

**ISCOLE School Audit Tool (ISAT)**  
**Specific Item Definitions, Instructions for Quality Control, and Tips**

**I. A. Access to the School**

Item	Definition	Quality Control and Tips
<b>School Entrance</b>	<p><b>School entrance:</b> an entrance to the school grounds at the border of the school property that students (or parents bringing their children) use to get onto the school grounds.</p> <p>If a school has separate “entrance” and “exit” openings for cars, only the “entrance” opening should be counted as a school entrance. However, if the car exit-only has features that allow pedestrians and/or cyclists to safely enter the school grounds (i.e. a connecting sidewalk from the street into the school grounds and/or a crosswalk), then it would be counted as an entrance for pedestrians and cyclists, but not for cars/buses.</p> <p>Informal openings through fences, for example, should not be counted as an entrance without some evidence of use. Evidence could include an obvious worn path, or confirmation of use by students or the school contact person.</p> <p>A central tenet of the school audit is assessing features according to their function. Therefore, an opening onto the school ground should only be considered an entrance if it functions as one.</p>	<p>All school entrances should be verified with the school contact person.</p>
<b>Accessible</b>	<p>Many entrances will be primarily accessed by cars. Mark "pedestrian" or "bicycle" if the entrance is safely accessible by a 10-year old child walking or biking to school accompanied by an adult.</p> <p>Q: What if it is illegal to ride a bike on a sidewalk, but students on bikes use certain entrance by riding their bikes on the sidewalk? Should the entrance be counted as accessible by bikes (even though technically illegal)?  A: As a default, follow the local law in determining accessibility. However, if the school endorses the use of the entrance by cyclists (even if technically illegal), then count it as accessible.</p> <p>Q: What if parents are not allowed to drive their cars onto the school grounds, is this still a car entrance?  A: If any cars are allowed to access the school grounds using that entrance, then the entrance should be counted as a car entrance</p>	<p>Check all that apply.</p> <p>Accessible by car can also mean accessible by school buses (i.e. a school bus only entrance).</p>

Item	Definition	Quality Control and Tips
<b>Designed for use by...</b>	<p>Many entrances will be primarily designed for car use. Refer to the Appendix 5 and the following definitions to help identify entrances designed for pedestrians and/or cyclists.</p> <p><b>Designed for use by pedestrians:</b> an entrance that has features that support its safe use by pedestrians, such as</p> <ul style="list-style-type: none"> <li>• School entrance connected to the existing sidewalk network, such that it is possible to walk from the surrounding neighbourhood to the front door of the school on continuous sidewalks or other paths.</li> <li>• Pedestrians do not have to traverse a large parking lot or vehicular zone to get to a school entry.</li> <li>• If an entrance is shared with cars, there should be a sidewalk or other mechanism through the entrance (e.g., median, curb, planting buffer) that permits physical separation of pedestrians and vehicular traffic.</li> </ul> <p><b>Designed for use by cyclists:</b> an entrance that has features that support its safe use by cyclists, such as</p> <ul style="list-style-type: none"> <li>• School entrance connected to the existing bicycle route (in some areas, sidewalks may be used for bicycling, especially by younger children).</li> <li>• Cyclists should not have to traverse a large parking lot or vehicular zone to get to a school entry.</li> <li>• If an entrance is shared with cars, there should be a sidewalk or other mechanism through the entrance (e.g., median, curb, planting buffer) that permits physical separation of pedestrians and vehicular traffic.</li> <li>• Bicycle racks located on the route from the entrance to a school entry.</li> </ul>	<p>Check all that apply. Some entrances may not be designed for any mode of transportation.</p> <p>Designed for cars can also mean designed for school buses.</p>
<b>Official/unofficial school entrance</b>	<p><b>Official school entrances</b> will be easy to identify and will have been mentioned during the first consultation with the school contact person. An official entrance is an entrance to the school grounds that is designed as an entrance. A school may have several official entrances, i.e., primary and secondary official entrances.</p> <p>An <b>unofficial school entrance</b> is one that is used by students to access the campus but not considered an official entrance, i.e., that is not designed as an entrance or considered an official entrance by the school contact person. An example would be an opening in the fence with a walking path leading to an adjoining neighbourhood.</p> <p>Any informal entrances that students do use (i.e., evidence of use) but are told not to use (per School Contact) should be indicated with the checkbox for “Not Allowed”.</p>	<p>The school contact person may forget to mention unofficial school entrances during the initial meeting, so it is a good idea to specifically ask about unofficial entrances.</p> <p>If you notice an entrance not mentioned by the School Contact Person, you should have another meeting with the School Contact Person (MOP, Step 1.4) to clear up whether the entrance is an unofficial one or an entrance that students are discouraged from using.</p>

