GUIDANCE FOR SAFE AND HEALTHY JOURNEYS TO SCHOOL

DURING THE COVID-19 PANDEMIC AND BEYOND

unicef for every child

FiA FOUNDATION

CHILD HEALTH INITIATIVE

Contents

SALLE - 4

Introduction

Children have the right to an education. Where schools are not being reopened all children must have access to learning through alternative means. As the COVID-19 pandemic evolves and countries start easing lockdowns, UNICEF called for schools to reopen. When schools reopen, we need to look at not only measures to help keep students safe on school premises, but also on the journey to school. Not only can these measures help to keep students safe during the coronavirus disease (COVID-19) pandemic, they can also help to address other safety issues such as road traffic crashes, which are the number one killer of young people aged 5-29 years.[1]

Measures used in response to the pandemic can also address these preventable injuries, deaths and other adverse health consequences. Creating space for physical distancing and practicing good hygiene enables healthy and safe walking, cycling and scooting, as well as outdoor drop-off and pick-up at schools. This is ideal, as COVID-19 is less likely to spread outdoors.[2] More space reduces traffic congestion and lowering speed also helps to improve air quality and road safety.[3] Such changes must become permanent to promote equity and provide all children with the safe, healthy journeys they deserve.

As schools reopen, everyone should play a role in keeping students safe and healthy every step of the way. Therefore, UNICEF, with support from the Child Health Initiative and partners, such as Save the Children, is issuing guidance to help manage the risks posed by COVID-19, to help ensure the safest, healthiest journeys to school possible.

This guidance is for education authorities and policymakers; school administrators, teachers and staff; parents, caregivers and community members; and students. It will complement the UNICEF, UNESCO, World Bank, World Food Programme and UNHCR global framework for reopening schools and the Inter-Agency Standing Committee (IASC) interim guidance for COVID-19 Prevention and Control in Schools. By issuing broad, illustrative guidance, this document is intended to encompass the varying needs of children of different ages and abilities living in different contexts. It is understood that solutions may be feasible in some areas and not others, for multiple reasons, including funding issues.

KNOW THE LATEST FACTS

Understand basic information about COVID-19, including its symptoms; complications; how it is transmitted; community, municipality and state case trends; how to prevent transmission; and what to do if you suspect someone has contracted the virus. Stay informed about COVID-19 through reputable sources such as UNICEF, the World Health Organization, Save the Children and national health ministry advisories. Be aware of false information and myths that may circulate by word-of-mouth, by phone, or online.[4]

Stay informed and contribute solutions for safe and healthy journeys to school during the COVID-19 pandemic and beyond via the Child Health Initiaitive's online database. This site complements this guidance, and includes case studies and examples grouped by mode of transport, as well as a focus on vulnerable and marginalized populations, air quality improvement, and school drop-off and pick-up.

For mobility examples beyond the journey to school, visit Polis, Ped Bike Info, NACTO, COVID Mobility Works, TUMI, and C40.

Key Actions

Integrating key actions into school reopening plans will help prevent the spread of COVID-19 during school journeys while also addressing the risks of road traffic injury and air pollution.
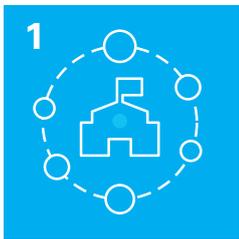
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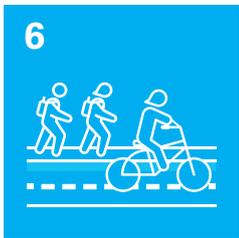
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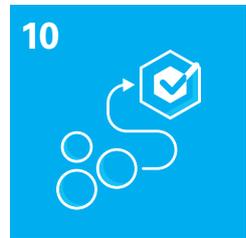
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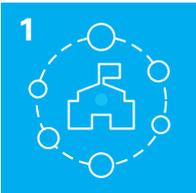
1 Engage the entire school community early and often

- **Develop and implement a communication plan.** Communication should be early and regular; reach multiple stakeholders to aid dissemination; include majority and minority languages; elicit diverse stakeholder feedback and respond to it; and be accessible to marginalized populations and those with disabilities. The plan should be reviewed regularly to ensure information is up to date and clearly communicates expectations.[5]

- **Promote hygiene and safety throughout the journey.** Teachers and caregivers should remind students of hygiene and safety rules, and provide information, education and communication resources that are appropriate for the ages, languages and abilities of students and their families for students to bring home. Remind the community that they set an example for students, helping them follow requirements. Provide students with a realistic, culturally appropriate, and resource-sensitive checklist for what to bring on their journeys, such as a cloth mask, hand sanitizer and tissues.[6] For students commuting by two- or three-wheelers, include a helmet that meets safety standards and reflective gear. Install hand washing or sanitizing stations at the school entrance and exit.

