**HEALTHY COMMUNITIES STUDY**

**SCHOOL PHYSICAL ACTIVITY ENVIRONMENTAL ASSESSMENT PROTOCOL**

**SCHOOL PHYSICAL ACTIVITY RESOURCE ASSESSMENT (PARA)**

The following document contains the physical activity environmental assessment protocol that will be followed to assess the physical activity resources available at the schools. A modified version of the Physical Activity Resource Assessment (PARA) form will be completed based upon observations in up to four schools (two elementary and two middle schools) per community from which the sample of children/families was recruited. The Battelle community liaison will observe the school’s outdoor features of the environment related to physical activity. This form characterizes the features, amenities, and incivilities of the physical activity environment(s) in the school, the hours, availability, and capacity of the facilities, and size and cost of use of these environments.

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|  **THE SCHOOL PHYSICAL ACTIVITY RESOURCE ASSESSMENT (SCHOOL PARA)** |
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| There is little to no public reporting burden of this collection of information as it is completed by research staff. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. PLEASE COMPLETE THE FOLLOWING FORM FOR THE FOUR SCHOOLS SELECTED FOR OBSERVATIONS IN THE COMMUNITY DURING THE LIAISON’S VISIT.  |
|  |  |  |  |
| B1. | : AM/PMStart Time  |  | : AM/PMEnd Time  |
|  |  |  |  |
| B1a. | School ID |  | B1b. Liaison ID (Observer) |
|  |  |  |  |
| B2. | Approximate size (size of entire school property) |  | [ ] small (1/2 square block) 1[ ] medium (>1/2 square block up to 1 square block) 2[ ] large (>1 square block) 3[ ] Don’t Know -2 |
|  |  |  |  |
| B3. | Capacity (posted fire capacity for indoor facilities) |  | [ ] Don’t Know -2 |
|  |  |  |  |
| B4. | Cost |  | [ ] Free 1[ ] Pay at the door 2[ ] Pay for only certain programs 3[ ] Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4[ ] Don’t Know -2 |
|  |  |  |  |
| B5. | Hours of Operation  |  | a) open : AM/PM[ ] Don’t Know -2b) close : AM/PM[ ] Don’t Know -2 |
|  |  |  |  |
| B6. | Signage – Hours |  | [ ]  Yes 1[ ]  No 0[ ] Don’t Know -2 |
|  |  |  |  |
| B7. | Signage – Rules  |  | [ ]  Yes 1[ ]  No 0[ ] Don’t Know -2 |
|  |  | Rating |  |  |  | Rating |
|  | **Feature** | Not present | Poor | Mediocre | Good |  |  | **Amenity** | Not present | Poor | Mediocre | Good |
| B8. | Baseball field | 0 | 1 | 2 | 3 |  | B19. | Wading pool <3ft | 0 | 1 | 2 | 3 |
| B9. | Basketball courts | 0 | 1 | 2 | 3 |  | B20. | Access points | 0 | 1 | 2 | 3 |
| B10. | Soccer field | 0 | 1 | 2 | 3 |  | B21. | Bathrooms | 0 | 1 | 2 | 3 |
| B11. | Bike rack | 0 | 1 | 2 | 3 |  | B22. | Benches | 0 | 1 | 2 | 3 |
| B12. | Play equipment | 0 | 1 | 2 | 3 |  | B23. | Drinking fountain | 0 | 1 | 2 | 3 |
| B13. | Pool >3 ft deep | 0 | 1 | 2 | 3 |  | B24. | Landscaping efforts | 0 | 1 | 2 | 3 |
| B14. | Sandbox | 0 | 1 | 2 | 3 |  | B25. | Lighting | 0 | 1 | 2 | 3 |
| B15. | Sidewalk | 0 | 1 | 2 | 3 |  | B26. | Picnic tables  | 0 | 1 | 2 | 3 |
| B16. | Tennis courts | 0 | 1 | 2 | 3 |  | B27. | Shelters | 0 | 1 | 2 | 3 |
| B17. | Trails – running/ biking | 0 | 1 | 2 | 3 |  | B28. | Shower/Locker room | 0 | 1 | 2 | 3 |
| B18. | Volleyball courts | 0 | 1 | 2 | 3 |  | B29. | Trash containers | 0 | 1 | 2 | 3 |
|  |  | Rating |  |  |  | Rating |
|  | **Incivilities** | Not Present  | Present |  |  | **Incivilities** | Not Present | Present |
| B30. | Auditory annoyance | 0 | 1 |  | B35. | Graffiti/tagging | 0 | 1 |
| B31. | Broken glass | 0 | 1 |  | B36. | Litter | 0 | 1 |
| B32. | Dog refuse | 0 | 1 |  | B37. | Overgrown grass | 0 | 1 |
| B33. | Evidence of alcohol use | 0 | 1 |  | B38. | Sex paraphernalia | 0 | 1 |
| B34. | Evidence of substance use | 0 | 1 |  | B39. | Vandalism | 0 | 1 |
|  |  |
|  | Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**THE SCHOOL PHYSICAL ACTIVITY RESOURCE ASSESSMENT (SCHOOL PARA)**

***Sources and References***

1. Lee RE, Booth KM, Reese-Smith JY, Regan G, Howard HH. The Physical Activity Resource Assessment (PARA) instrument: evaluating features, amenities, and incivilities of physical activity resources in urban neighborhoods. *Int J Behav Nutr Phys Act*. 14 September 2005; 2:13.