Item	Definition	Quality Control and Tips
<b>Opens onto a road</b>	Car entrances will generally open directly onto a road. Pedestrian/cyclist entrance may directly open onto a road or be connected via a path or sidewalk	

	<p>to a nearby road (e.g., within a neighbourhood). If a pedestrian/cyclist entrance is connected to a nearby road, it should be counted as opening onto a road.</p> <p>If pedestrian/bike entrance does not physically connect (via pavement or path) to a road, the entrance may still be considered to open onto a road if the traffic or speed limit of the nearby road would impact children transporting to school and entering/exiting via the entrance. For example, data collectors could look for a worn path from the entrance to the street or try to observe whether students observed crossing the street from that entrance.</p>	
<b>Speed limit of adjacent road</b>	<p>Many roads adjacent to schools have alternate speed limits, especially for times during the day when students may be travelling to and from school. <u>In these cases, the “school zone” posted speed limit should be listed on the Audit Tool.</u> When there are no special “school zone” speed limits, the speed limit of the adjacent road is the posted speed limit, or, in the absence of speed limit signs, the normal speed limit (e.g., the municipality has a law setting normal speed limits for certain areas like residential areas).</p>	
<b>Roadside parking</b>	<p>This may be formal or informal roadside parking that enables walking access to the school.</p> <p>Indicate "No" if there are signs indicating that parking is not allowed.</p> <p>[Note: In Bangalore, “no parking” signs are ignored and not enforced. Roadside parking is common practice. After discussion, we decided to allow roadside parking to be counted, despite the “no parking” signs. In the future, it might be worthwhile to change add an appropriate item response option.]</p>	

### I. B. Surrounding Area

Item	Definition	Quality Control and Tips
<b>Mixture of different land uses</b>	<p><b>Mixture:</b> any two (or more) of the different land use choices each make up at least 1/3 of the area surrounding the school.</p> <p>For example, 40% residential and 60% business would be considered a mixture. 80% residential and 10% business and 10% parks would be considered predominantly residential.</p>	Do not record your impression until after walking the entire school boundary.
<b>3. Somewhere were parents can stop and drop children off?</b>	<p>This could be anywhere where it is possible for parents to stop for a short time even if parking is not permitted.</p> <p>Roads with "No Stopping" signs should not be counted, however.</p>	If unsure, the technician should verify with the School Contact and/or attempt to observe a student pick-up/drop-off time during the school day.

Item	Definition	Quality Control and Tips
<p><b>4. Somewhere where parents can park their cars?</b></p>	<p>This could be a layby, road, car park, or parking lot where parents can park and leave their cars. Do not include roads or areas that are "permit only" parking.</p> <p>Locations that restrict parking to a certain length of time (e.g., 5 minutes) should still be counted.</p> <p>[Note: In Bangalore, "no parking" signs are ignored and not enforced. Roadside parking is common practice. After discussion, we decided to allow roadside parking to be counted, despite the "no parking" signs. In the future, it might be worthwhile to change add an appropriate item response option.]</p>	<p>"Yes" should be indicated if roadside parking is available on an adjacent road (from Q1 on audit).</p>
<p><b>5. A bus stop?</b></p>	<p>This also includes any other public transportation stops.</p> <p>If a bus stop is not visible because obstructed by a building or a tree (for example), but would otherwise be visible because of how close it is to the entrance, it should be counted.</p> <p>This item is measuring whether the school is accessible by public transportation and whether students could safely walk to a school entrance from the stop. Other transportation options (for example, paid "taxis" in South Africa) may be counted if there is a regular "route" or "stop" that children can access for transport to/from school.</p> <p>A bus stop that is not visible due to being around a corner/curve but is located with a ¼ mile (400m) can be counted.</p>	<p>Be careful to familiarize yourself with locations of bus stops in the area surrounding the school. Sometimes bus stop signs are small and difficult to see from a school entrance, although the bus stop itself is visible and should be identified.</p> <p>In some countries, bus/public transportation stops may not be indicated with a sign. The school contact person can inform about the location of bus/public transportation stops near the school grounds.</p>
<p><b>6. Cycle lanes?</b></p>	<p>Cycle lanes <b>on the road</b> are lanes in which cars are not allowed but which adjoin the road with just a line separating them (no physical separation).</p> <p>Cycle lanes <b>separated from the road</b> are lanes which are physically separated from the road, for example, with a curb separating the road and bike lane.</p> <p>Cycle lanes separated from the road include shared footpath/cyclepaths, which are for use by both cyclists and pedestrians and should be signed as such.</p>	
<p><b>7. Pavements/sidewalks</b></p>	<p>Pavements/sidewalks include shared footpath/cyclepaths.</p>	