- **Coordinate across stakeholders, including transport authorities, and hold regular meetings.** Consider forming a multi-stakeholder task force.[7] Use phone, social networks and other non-technology options (such as posters) to issue clear reminders about safe practices and how collective efforts to ensure the safety and health of students benefits everyone.[8, 9]

- **Engage students, identify their roles and responsibilities,**[8] and ask for their opinions to foster buy-in and ownership. Before reopening, practice the journey to school. Teach students how to be safe road users. Survey caregivers and students about their typical routes, alternatives, challenges, likes and dislikes, and reactions to modifications in a way that all students and caregivers can express their views. Share results. Integrate these efforts into parent-teacher groups. Seek and include organizations of vulnerable and marginalized groups, and families with students with disabilities. Encourage students to be responsible advocates of safe and healthy journeys.

2 Ensure physical distancing during school drop-off and pick-up

- **Determine a queuing system for students on arrival and a process for staff to greet/escort students only as necessary (very young students, etc.) and integrate hand washing and sanitizing points at entrances and exits.** Ensure queuing zones that space students a minimum of one metre apart and do not block general pedestrian flow.[10] Use multiple,[11] possibly one-way school entry points to limit contact between cohorts and gathering among students and caregivers.[12]

- **Add distancing markers to walkways to 'nudge' physical distancing, for example, with paint or chalk.**[5, 11] Use items that do not encroach upon space for physical distancing, can be stored yet not easily removed, do not restrict access to the school, and are safe and visible to all.[13] Demarcations should direct students towards the school building, rather than towards the curb, to keep students away from moving vehicles.

- **Tell caregivers that to avoid the spread of infection during drop-off and pick-up, they are not to gather at school entrances.** Do not allow caregivers to enter the school premises,[12, 14] or discourage and, if possible, prohibit them from doing so. They should use designated drop-off and pick-up points before the school gates or entry and exit points,[15] with the exception of caregivers for students with disabilities who require assistance.

- **Avoid general crowding and congestion during drop-off and pick-up, and limit contact between cohorts through staggered or alternating schedules.**[12, 16, 17] When staggering arrival times, take into account vehicular and pedestrian traffic levels when determining optimal times for school opening and closure. Consider the need to maintain a distance from activities on the street in front of the school, for example, a busy market or an informal bus station. Work with relevant authorities, stakeholders, and community and local business leaders to ensure that their vehicles do not take up space, particularly in clearly demarcated school drop-off and pick-up areas, and in the streets surrounding schools.

3

Prioritize active, non-motorized transport to support physical distancing

- **Promote walking and cycling to reduce crowding on school buses and public transport, and provide more space for those who must use these modes of transport.**[17] Using active transport also helps reduce motorized traffic, allowing prioritization of essential deliveries and emergency services.[18] Walking and cycling helps students spend time outdoors. This is crucial to their physical and mental health, especially when opportunities, such as recess and sports, are limited for physical activity. It can also provide a chance to rebuild community and social connections, and to set a new habit of active transport.[11, 17, 19, 20]

- **Reclaim a part of the street near the school, for example, a sidewalk, parking lot, or a lane of traffic.**[11] Widen sidewalks or entrances,[13] making sure to remove obstacles to students with disabilities and coordinating with fire codes. Pay particular attention to the needs of students with

limited mobility and the ability of wheelchair users to physically distance. Add more crossing guards if necessary,[21] or recruit older students or volunteers.

- **Close streets around schools 15-90 minutes before school opening and dismissal, taking into account the impact of commutes and local businesses.**[22, 23] Create school streets by working with authorities to re-route traffic and change parking policies if necessary.[17] Make exceptions for students with disabilities and residents.[11]

- **Define and demarcate a school zone through means that are accessible to students of all abilities (e.g., low-cost signage, bollards, or planters).** Choose permanent infrastructure if possible. Temporary infrastructure may not be any easier to secure or fund, and permanent infrastructure helps ensure safety post-pandemic to support active transport. (See NACTO's Designing Streets for Kids and Bernard van Leer Foundation's Urban 95 Starter Kit)

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Make it safe to walk, cycle, scoot and ride a wheelchair

