 1 to 2 (3 pts)
   - 3 (10 pts)
   - 4 to 8 (14 pts)

1a. Please use the space below to describe the other types of school-related policies supporting physical activity that are required or prioritized by the community’s local written policies and rules, such as ordinances or resolutions.
2. Does your community engage in, or work with others to engage in, routine planning to increase opportunities for children to walk and bike to/from school as shown by the creation or adoption of one or more of the following plans that specifically address opportunities to walk and bike to/from school? Check all that apply.

- Master Plan (1 pt)
- Green Infrastructure Plan (1 pt)
- Capital Improvement Plan (1 pt)
- Non-motorized Transportation Plan (1 pt)
- Equity Plan (1 pt)
- Parks & Recreation Master Plan (1 pt)
- Other formally adopted plan (1 pt)
- None of these (0 pts)
- Other, Describe (0 pts)

3. In the past 5 years, has your community shown a commitment to creating opportunities for physical activity by passing a bond, millage, or special tax to provide local financial support to make it easier to be physically active in or near a school, such as walk/bike infrastructure connecting schools to residential areas, commercial districts, or other facilities, or providing opportunities for out-of-school time physical activities?

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<th>Yes (16 pts)</th>
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<tr>
<td>a. Municipal/township level</td>
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<tr>
<td>b. School district level</td>
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4. In the past 5 years, has your community shown a commitment to creating opportunities for physical activity by applying for a grant or grants to fund improvements related to making it easier to be physically active in or near a school? Examples of such improvements include but are not limited to walk/bike infrastructure connecting the school to residential areas or other facilities, pedestrian safety treatments and/or bicycle facilities near schools, or school fitness facilities that are available to the community.

- Yes (15 pts)
- No (0 pts)

If the answer to Question 4 is Yes, ask Question 4a.

4a. Did your community receive any of the grants for which you applied?

- Yes
- No
If the answer to Question 4a is Yes, ask Questions 4b, 4c and 4d.

4b. What was the total amount of the grant that you were awarded? Enter whole number dollar amounts. If more than one grant application was awarded during the past 5 years, enter the grant with either the highest dollar amount or the amount for the grant that had the most impact in your community.

___________________ Dollars

4c. What kinds of improvements did this grant fund? Check all types of improvements that apply. If more than one grant was received during the past 5 years, either answer for the grant with the highest dollar amount or the grant that had the most impact in your community.

- Planning for or improving school play areas and playgrounds that are accessible to the community
- Planning for or improving walk/bike infrastructure connecting schools to residential areas, commercial districts, or other facilities
- Planning for, improving, or extending shared-use paths or trails connecting the schools to neighborhoods and other physical activity facilities
- Planning for or improving pedestrian safety treatments near schools
- Installation of bicycle facilities near schools
- Planning for or improving school sports facilities that are accessible to the community
- Planning for or improving school gyms/fitness centers that are accessible to the community
- Other, Describe

4d. Briefly describe the grant. Include information such as the funding source, the scope of the project (e.g., is the project a small part of the grant, or is the grant funding just a small part of the project?), etc.
This second set of policy questions from the perspective of the school district.

5. Do your school district’s written plans or recommendations prioritize working with the municipality on any of the following? Check all that apply.

- Installation of safety treatments and structuring elements near schools to be pedestrian-friendly, such as pedestrian signals, median islands, or leading-time pedestrian signals.

- Installation of bicycle facilities near schools

- Installation of facilities on school grounds to support walking/biking to school, such as bike racks, sidewalk and/or shared use paths or trails connections from the school entrance to the street and sidewalk network, safe walkways through parking lots/driveways/etc.

- Rules or policies regarding the creation, use, and maintenance of safe routes connecting school buildings with residential areas or other destinations, such as libraries

- Funding to support the creation and maintenance of safe routes connecting school buildings with residential areas or other destinations, such as libraries

How many elements that encourage working with the municipality to encourage physical activity near schools are included in the school district’s written plans or recommendations?

Count the check marks in the above list and indicate your answer below.