Item	Definition	Quality Control and Tips
<b>9. Traffic calming</b>	<p>Traffic calming refers to physical measures to reduce <u>traffic speeds, volume, and/or visual impact</u>. These include such physical measures as crosswalks, raised crosswalks, pedestrian islands, traffic circles/roundabouts, medians or center island narrowings, speed bumps/humps/cushions, and width restrictions.</p> <p>Technicians should only count traffic calming measures <u>exterior to the school grounds</u>. This item relates to support for active transportation by the students; therefore, traffic calming measures in the area surrounding the school are the relevant.</p> <p>Permanent radar speed signs may be counted as traffic calming mechanisms.</p>	<p>Because pedestrian crossings are assessed separately, do not count them for this question.</p> <p>Special speed restrictions, like school zone speed limits, should not be counted as traffic calming.</p>
<b>10a. School warning signs for road users</b>	<p>These are signs for road users that warn road users that there is a school nearby. These include school zone speed limit signs or flashing lights to designate a school zone.</p>	<p>A single sign may only be counted once in the most appropriate category.</p>
<b>10b. Road safety signs (e.g., "look both ways")</b>	<p>These are signs for road users emphasizing road safety for pedestrians, cyclists, and/or drivers.</p> <p>These are signs additional to those used for normal traffic management, like stop signs.</p>	<p>A single sign may only be counted once in the most appropriate category.</p>
<b>10c. Route signs for cyclists</b>	<p>This is signage implemented to guide cyclists and to improve roadway safety for cyclists, pedestrians and drivers.</p> <p>There are three general categories of signage, including posted signs, roadway markings and electronic signals.</p>	
<b>11. Fast food restaurants</b>	<p>Fast food restaurants are defined as food service outlets that offer quick service and "take away" food, with waited table service absent.</p> <p>These can include convenience stores if <u>prepared</u>, take-away food as well as street vendors located outside of the school grounds.</p> <p>Fast food restaurants that are not visible due to being around a corner/curve but are located with a ¼ mile (400m) can be counted.</p>	<p>Street vendors selling fruit only should not be counted. Fruit is not considered prepared food.</p> <p>The technician must view the street vendor to count them. The audit should not be completed based on report only. If vendors are present after school hours, the technician should plan a visit during the time where they are present in order to view them and to record their presence.</p>