- **Authorities, working with schools, should expand safe infrastructure, encourage safe behaviours, and enforce laws and policies to allow for increased levels of such active transport among all students, with particular attention to vulnerable populations, both during and after the pandemic.** (See: Child Health Initiative Toolkit; Toolkit for Child Health and Mobility in Africa; ITDP's Streets for Walking and Cycling in African Cities) Remind students to wear masks and practice physical distancing, for example, while waiting at crossings and traffic lights, and to wash or sanitize hands once they have arrived at their destination.[6]

- **Reduce speeds to 30 km per hour or less.** Higher speeds pose the greatest threat to children because of their small bodies and unpredictable behaviour. If permanent reduction is not possible, reduce speeds during drop-off and pick-up. Use evidence-based low-cost infrastructure like bollards, speed humps, or raised crosswalks, and/or enforcement, such as placing speed cameras at locations that data have shown are prone to frequent collisions. Consider launching a school speed enforcement initiative, wherein the police issue reminders in school zones about speed limits the first week, and then follow up with fines and penalties thereafter. Engage caregivers and local police in speed monitoring as part of a school speed reduction campaign. Educate the public about speed reduction through school zone signs, pedestrian crossing signs, slow down markings and billboards.[11] Ask parents to sign commitment letters to drive slowly. Gather disaggregated speed data and monitor to target high-risk areas and marginalized groups.

- **Separate pedestrians and cyclists from vehicular traffic through sidewalks, medians, refuge islands and crosswalks.** Complement existing school zones with emerging and expanding pedestrian zones, and consider pedestrian desire lines, which are unpaved tracks commonly used by pedestrians. Note that the safest path should also be the most easily accessible path. (See WRI's 6 Road Design Changes That Can Save Lives)

- **Offer 'walking and cycling school buses',** in which a designated adult picks up, leads and supervises children along a safe predetermined route to school.[21] This helps maintain the same circle of exposure, or bubble,[12] which is an exclusive group of people that socialize and/or have physical contact only with each other. Members of the bubble agree to take all precautions when outside of it – for example, physically distancing, wearing a mask, and washing or sanitizing hands – and to self-quarantine if anyone within the bubble tests positive for COVID-19 or shows symptoms.[24] Caregivers can take turns accompanying students on different days, allowing those who can walk to school to help families who cannot walk their children to school.[11] This process is reversed when school is dismissed.

- **Engage students through fun competitions, awards and surveys.** Use a photo contest to raise awareness about speed reduction in school zones. Use friendly walking games, for example, a 'golden shoe' award for the class with the most walkers. When selecting an engaging activity, adapt it to all students, including those with disabilities.

- **Allow students to design the streets they want around their school.** Ask students what they like and do not like on their way to school. (See efforts from WRI India and ITDP Mexico as part of Vision Zero for Youth, as well as Bernard van Leer Foundation's Urban 95 Starter Kit)

5   Help students who cycle and scoot to follow protocols

- **Dismiss students who cycle and scoot in shifts, and divide parking into several small areas to support physical distancing.** If space allows, block off every other spot on the rack, assign spots to individual students and leave additional spots. Disinfect racks daily or before each staggered arrival. Designate additional parking, for example, along a fence or obtain new racks.[11, 21]

- **Post signs at racks to remind students to physically distance while riding (for example at traffic lights) and parking, to wear a helmet, and to wash or sanitize hands after cycling.**[6] If using shared bicycles or scooters, remind students to clean and disinfect frequently touched surfaces (handlebars, gears, brake handles, locks, etc) and to use contactless payment if possible.[25]

- **Encourage cycling, for example, through bicycle loans and rental opportunities, bicycle lessons, by providing free helmets, or by awarding bicycle licenses to students in partnership with other agencies as an incentive to increase safe ridership.** Identify means of providing helmets, new or gently used bicycles and reflective gear to students who do not have access to them. Make space for students to learn to cycle by repurposing empty parking lots, collaborating with the city to designate a car-free day or car-free streets, or other low-cost interventions like pop-up cycle lanes.

6   Reduce private vehicle use

- **Limit private car use to those who need it, for example, because of a disability or significant distances from school.** Private cars limit physical activity and physical distancing at school entrances, and increase road danger and noise pollution.[13] Air pollution has been linked to higher COVID-19 case and fatality rates, causing a wide range of negative health outcomes,[26] and disproportionately affecting children and vulnerable groups.[27]

- **Establish remote drop-off locations, prohibit idling and close streets around schools to reduce emissions.**[11, 28] Collaborate with local businesses, religious institutions, governments, or others with parking lots on a walkable route to school, so caregivers may drop-off students to walk the remainder of the way to school.[11] Educate students and caregivers not to jaywalk to reach a private vehicle or the school.[28] Consider assistance from a dedicated person to support students with disabilities to reach the school.