<If your Community Type is: Large Urban, Small Urban or Suburban>

- None (0 pts)
- 1 to 2 (6 pts)
- 3 or more (16 pts)

<If your Community Type is: Rural with Town Center or Rural without Town Center>

- None (0 pts)
- 1 (6 pts)
- 2 or more (16 pts)
6. **Do your school district’s policies require or prioritize any of the following?** *Check all that apply.*

- Explicit support for **active transportation**
- Explicit support for Safe Routes to School
- Policy language clarifying the roles of districts, schools, parents/guardians, and students in providing safe, active transportation to school
- A joint use agreement
- Integration of universal design principles for accessible design beyond meeting Americans with Disabilities Act (ADA) standards

**In how many ways do your school district’s policies include approaches that support physical activity?** *Count the check marks in the above list and indicate your answer below.*

*<If your Community Type is: Large Urban, Small Urban or Suburban>*
- None (0 pts)
- 1 to 3 (3 pts)
- 4 to 5 (7 pts)

*<If your Community Type is: Rural with Town Center or Rural without Town Center>*
- None (0 pts)
- 1 to 2 (3 pts)
- 3 to 5 (7 pts)

6a. **Use the space below to describe the other types of strategies to support physical activity that are required or prioritized by the school district’s policies.**

7. **Does this school district have policies to prohibit students of any grade level from using** **active modes of transportation** **to get to or from school?**

- Yes (0 pts)
- No (7 pts)

8. **Do your school district’s policies require or prioritize any of the following for** **school siting** **of new buildings, changing school attendance boundaries, and/or closing schools?** *Check all that apply.*

- Preference or requirement to renovate existing schools rather than building new or closing older structures (3 pts)
- Preference for geographic proximity between students’ residences and their assigned schools (8 pts)
- Preference or requirement to locate schools near higher density residential areas where many students live (8 pts)
- Preference or requirement to locate schools next to or within walking distance of community resources, such as parks and libraries (4 pts)
- A long-range facilities plan that considers likely demographic changes and facility needs over 20 years or more (4 pts)
- Consideration of existing transportation networks, **safe routes** to school, and public transit when making changes to school sites or attendance boundaries (8 pts)
- Consideration of air quality in choosing school sites (2 pts)
- Consideration of other industries, such as industries that would have a lot of trucks and traffic, that affect the safety of walking, biking, and other physical activity when choosing school sites (2 pts)
 Preference or requirement for adequate bike parking and storage (4 pts)
 Integration of universal design principles for accessible design beyond meeting Americans with Disabilities Act (ADA) standards (4 pts)
 Facilitating dialogue with the municipality when making school siting, attendance boundary, and closing plan decisions, including discussion of issues such as the racial, ethnic, and economic diversity of schools (4 pts)
 Facilitating dialogue with the public when making school siting, attendance boundary, and closing plan decisions, including discussion of issues such as the racial, ethnic, and economic diversity of schools (4 pts)
 None (0 pts)

8a. Please use the space below to describe the other types of strategies to support physical activity that are required or prioritized by the school district’s policies for siting new buildings, changing attendance boundaries, and/or closing schools.

9. How many of the schools in the district are physically located in places that facilitate active transportation?
   - All (15 pts)
   - Most (10 pts)
   - Some (5 pts)
   - None (0 pts)

This final set of policy questions can be answered from the perspective of the community or school district.

10. Does this school district or community have a policy or program to provide crossing guards and/or student safety patrol programs?
    - Yes (8 pts)
    - No (0 pts)

    If the answer to Question 10 is Yes, ask Question 10a.

10a. Which of the following elements does the crossing guard and/or student safety patrol policy or program include? Check all that apply.
    - A system for hiring crossing guards (including hiring requirements and conducting background checks) (1 pt)
    - Clearly identified funding sources (1 pt)
    - Provisions or protocols for training (1 pt)
    - A system for determining the locations of crossing guards and/or safety patrols (1 pt)
    - A system for supervising crossing guards and/or safety patrols (1 pt)
    - Resources to properly equip crossing guards and/or safety patrols (1 pt)
    - None of these (0 pts)
SECTION 3: Programming and Promotion

1. Has the school district, or have any schools in the district, participated in a formal Safe Routes to School (SRTS) program or a similar process?
   - Yes (23 pts)
   - No (0 pts)
   - Don’t know (0 pts)

   If the answer to Question 1 is Yes, ask Question 1a.

1a. What percent of the public kindergarten through 8th grade schools in the district have participated in Safe Routes to School?
   - Less than 25% (0 pts)
   - 25 to 50% (4 pts)
   - 51 to 75% (10 pts)
   - More than 75% (15 pts)
   - All, the district has taken a district-wide approach (18 pts)

2. Within the past 12 months, which of the following activities and/or programs have the school district and community worked on together to make it safe and fun for students to walk and bike to school? Check all that apply.
   - National Bike to School Day/Walk to School Day
   - Weekly bike to school and/or walk to school days
   - Pedestrian safety education
   - Bicycle safety education
   - Mileage clubs
   - Corner captain programs
   - Regular/routine walking school busses
   - Regular/routine bicycle trains
   - Remote drop-off programs
   - Bike rodeos
   - Youth bike kitchens, clubs, and programs
   - Bike share/bike library programs