**I. C. The School Grounds**

Item	Definition	Quality Control and Tips
<b>School Grounds</b>	<p>The school grounds are defined as the area within the school boundaries that are accessible to students over the age of 5 years (or elementary school age and older). Any areas exclusively used by children ≤5 years (or “pre-school” age) should not be counted.</p> <p>For items 12-19, free/no-cost access amenities that are located outside of the school boundaries, but that are used routinely by students and essentially function as an extension of the school boundaries, can be counted. To be counted, the students should have the same level of access to the amenity that they would have if it were part of the school grounds. For the play space items (12-16), students should be able to access these amenities during recess/breaks for the amenities to be counted. If a free/no-cost sports amenity is located far enough away from the school grounds that transportation from school to the amenity may be an issue for students, then the sports amenity should not be counted.</p>	
<b>Functional/ Non-functional</b>	<p>A <b>functional</b> amenity is one that is in good enough condition to work for its planned purpose. Functional amenities are of "good" or "adequate" quality.</p> <ul style="list-style-type: none"> <li>○ "Good" quality means that the amenity is well-maintained with no visible damage, and is clearly fit for its purpose.</li> <li>○ "Adequate" quality means that the feature shows some wear, damage or lack of maintenance, but its use is not impaired.</li> </ul> <p>A <b>non-functional</b> amenity is one whose condition is so poor that it is not useable for its planned purpose; non-functional amenities are generally of "poor" quality. Non-functional can also mean that the amenity is under construction and currently not available to students for use.</p>	<p>If an amenity is non-functional because it is under construction, please create a thread in the school audit forum regarding the construction/plans so we have a record of why the amenity was marked non-functional.</p> <p>Non-functional can also mean not maintained, such as a school vegetable garden that has a raised bed, but is overgrown with weeds and is not maintained.</p>
<b>12. Outdoor paved area that can be used for active games</b>	<p>Paved area: hard surface area (for example, an area covered by concrete)</p> <p>An outdoor paved area for active games would not have sports-specific lines or other infrastructure to support its use for specific sports. A paved area in this category could have basketball hoops but not be specifically/primarily for basketball use.</p> <p>A non-functional example would be one where the paved area was used for active play at some point in the past (past use either obvious or confirmed by school contact person) but is no longer considered safe for children to play on.</p> <p>If a school has a paved area used for active games during recess/breaks, but which is under a roof, it can be counted. A gymnasium would not be counted in this item, however.</p>	<p>In most cases, an outdoor paved area used by the students for physical activity should be considered either "used for active games" or "paved court for sport," but not both.</p> <p>Do not count a single paved area in both categories unless (a) large enough to support both types of activities and having separate, distinct activity areas (i.e., some for active, free play and other for specific sports) <u>or</u> (b) the single area serves as a paved court but also serves as a paved area for active, free play depending on the group using the area (e.g., for different age groups).</p>

Item	Definition	Quality Control and Tips
<b>14. Grassy or soft surface play area</b>	<p>A "play area" is distinguished from a "sports field" by not having sports-specific lines or other infrastructure to support its use for specific sports.</p> <p>A non-functional example would be one where the area was used for play at some point in the past (past use either obvious or confirmed by school contact person) but is so worn or poorly-maintained (e.g., grass not mown) that children are no longer permitted to play there.</p> <p>Sandy play areas (for example, a sandy courtyard) can be counted as soft surface, but be careful about the quality of the surface. Hard dirt areas should not be counted as grassy/soft surface. Sand pits should not be counted here, but rather in "Other."</p>	<p>In most cases, a grassy area used by the students should be considered either as a "play area" or an "outdoor sports field," but not both.</p> <p>A single grassy area can be counted in both categories if the single area serves as a sports field but also serves as a grassy area for active, free play (e.g., for different age groups).</p> <p>A sports field that is unavailable for student play and solely used for sports practice and/or events should not be considered a "grassy play area."</p>
<b>15. Assault course/fitness course</b>	<p>An assault course or fitness course refers to a sequence of pieces of equipment designed to be used together. The course is often accompanied by posted instructions.</p> <p>An assault course/fitness course may also be counted as playground equipment <u>only if</u> children also use the equipment (or pieces of the equipment) as playground equipment.</p>	
<b>16. Playground equipment</b>	<p>According to playground equipment manufacturers, playground equipment falls into various types, such as the following: swings, slides, climbers, see-saws/teeters/rockers, interactive panels, horizontal ladders, bridges, tunnels, playhouses, and various pieces of equipment for independent play.</p> <p>See the photo-dictionary and online resources for examples.</p> <p>(Some online resources:  <a href="http://kaboom.org/build_playground/toolkit/construction/pre_planning">http://kaboom.org/build_playground/toolkit/construction/pre_planning</a>,  <a href="http://www.playland-inc.com/">http://www.playland-inc.com/</a> , <a href="http://www.byoplayground.com/">http://www.byoplayground.com/</a> )</p>	<p>Across all playgrounds on the campus, count the number of different <u>functional types</u> of playground equipment. This measures the diversity of playground equipment for the students.</p> <p>Broken/non-functional types should be counted in the denominator in assessing the overall quality.</p>

