

Table 1: Links between the Child and Youth Friendly Land Use and Transport Planning Guidelines, School Travel Planning framework, and Action Plans implemented in the Pilot Study

<b>Guideline</b>	<b>Links to STP</b>	<b>Action Plan</b>
<i>Putting children and youth first</i>		
1. In transport and land-use planning, the needs of children and youth should receive as much priority as the needs of people of other ages and the requirements of business.	<p>Municipalities may not currently be considering children and youth in policy and practice. For example, official plans, pedestrian or cycling master plans may not consider the needs of young people.</p> <p>STP identifies a key opportunity for municipalities to work with school boards/districts towards achieving this first guideline.</p>	<p>- Creation of School STP Committee (students, parents, teachers, school administrators, and community members) and Municipal STP Steering Committee (municipal transportation staff, police, and public health)</p>
2. Within each municipality, designate a staff member or council member, or both, as responsible for bringing the perspectives of young people to consideration of transport and land-use planning issues.	<p>STP may represent a step toward implementing this guideline. When municipal staff members become involved with STP and aware of the perspectives of young people, these perspectives can assist them to determine whether further strategies or shifts in practice may be needed.</p>	<p>- Involvement with Municipal STP Steering Committee</p>
3. As may be appropriate, establish or adapt one or more forums for children and youth to ensure that their perspectives are considered by land-use and transport planners.	<p>STP addresses Guideline 3 because it engages young people in a specific application of land-use and transport planning, and may also generate their interest to be involved in other planning activities.</p>	<p>- Involvement with School STP Committee</p>
<i>Providing for children and youth as pedestrians</i>		
4. Identify where children and youth want to go or need to go and, to the extent possible, provide ways of getting there by foot.	<p>STP meets this guideline within the very specific destination of the school trip. School walkabouts achieve this as well.</p> <p>The full guidelines document provides questions that municipal staff and school boards/districts could consider, e.g. are school sites chosen in ways that provide for children and youth as pedestrians?</p>	<p>- School walkabouts (led by School STP Committee)</p> <p>- Construction of connector trail to existing Rails to Trails corridor</p>

5. Assess pedestrian routes used or to be used by children and youth to ensure that they are as safe and suitable for them as possible.

Since family surveys and walkabouts are key STP tools and help to assess pedestrian routes, STP could become the entry point for municipalities to address this guideline.

- Walking route in immediate area around school improved
- Shrubs around school removed or trimmed
- Sidewalks installed or repaired
- Installation of railings along walkways
- Removal of barriers along walkways

6. Separate sidewalks used by children and youth from heavily trafficked roads.

This guideline can be implemented as part of the walkabout and motivate discussions for longer term changes that may be needed. Guideline 6 would also be useful to consider when planning school sites.

- Crosswalk lines added or repainted

7. Ensure that sidewalks are always cleared of ice and snow.

Having cleared sidewalks is critical for safe school travel in winter. The STP process may help to give greater priority to areas around schools.

- Sidewalks cleared of ice and snow

For example, if snow removal is the responsibility of residents, the municipality or local non-profit organization could give awards for the best cleared sidewalk.

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*Providing for children and youth on bicycles (and other wheels)*

8. For older children and youth, ensure that destinations that cannot be a walk away are no more than a bicycle ride away.

Through STP, safe cycling routes can be identified or suggestions can be made on where to create them. Guidelines 8 and 9 are also relevant to school siting. STP can become the impetus for considering other destinations that young people may want to reach by cycling.

- Identification of safe walking/cycling routes (school educational activity)
- Creation and posting of large maps in school entrances highlighting these and “best” routes

10. Ensure that bicycle riders are well provided for at intersections and have sufficient priority for forward movement.

Guideline 10 may not be as significant for STP but more relevant to encouraging safe cycling in general.

11. At destinations, provide secure, convenient bicycle parking.

This guideline is relevant to STP and all cycling trips that young people may wish to make.

- Creation of city-wide policy requiring the provision of bicycle parking facilities at school

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*Providing for children and youth as transit users*

12. Ensure that every part of a transit system is safe and welcoming to young people, and affordable.

Where transit is being used for school transport, transit authorities tend to accommodate the needs of student travelers. Even so, it may become important to encourage greater cooperation between the education sector and transit authorities, especially with respect to affordability. This guideline may be more applicable to STP for high schools.

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13. Avoid transfers by routing vehicles where children and youth want to go and need to go; make transfers easy where necessary.

Guidelines 13 and 14 are more likely relevant for trips to other destinations than school. However, if students are using transit to get to school, part of the travel assessment will need to look at transit routes. As well, if children use transit and are accompanied by parents and other siblings, Guideline 14 can be taken into consideration.

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14. Examine every aspect of a transit system from the perspective of a parent with a child in a stroller, and make adjustments to meet such a traveller's needs.

*Providing for journeys to and from school*

15. Help ensure that school policies and practices favour walking, cycling and other modes of active transport for trips to and from school, and also regular public transport where this is appropriate and possible.

STP can help school boards/districts and individual schools to explore how they are enabling or deterring active travel. This may relate to school bus policies, availability and location of bicycle racks, availability of parking or drop off areas, and bussing policies. These guidelines are also applicable to school siting practices.

- Adjustment of school dismissal time to address travel-related issues like traffic danger and encourage active school transport  
- Creation of car-free zone by barricading the school driveway to traffic  
- Creation of walking buddy programs, walking school bus

16. For younger children, help arrange walking school buses and other means of supervision.

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*Reducing transport's adverse impacts on children and youth*

17. Where destinations cannot be reached by foot, bicycle or transit, arrange land uses so that in-car time is reduced.

The STP framework can be applied to entire communities and examine the best routes to common youth destinations that will minimize in-car time. This guideline can also relate to school siting, after hours use of schools for recreation, and the location of shops, libraries, etc. within the school community.

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18. Post and enforce much lower speed limits, particularly in urban areas.

The STP process may identify areas where speeds are too high. This presents an opportunity to advocate for lower speed limits in school zones and child play areas.

- Creation of Pace Car program
- Conversion of passing zone in front of school to no-passing zone
- Installation of 4-way stops on busy intersections near school grounds
- Speeding enforcement near schools

19. Do what is possible to reduce amounts of motorized traffic generally and minimize its adverse impacts.

STP aims to decrease car-use and minimize adverse environmental and health impacts for all stakeholders including teachers, parents and STP facilitators.

STP also presents active transport as the alternative travel mode to minimize adverse impacts of vehicles and traffic, and foster wellness through physical activity and opportunities to interact with the natural environment.

- Introduction or improvement of signage showcasing school and parking zone areas
- Parking enforcement
- Educational activities and special events to highlight active school transport and promote active school travel

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\* this particular guideline was not addressed by the pilot STP schools

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