- **Carpool with members of your bubble.** If you must travel with others outside your bubble, open windows, face away from each other, maximize distance, wear a mask and clean the vehicle between journeys, paying attention to frequently touched surfaces (steering wheel, gear shift, door frame/handles, windows, radio/temperature dials, seatbelt buckles).[6, 25] Schools should consider that staggered start and end times may pose challenges for families with several students who need to carpool several times per day and try to group families in the same alternating school schedule. When carpooling ensure all children are seated and safely secured with their own seat belt.

7 Treat school buses as extensions of the classroom

- **Consider the benefits and drawbacks of school bus schedules.**[29] An alternating schedule with fewer bus runs may be more economically viable than a shift with double bus runs. It also reduces contact and results in less traffic volume.

- **If classes will be conducted in cohorts to reduce exposure, revise the transportation schedule to ensure that cohorts do not mix.** Where feasible, consider assigning drivers to a single bus and route (in order to minimize mixing between cohorts). Clean and disinfect vehicles after each trip, with particular attention to high-touch surfaces such as door handles and grab bars.[14] Install hand sanitizer dispensers at bus entrances. Keep lists of passengers and drivers up to date to enable contact tracing if one of the passengers happen to be diagnosed.

- **Avoid overcrowding at bus stops by adding more stops, arrival locations and buses if necessary.**[16]

- **Encourage bus drivers to self-screen for symptoms of COVID-19 before every shift, and to stay home and seek medical advice if he/she has any symptoms.** Employers of school bus drivers should have staff safety and well-being measures in place, such as provision of necessary supplies for infection prevention and control, and training on appropriate use, flexible sick leave and supportive policies and practices for sick employees.

- **Limit exposure by using shorter routes, reducing capacity, assigning seats, providing hand sanitizer, maintaining boarding pattern and considering a physical barrier for the driver, such as a plexiglass panel.**[15] When designing bus routes, prioritize those that minimize transport time as to reduce the time of exposure if one of the passengers happens to be contagious. Enable a minimum of one metre of physical distancing[10] by seating one student per bench, alternating rows on each side to create a zigzag pattern, or skipping rows when possible.[30, 31] Siblings living in the same household may sit together to increase seating capacity, if needed. Designate where to sit, for example with tape.[15] Prevent students from walking past each other by seating students from the back of the bus forward, with boarding based on the order in which students will be picked-up or dropped-off when possible.[31] Anticipate issues regarding health and safety of drivers and other transportation staff.

- **Assign an aide to be responsible for enforcement of safety and hygiene protocols.**[31] Have the aide enforce mask wearing, assigned seating, hand washing or sanitizing before and after the journey, and physical distancing while both on the bus and while loading and unloading. If student health screenings will be conducted prior to boarding, they should be conducted by the aide. Note that having the bus driver perform these tasks is problematic due to safety concerns, such as leaving students alone on the bus if a student screens positive.[15] If bus aides are not available, designate other staff or one or two students per bus. Let the aide and driver know what to do in case a child is sick with COVID-19 symptoms, based on the school policy.

- **Require masks for students and staff, and supply the driver with fragrance-free hand sanitizer and extra masks in case a student does not have one.**[31] Drivers and aides are likely at greater risk of exposure than students since they are older and exposed to more people. The drivers and aides should be provided with personal protective equipment – including gloves, sanitizer, mask and potentially a face shield.

- **Limit or prohibit drinking, eating and loud talking in vehicles.**[6] Consider offering meditation or playing music to discourage or replace speaking.

- **Ventilate by opening windows.** Increase air circulation if weather, air quality and safety permit doing so.[15] Ask students to dress appropriately if it is likely to be cold or raining while windows are open.

8

Promote safety and hygiene on public and shared transport

- **Request diverse ministries to share safe transport information and apply new protocols to several modes of transport.** Many recommendations on school buses may be relevant for alternative modes of transit used by students.

- **Engage stakeholders to foster a supportive and protective environment for students trying to follow protocols.** Schools should support collaboration between transportation providers, authorities, students and caregivers to lessen demand on public transport and increase capacity to allow students to physically distance.[12] Educate operators and the community about the importance of following protocols for student health and safety to instil a sense of responsibility and ensure an ally for students trying to follow guidance. Use advertising in public transport to reinforce protocols. Waive or reduce fees for students who must use public transport in the absence of school bus services.[34]

- **Be creative about physical distancing.** For example, a rickshaw driver can install a plastic or metal sheet between the driver and passengers, and sheets between the passengers to separate them from each other. As another example, parking lines can be painted at school entrances for motorcycles to reduce crowding.