Item	Definition	Quality Control and Tips
<b>17. Outdoor sports fields</b>	<p>A "sports field" is distinguished from a "play area" field by having sports-specific lines or other infrastructure to support its use for specific sports.</p> <p>An outdoor sports field would be a grassy/soft surface area that also has sports-specific infrastructure. (For example, a volleyball court in a sandy courtyard could be counted.)</p> <p>Outdoor sports fields would be suitable for hosting sports competitions, whether inter-school or intra-school competitions.</p> <p>A sports field that adjoins the school campus and is used by students, but not owned by the school, can be counted because it is available to the students and functions as a sports field for them.</p> <p>A non-functional example would be one where the infrastructure is broken/absent, grass is either too high or dead, and/or lines are worn to the point where the field can no longer support the sport that it was designed for.</p>	<p>In most cases, a grassy area used by the students should be considered either as a "play area" or as an "outdoor sports field," but not both.</p> <p>A single grassy area can be counted in both categories if the single area serves as a sports field but also serves as a grassy area for active, free play (e.g., for different age groups).</p> <p>A sports field that is unavailable for student play and solely used for sports practice and/or events should not be considered a "grassy play area."</p>
<b>18. Running track</b>	<p>A running track may be a traditional, formal oval-shaped track or may be linear, more informal tracks that also function as a running track for the students.</p> <p>See Appendix 5 (photo-dictionary) for examples.</p>	
<b>19. Paved courts for sport</b>	<p>A paved court for sport is distinguished from an outdoor paved area for active games by having sports-specific lines or other infrastructure to support its use for specific sports.</p> <p>A non-functional example would be one where the sports infrastructure is broken/absent, pavement is cracked/damaged to the extent that sports may be dangerous, and/or lines are worn to the point where the paved area can no longer support the sport that it was designed for.</p> <p>If a school has a paved area for sport, but which is under a roof, it can be counted. A gymnasium would not be counted in this item, however.</p>	<p>In most cases, an outdoor paved area used by the students for physical activity should be considered either "used for active games" or "paved court for sport," but not both.</p> <p>Do not count a single paved area in both categories unless (a) large enough to support both types of activities and having separate, distinct activity areas (i.e., some for active, free play and other for specific sports) <u>or</u> (b) the single area serves as a paved court but also serves as a paved area for active, free play depending on the group using the area (e.g., for different age groups).</p>
<b>20/21/22. Other</b>	<p>The "other" category is used to record amenities not included on the Audit Tool that facilitate students' being physically active.</p> <p>Sand pits/sand boxes should be recorded in "Other."</p> <p>Other examples of "Other" across sites: shed containing sports equipment for children to use during recess; arts and crafts shed that is open during recess.</p>	<p>Whenever possible, take a photograph of the "other" amenity so that it can be shown in the photo-dictionary (Appendix 5).</p>



Item	Definition	Quality Control and Tips
<b>23. Wildlife/nature garden</b>	<p>A wildlife garden is a garden specifically designed, generally through its choice of plants, to attract/support wildlife. For example, a garden may be planted with plants that attract birds or butterflies, giving students the opportunity to see this "wildlife" up close. A wildlife garden is not just a "wild" garden but is specifically maintained to attract/support wildlife. It does not need to be freely accessible to students to be identified on the Audit Tool.</p> <p>A nature garden is a garden designed to provide a spot of respite, and/or appreciation of nature and being outside, for the students. As part of its design, a nature garden allows the children to be "inside" the garden.</p>	
<b>24. Vegetable garden</b>	<p>A vegetable garden is a garden in which vegetables or other edible plants, such as herbs, are grown.</p>	
<b>25. Benches</b>	<p>Any part of the school built environment that provides seating for the students can be considered a bench. Some "benches" may not be a traditional stand-alone bench that could seat 3-4 children. To count non-traditional benches for the Audit Tool, estimate how many sets of 3-4 children could sit on the non-traditional bench. See the photo-dictionary (Appendix 5) for examples.</p>	<p>Benches that are part of the lunch or classroom area should not be counted. Benches in areas that students are not allowed to access should not be counted.</p>
<b>26. Picnic tables</b>	<p>Picnic tables are outdoor tables with attached seating that students can use to eat their lunch or snacks, or just for additional outdoor seating. Tables that are part of the lunch area and not part of the students' play/outdoors area should not be counted. See the photo-dictionary (Appendix 5) for examples.</p>	
<b>27. Drinking fountains</b>	<p>A functional drinking fountain is one that produces drinkable water for the students. The temperature (cold or ambient temperature) or taste of the water should not be a factor in determining function.</p>	<p>Check each drinking fountain for function.</p>
<b>28. Cycle parking</b>	<p>See the photo-dictionary (Appendix 5) for examples.</p> <p>Each space on the rack that can accommodate one bike should be counted as functional. A space that cannot accommodate a bike (e.g. because of a bent frame or placement of the rack near a tree, wall, etc.) should be counted as non-functional.</p> <p>A space within the school grounds that is specifically designated for bike storage by the school (shows that the school has done something to support active transportation to school) can be counted. If the space does not include racks, the technician should estimate how many bikes could be parked.</p> <p>If students are allowed to bring bikes/scooters into the classroom, this can be counted as cycle parking.</p>	
<b>29. Secure cycle parking</b>	<p>A secure cycle parking area is an area either secured during the school day, within view from a main building, or with frequent student/teacher traffic such that it would be difficult for someone to have the opportunity to steal a bike.</p>	<p>Be on the lookout for security cameras "watching over" areas where bikes are parked.</p>

