

# “Checklist for Assessing the Quality of School Environments in Your Municipality”

From the initiative [“Safe and Healthy School Environments”](#) we have developed 11 indicators so that municipalities, associations, schools, or any interested body can carry out self-assessments on the state of school environments and the promotion of active, sustainable and autonomous mobility of children and adolescents in their communities.

These 11 indicators are linked to the proposals of the "Safe and Healthy School Environments" initiative. They are designed to help municipalities or interested organizations/agents make an initial assessment and periodic assessments (every two years) to know the current state of assessed school environments and to track progress over time. This way, they can identify areas that need improvement to reach the "ideal" situation.

It should be noted that these indicators are a simplification and that many more could be used, but we believe that they are sufficient and more feasible to apply and allow us to have a general idea of the situation in each municipality. They also raise awareness of the need to take concrete measures, as well as offer tools to carry out the necessary changes (see the section “What can you do?” on the initiative’s website).

## HOW DOES IT WORK?

Participation is very simple; the aim is for municipalities, schools, or associations (such as family associations or NGOs) to carry out a self-evaluation based on indicators that are relatively easy to obtain and report. The participation process differs for municipalities and schools or associations, as some indicators may not apply to school communities and only for municipalities

Proposal of the initiative “Entornos Escolares Seguros y Saludables” associated to the indicator	No. Indicator	Description of the indicator	Examples of how to report indicator information	Level of obtained recognition
<b>Installations in school themselves</b>				
Replace <b>parking areas within the school</b> grounds with playgrounds and play areas.	<b>1</b>	Percentage of schools with no on-site car parking.	Of the total number of schools, 80% have no parking for cars or motorbikes on school grounds.	<i>100% of school environments.</i>
Provide <b>secure parking for bicycles, scooters</b> and skateboards on or near all school premises to encourage active mobility to school.	<b>2</b>	Percentage of schools with secure parking for bicycles, scooters and skateboards.	Of all schools, 20% have secure parking for bicycles, scooters and skateboards.	<i>≥80% of school environments.</i>
<b>Surroundings and access to schools</b>				
<b>Revegetate school playgrounds</b> with trees and plants that provide shade, freshness and colour to these spaces, improve air quality and dampen noise.	<b>3</b>	Percentage of schools with school gardens, green roofs, gardens, vertical gardens, green roofs, etc. (any applicable).	Of the total number of schools, 45% have school gardens, green roofs or gardens, vertical gardens, green roofs, etc.	<i>≥90% of school environments.</i>
<b>Limiting parking and traffic on surrounding streets</b> and especially in the immediate vicinity of school entrances.	<b>4</b>	Percentage of schools with traffic calming measures in place to reduce speed (maximum 20 km/h) and the number of vehicles.	Of all schools, 80% have clear traffic calming measures (e.g., maximum speed 20 km/h).	<i>≥90% of schools.</i>
	<b>5</b>	Percentage of schools with limited parking of cars or motorbikes near the entrance.	Of the total number of school sites, 60% limit parking (only loading and unloading of suppliers is allowed).	<i>100% of schools.</i>
<b>Strictly monitor and enforce traffic rules</b> at the entrance and exit of students to ensure that the school environment is a safe and coexistent space.	<b>6</b>	Given that there are no incidents and rules are respected, the percentage of school environments that DO NOT need police/civic agents to manage entry and exit.	Only one school out of 15 schools (6.7%) requires police presence.	<i>≥80% of schools DO NOT require police presence/civic officers.</i>

<p><b>Prioritise pedestrian and cyclist mobility</b> on the school roads, creating car-free access corridors, encouraging the presence of vegetation and water, and promoting recreational, meeting and play areas in the public space.</p>	<b>7</b>	Percentage of schools with a safe route to school project implemented. The safe route project must follow the <a href="#">standards set by SRTS Guide</a> .	Of the total number of schools, 40% have implemented a school street project following the criteria established by SRTS Guide.	<i>≥70% of schools.</i>
	<b>8</b>	Of the total km of streets within a radius of 1000m around each school, indicate the percentage of km of segregated cycle lanes (without cars) that allow autonomous use by children and adolescents.	Of the total km of streets within a 1000m radius around schools, there are 5% km of segregated cycle lanes.	<i>≥20% of the total km of streets within a 1000 m radius around schools have segregated cycle lanes.</i>
<b>Other important indicators</b>				
Indicator not linked to a specific proposal of the initiative	<b>9</b>	Percentage of schools participating in educational programmes promoting everyday cycling and road safety.	60% of 4th grade students participate in the educational programme (specify the programme).	<i>100% of students in a specific grade (e.g., 4th grade).</i>
Indicator not linked to a specific proposal of the initiative	<b>10</b>	The municipality has a generalised maximum speed limit of 30 km/h throughout the municipality and the regulation is enforced by speed control.	Yes, except on dual carriageways.	<i>Yes (accompanied by evidence of speed checks and photographs of maximum speed indicators and counting the number of vehicles).</i>
Indicator not associated with a specific proposal of the initiative	<b>11</b>	Percentage of primary and secondary school students in the municipality to walk, scooter or cycle to school on their own (unaccompanied by an adult).	60% of students to walk to school alone.	<i>≥80% of students walk to school alone.</i>

Examples of such measures include: pedestrianisation of adjacent streets around the school grounds, the presence of accessibility-compliant pavements, child-friendly signage, and the placement of other urban elements that improve "walkability" and pedestrian use. For example, there are pedestrian crossings at all crossings, there are speed limit signs, the signs are automatic (i.e. no need to press to activate them - traffic lights) and designed and constructed to be visible to children and adolescents and adapted to children and adolescents with any type of hearing, visual or cognitive impairment (e.g. no containers that affect visibility and safety at pedestrian crossings). There are also [further criteria established by the National Association of City Transportation Officials](#) (NATCO).

## DEFINITIONS

- **School environments** refer to the relationship between schools and their surroundings, including the municipality and the neighborhood. It includes the physical conditions of the space surrounding the school (e.g., pavements, crossings, furniture, vegetation); the safety conditions (e.g., traffic density and speed, urban vitality, nearby activities, and neighborhood networks); as well as the accessibility and conditions of the access routes to the school (e.g., pedestrian and cycling infrastructure, public transport networks).
- **Secure parking for bicycles, scooters, etc.:** A secure parking facility that ensures the safekeeping and good condition of vehicles. The facility's location and conditions prevent theft or vandalism and protect them from weather conditions, especially in areas of heavy rainfall. An ideal school parking facility should be easily accessible, close to the entrance, and preferably located within the school premises. The [Guidelines for the Design and Management of Bicycle Parking Facilities](#) or the [School Bicycle Parking Guidelines](#) are examples of guidelines that specify several criteria for bicycle parking, which include safety, versatility, accessibility, location, stability, comfort, climate protection, and maintenance.
- **Promoting road safety and sustainability** involves creating an environment where road safety standards are met, and active modes of transportation are encouraged and respected in the urban hierarchy. This helps children move around freely and safely.