   How many activities/programs have the school district and community worked on together to make it safe and fun for students to walk and bike to school? Count the check marks in the above list and indicate your answer below.
   - None (0 pts)
   - 1 to 3 (2 pts)
   - 4 to 7 (7 pts)
   - 8 or more (14 Pts)

2a. What, if any, other activities and/or programs does the school district provide to make it safe and fun for students to walk and bike to school?
3. Within the past 12 months, did the school district and community work together to provide and promote free or low-cost one-time special events for physical activity? Check all that apply.
   - Walking or other physical activity-based fundraising events
   - Field day events
   - Service-related activities for students and families
   - Cultural and/or heritage themes and events for students and families
   - Open streets or Ciclovia
   - Tactical urbanism at the school or on the school route

   How many free or low-cost one-time special events for physical activity did the school district and community work together to provide? Count the check marks in the above list and indicate your answer below.
   - None (0 pts)
   - 1 to 3 (2 pts)
   - 4 or more (5 pts)

   3a. What, if any, other free or low-cost one-time special events for physical activity did the school district and community promote in the past 12 months?

4. Within the past 12 months, did the school district and community work together to provide and/or promote free or low-cost ongoing programs to support physical activity? Check all that apply.
   - Out-of-school time (OST) programs that provide at least 30 minutes of physical activity a day with a late bus option for students who participate (3 pts)
   - Physical activity-related clubs provided outside of school time (3 pts)
   - School-based food-related activities that encourage physical activity for students and families (3 pts)
   - None of these (0 pts)

4a. What, if any, other free or low-cost ongoing programs for physical activity did the school district and community work together to promote in the past 12 months?

5. In addition to your selections above, what other programs and activities that serve unique audiences or recreation needs did your community and school district work together to provide to community members? For example, have you provided programs or activities to serve specific populations in your community, such as individuals of a specific culture or students with disabilities? Use the space below to describe any such activities or programs.
6. **Within the past 12 months, which of the following has your school district and community done, working together, to promote and advertise opportunities for community members to use school-based physical activity programs and facilities? Check all that apply.**

- ☐ Publish information online about school-based programs and/or facilities available to community members, such as locations and hours
- ☐ Promote school-based programs and/or facilities available to community members via social media campaigns, such as Facebook, Twitter, and other platforms
- ☐ Promote school-based programs and/or facilities available to community members at local events
- ☐ Promote school-based programs and/or facilities available to community members via television
- ☐ Mail materials to promote school-based programs and/or facilities available to community members
- ☐ Partner with community organizations to promote school-based programs and/or facilities available to community members to their audiences
- ☐ Publish a printed catalog of school-based programs and/or facilities available to community members to provide to the public
- ☐ Co-sponsor events that showcase school-based programs and/or facilities available to community members, such as a 5K or a bike ride that uses school grounds
- ☐ Purchase billboards, posters, bus wraps or other advertising tools

**How many ways your community has marketed your school-based facilities and programs in the last year? Count the check marks in the above list and indicate your answer below.**

- ☐ None (0 pts)
- ☐ 1 or 2 ways (3 pts)
- ☐ 3 or 4 ways (7 pts)
- ☐ 5 or more ways (15 pts)

6a. **Describe any other ways your school district and community have worked together to promote school-based programs and/or facilities and programs as opportunities for physical activity for community members in the last 12 months.**
SECTION 4: Maintenance and Safety

1. Please indicate how your school district addresses maintenance of outdoor school facilities, equipment, and other assets related to physical activity.

   a. There is a written maintenance and operations plan for managing outdoor school facilities, equipment, and other assets
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   b. There is a checklist and/or procedure list for maintaining specific school physical activity-related facilities
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   c. There is a schedule for routine maintenance of school physical activity-related facilities
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   d. There is a budget for maintenance of school physical activity-related facilities
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   e. There is a standard and prioritization schedule or process for prompt clean-up from weather events, such as removal of snow, fallen branches, etc. after a storm (such as within X number of days)
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   f. There is a procedure for following up on reported maintenance issues for school physical activity-related facilities
      ☐ Yes, and it is always followed (4 pts)
      ☐ Yes, but it is not always followed (2 pts)
      ☐ No (0 pts)

   g. What other approaches does your school district take to address maintenance in and around schools?
2. Within the last 12 months, please indicate if your school district and community have worked together to use any of the following safety and maintenance approaches.

   a. Safe havens
      ☑ Yes (4 pts) ☐ No (0 pts)

   b. Safe passage programs
      ☑ Yes (4 pts) ☐ No (0 pts)

   c. Programs that provide education and awareness about street harassment
      ☑ Yes (4 pts) ☐ No (0 pts)

   d. Clean up/maintenance events for outdoor school facilities
      ☑ Yes (4 pts) ☐ No (0 pts)

   e. What other safety and maintenance approaches has your school district used in the last 12 months?

