

APS WALK/BIKE TO SCHOOL AUDIT CHECKLIST

SCHOOL NAME:

PLANNING UNIT NUMBER(S): (internal APS use)

DATE/DAY OF WEEK:

TIME OF DAY:

WEATHER CONDITIONS:

YOUR NAME:

E-MAIL ADDRESS:

PHONE NUMBER: (optional)

AFFILIATION: (PAC, BAC, PTA, CIVIC ASSN, COMMUNITY MEMBER, etc.)

TIPS FOR CONDUCTING A SCHOOL WALK/BIKE AUDIT

- Conduct audit at/near school arrival and dismissal time (see School Overview for times)
- Evaluate potential route(s) from student perspective (age, size, etc.)
 - Elementary = ages 4-12
 - Middle = ages 12-15
- Keep in mind that younger children have difficulty:
 - seeing and evaluating traffic conditions because of their height;
 - processing information because of their limited peripheral vision;
 - correctly perceiving the direction and sound of traffic; and
 - understanding the use of traffic control devices and crosswalks.
- Consider perspective of adults walking with students
 - Possibly with younger kids, strollers
 - Possibly multiple students from different families
- Consider COVID requirements
 - Social distancing
 - Masks
- Consider weather-related and seasonal variations in conditions, daylight, visibility, hazards

WALK/BIKE TO SCHOOL AUDIT

VERY IMPORTANT: Please take photos and mark findings on the map provided at spot-specific locations.

Start in Walk Zone neighborhood and walk to school or start at school and walk to neighborhood.

Pedestrian Facilities

- What are the key pedestrian access points to the school facility?
- Are there sidewalks/paths along the recommended routes?
 - o If yes, identify areas with limited width (<6 ft).
 - o If yes, identify missing or unusable stroller/wheelchair ramps.
 - o If yes, identify existing obstructions or maintenance issues on the sidewalks.
 - o If no, identify missing sidewalks.
- Are sidewalks connected?
 - o If not, identify missing connections (e.g. missing crosswalks, areas where sidewalk abruptly ends).
- Are existing crosswalks at intersections or other midblock locations adequate?
 - o Identify potential crosswalk upgrade needs. (e.g. consider signage at and in advance of crossing, markings, etc.)
 - o *Note: 2019-20 Crossing Guard locations are included on School Maps; could change in 2020-21*
- Are there missing crosswalks at intersections or other locations?
 - o Identify potential crosswalk needs.
- Are alternative walking paths (e.g. fields, parks, "goat paths" on public property) present and usable?
 - o Are they accessible? Can they be used year-round?
- Were noteworthy pedestrian behaviors or patterns observed on site? (e.g. did pedestrians use sidewalks/crosswalks? Did pedestrians use paths other than those marked?)

Bicycle Facilities

- Within the walk zone, which road lanes or paths are suitable for families?
- Are there gaps (e.g. lost bike lanes/paths, high volume intersections, etc.) in these safe bicycling routes?
 - o If no, identify missing linkages.
- Are there areas along bicycle routes where dooring, bike route obstructions, or maintenance (e.g. uneven surface, drain grates, potholes) may be a concern?
 - o If yes, identify locations and issues.
- Are bicycle racks present at school?
 - o If so, are they secure, sheltered?
 - o If so, is there potential for conflict with vehicles to access the bike storage area?
- Were noteworthy bicycle behaviors or patterns observed on site? (e.g. did bicyclists use bicycle facilities?)

Roadway Infrastructure

- What are the roadway characteristics within the walk zone/along recommended routes?
 - o Identify roadways where higher speeds/volumes are a concern.
 - o Identify neighborhood roadways with speeding/infrastructure concerns.
 - o Identify areas with sight line/terrain-related visibility concerns.
- What are the key intersections (located along critical paths) in the new walk zone?
 - o How are they controlled (two-way stop, four-way stop, signal, etc.)
 - o If a signal, is the timing programmed adequately (e.g. does it allow enough time for a small child or a socially-distant walking school bus to cross safely? How long does the pedestrian signal take to activate once pushed?)
- Is there school zone signage (e.g. school zone speed limit signs, five-sided school crossing/school zone signs, "End School Zone" signs, etc.) and infrastructure (flashers) present within 500 ft of school facility?
 - o Where is school zone signage currently placed? Is it visible and clear?
 - o Are there areas in the school zone (within 500ft of school) that are missing school zone signage?
- Were noteworthy driver behaviors or patterns observed on site?
 - o Examples, vehicles stopping in marked no-stopping or no-parking zones, U- and 3-point turns where not permitted or unsafe, rolling stops at intersections, drivers not yielding to bikes/peds, delivery, maintenance, or pick-up/drop-off activity.

Lighting

- Are there areas where lighting infrastructure is not present along the sidewalks/roadways/paths?
 - o Note where lights are located (assuming you are walking in daytime, lights will not be on)
 - o Identify locations for lighting review.

Alternative safe parking locations/"Park-and-Walk" gathering places

- *Families who drive will no longer be permitted to drop students off at school and leave. Drivers will have to park and walk students to school and/or wait until students are cleared to enter. APS is attempting to find neighborhood parking locations at all schools for this purpose.*
- If known at time of site visit, are current paths between Park-and-Walk and school locations safely connected and accessible?
 - o Do the Park-and-Walk locations allow enough space for social distancing?
- Are there areas in the walk zone that could function as Park-and-Walk areas? (In other words, are there parking locations that distant driving families may use to safely park and walk to drop their children at school?)

School Parking Lot/On-site Drop-off Infrastructure

- Is traffic flow clearly signed? (e.g. pavement markings, directional signage, no idling signs, etc.)
- How do children access the school from parked vehicles? Does the setup of the parking lot create potential for vehicle and pedestrian conflict?
- Is there a history or potential for unsafe parking/drop-off behaviors or patterns on site?

Other

- Are there other environmental issues that you observed to note (e.g. scary dogs, steep hills, streetcar tracks, construction hazards, etc.)?
- Are there places along the route suitable for placing sidewalk decals to guide students/mark the route?

NOTES

During the audit, take notes and photos and mark up your map. Which streets, street segments or intersections do not look or feel like safe routes? List the ones you are most concerned about below, noting the location and the main issues.

SCHOOL _____ PLANNING UNIT(S) _____

Location <i>Describe location</i> <i>(e.g., intersection of Main and Oak Street)</i>	Issue(s) <i>List issue(s) at this location</i>