Item	Definition	Quality Control and Tips
<b>30. Split site</b>	<p>A school campus with a split site is one where a road crosses the school grounds or where parts of the school grounds are some distance from the main school building.</p> <p>Q: If there is a public use area across the street, which is counted as part of the school grounds (per the definition of school grounds) even if not technically part of the school campus, should this be counted as a split site or not? A: Yes, this can be counted as a split site.</p>	Ask the school contact person whether the campus occurs on a split site.
<b>31. Flat, sloping/undulating</b>	<p>A school campus with grounds that are predominantly sloping/undulating would be characterized by frequent uphill and/or downhill climbs throughout the school audit assessment. Such a campus may not be able to support sports fields, as these must generally be sited on flat areas.</p> <p>A school campus with some different levels (e.g., requiring someone to go up/down small sets of steps throughout the campus) but without a general impression of uphill/downhill should be considered flat. If a slope underlies the terracing, however, the grounds should be considered sloping/undulating.</p> <p>See the photo-dictionary (Appendix 5) for examples.</p>	

#### I. D. Aesthetics

Item	Definition	Quality Control and Tips
<b>32. Planted beds</b>	<p>Planted beds are clearly delineated areas with flowers, shrubs, or small trees, where walking is restricted.</p> <p>This can include plants in pots that function to beautify the school grounds.</p>	
<b>33. Trees for sitting under</b>	This includes trees under which children could sit, either on the ground or on seating.	A tree within a clearly restricted planted bed should not be counted.
<b>34. Ambient noise</b>	<p>"Ambient" noise means noise in the immediate surroundings.</p> <p>Noise refers to background sounds that are loud, unpleasant, unexpected, or undesired. Noise is not the same thing as sound; noise is unpleasant sound.</p> <p>"Some" background noise means that background noise can be heard but not enough to irritate or disturb you during your visit.</p> <p>"A lot" of ambient noise is enough to irritate/disturb you or impact your ability to hold a conversation with someone at a given location on the campus.</p> <p>Additional guidelines may be forthcoming to minimize subjectivity.</p>	

Item	Definition	Quality Control and Tips
<b>36. Murals/ outdoor art</b>	<p>Outdoor visual features, such as painted murals, mosaics, and sculptures, whose purposes may include beautifying the school campus, inspiring the students, and/or providing examples of creative skill and imagination for the students. This art may be religious in nature.</p> <p>The murals or art should be located outdoors or in the children's play area in order to be counted. Artwork around classroom areas, like in hallways, should not be counted</p> <p>See the photo-dictionary (Appendix 5) for examples.</p>	
<b>37. Graffiti</b>	Graffiti includes writing or drawings that are written, scratched, or sprayed illicitly on a wall or other surface. See the photo-dictionary (Appendix 5) for examples.	

### I. E. Usage

Item	Definition	Quality Control and Tips
<b>38/39/40. Are the school grounds generally suitable for...?</b>	<p>Remember, children will play anywhere. These items are not assessing <u>whether</u> children play on the school grounds but instead the degree to which the school grounds <u>support</u> the students to play sports, to play informal games, or to engage in general play.</p> <p>These responses provide an overall impression based on the amenities available, how well maintained the school grounds/amenities are, etc.</p>	

### II. School Food Environment

Item	Definition	Quality Control and Tips
<b>41. School shop/ store</b>	<p>A school shop/store is defined as either a permanent or impermanent/mobile on-campus location for students to purchase food, snacks, or drinks beyond what the food/drink that is available for students to purchase for lunch.</p> <p>It may also be a space in the canteen or cafeteria where students can purchase food/drinks outside of what is available for students to purchase for lunch.</p> <p>The audit should assess the food/drinks available for purchase outside of the lunch period.</p>	
<b>42. Vending machines</b>	A vending machine is a machine that automatically dispenses food or beverages after the consumer inserts a certain amount of money.	