3. Does your school district and community consider potential gender and cultural differences in students' perceptions of safety along routes to school?
   ☑ Yes (7 pts)
   ☐ No (0 pts)
SECTION 5: Partnerships with Schools

1. Many communities are engaging in multi-sector partnerships that bring school entities together with other community partners and organizations to provide and promote physical activity near and around schools. Please indicate the types of partners that are involved in school-related multi-sector partnerships in your community. Check all that apply.

- Agriculture/food industry
- Business community/economic developers
- Colleges and universities including community colleges
- Faith-based organizations
- Health department/public health department
- Healthcare entities and organizations (such as hospitals or health systems)
- Neighborhood-based organizations, including neighborhood associations
- Non-profit health promoting agencies
- Other non-college/university educational entities (K-12, pre-K, etc.)
- Organizations serving low-income or under-represented populations
- Other area communities or parks and recreation departments
- Planning organizations
- Public works
- Service clubs
- Transportation organizations
- Tribal organizations

How many types of partners are involved in school-related multi-sector partnerships in your community? Count the check marks in the above list and indicate your answer below.

- 0 to 1 (0 pts)
- 2 to 4 (6 pts)
- 5 or more (11 pts)

1a. Please use the space below to describe any other multi-sector partners not listed above.
2. What have multi-sector partnerships done within the last 12 months to offer or enhance physical activity near and around schools, for both school-aged populations and the broader community? Check all that apply.

- Enhanced or renovated school facilities outside of the school building to enhance physical activity (3 pts)
- Enhanced or renovated infrastructure and/or facilities near schools to enhance physical activity (3 pts)
- Worked collaboratively with a team to increase safe walking and biking to school (3 pts)
- Worked collaboratively with a committee to advance use of school facilities by community members (3 pts)
- Advanced physical activity-friendly policies (3 pts)
- Identified funding sources (3 pts)
- Pursued funding sources (3 pts)
- Engaged community members (3 pts)
- Promoted school-based physical activity opportunities (3 pts)
- Engaged in planning to enhance physical activity near and around schools (3 pts)
- None of these or no multi-sector partnerships (0 pts)

2a. Please use the space below to describe any partnership activities not listed above.

3. Please select the resources being shared and leveraged through partnerships to support physical activity near and around schools, for both school-aged populations and the broader community. Check all that apply.

- Programming (3 pts)
- Funding (3 pts)
- Human capital (3 pts)
- Content expertise (3 pts)
- Political capacity (3 pts)
- Infrastructure/facilities (3 pts)
- Materials/supplies (3 pts)
- None of these (0 pts)

3a. Please use the space below to describe any other resources not listed above that are being shared and leveraged.
SECTION 6: Audit

This section cannot be fully depicted in print. A brief description of how Section 6 of the online assessment works appears below.

To fully complete this module, your team needs to complete an audit of a school as well as the other sections of the assessment. The audit is designed to assess how the built environment near a school is supporting physical activity.

To qualify for inclusion in Section 6 of the assessment, an audit must meet the following three criteria:

- The school must have at least three completed/submitted audits by three different auditors. Auditors visit the selected school and complete an online audit form which asks about their observations.
- The audit must be permanently closed. (You can close an audit when all auditors have completed the online audit form by using the Close Audit link on the Audit dashboard. Or the system will close it automatically 6 weeks after the date you started the audit process.)
- The school audit cannot have been selected for a prior Schools Assessment.

Once you have completed at least one qualifying audit online, you will see a question in this section of the online version that allows you to select an audit. Until then, you will receive an error message when you save this section online indicating that the question related to audit selection is required.

To start a new Schools audit or to manage an audit currently in progress, log in at the PAC website, select Schools from the main dashboard and then click on the Audits button. (Your community must be registered in order to log in and use any of the PAC tools.)
SECTION 7: Submit

Thank you for your effort in completing this assessment. You are almost finished!

Please take a moment to review and check off that you agree with the following statements before you click the Submit button at the bottom of this page.

- The team members have approved the final responses.
- We confirm that all the answers we have provided are accurate to the best of our knowledge.

When you click the submit button below, your assessment will be automatically validated and submitted and your feedback report will be generated.

Your feedback report tells you which best practices you are achieving and which need additional effort so you can improve. Be sure to take a look at your feedback report after you submit your assessment.

You will not be able to change your answers after you submit the assessment.

SUBMIT BUTTON