- **Enforce helmet-wearing on motorcycles and lower speeds.** Enforcing traffic laws will reduce the risk of injuries and demands on the health system needed for pandemic care. Create a helmet law if one does not exist, and enforce quality standards for helmets. Implement strict enforcement and fines for motorcycles riding or parking on sidewalks. Close streets near the school to allow for physically distanced motorcycle parking.

- **Enforce safety standards.** Vehicles must be maintained properly and drivers should have appropriate qualifications and meet all standards in terms of hygiene that are enforced by relevant authorities. Do not allow vehicles onto school premises. (See WHO's Powered two- and three-wheeler safety)

- **Travel during off-peak hours through staggered or alternating schedules.**[12] Traveling during daylight hours is safer for children. Commuting to school during non-peak hours reduces the likelihood of harassment and/or violence, particularly towards marginalized populations and girls. Encourage caregivers and students to reserve public transport for students with limited mobility.

- **Give students tips to be safe and ask about challenges.** Communicate with caregivers and students to understand challenges and provide support so they can plan the safest journey possible, and include information in an accessible format for families with students with disabilities. Remind students and caregivers that there are multiple ways to reduce their exposure. For example, they should always wear a mask during the journey; face away from others; and avoid touching their face.[6, 25] To avoid exposure, they should walk more of the journey if it is safe; avoid crowded stops by getting off a stop early; take the most direct, safest route; limit the surfaces students touch and they should wash or sanitize hands thereafter; sit in the backseat of a larger van to maintain more distance from the driver;[25] keep transfers (for example between bus and train) to a minimum; and choose the most physically distant seats and entry points possible. When planning their journey, they should check the latest travel advice from the transport operator, book tickets online or through contactless payment when possible, and allow for delays, especially in inclement weather.

9   Ensure equal access for marginalized populations

- **Early on, identify and engage with populations that will face the most challenges during their journey.** This includes, for example, students with disabilities, indigenous populations, ethnic minorities, migrants, refugees, internally displaced persons, students experiencing homelessness, girls, and others,[4, 8] and include them on planning committees. Collaborate with relevant communication channels to ensure information about a safe and healthy journey is accessible to students and their families.[4, 35] Work with public transport operators to encourage silence and physical distancing. This can hinder the spread of COVID-19 and help combat gender-based violence, bullying and sexual harassment. Lessen the likelihood of harassment by traveling with a member of a bubble. Use advertisements to encourage individuals to speak up if they witness rights violations.

- **For wheelchair users and others with mobility challenges, remove obstacles and widen paths, and/or create pedestrian lanes parallel to sidewalks.** This enables physical distancing and avoids the need to use curb ramps, which can be challenging. Make sidewalks available only to wheelchair users, pedestrians, and stroller users.

- **For students with visual impairments or limited mobility, provide a safe, less-populated route, separated from traffic.** Include continuous tactile and/or audible guiding elements for orientation, such as the façade of buildings or curb or protection elements on pedestrian lanes. Regularly disinfect braille signs. When assigning seats on school buses, consider student needs.

- **For students with hearing, cognitive, or mental disabilities, provide accessible orientation and wayfinding systems along the journey that include visual, audible and tactile cues.** Provide comprehensive information with clear, simple, well-lit symbols and messages. Have a plan for students who wish to be closer than the physical distancing requirements. Provide see-through masks to drivers since many students can benefit from lip reading and seeing facial expressions. Students with autism may benefit from reduced outside stimulation by sitting away from a window and towards the front to reduce bumpiness and noise. They may prefer that the window is covered. Reserve seats on the first rows of buses for students with special needs through non-discriminatory symbols like stars or flowers. Make transportation part of classroom behaviour support plans and report on student progress to educators frequently.[9]

- **Collaborate with transport providers and do a test run.** Work with caregivers and transport operators to determine appropriate stops, additional time allocation and further assistance needed for students. Consider contracting with private or public transport operators if necessary. Caregivers and drivers who transport students with disabilities can fill out information sheets to facilitate journeys.[9]

10   Sustain changes in the long term

- **Replicate and scale-up what works.** Use temporary measures as a pilot to secure long-term change. In the short term, incorporate recommendations into existing school reopening plans and designate which should be included in certain phases of reopening. Secure funding for pilots and long-term changes by identifying benefits across budget goals. In the long term, include new mobility policies, evaluation, and resources in policy frameworks, such as school health, transport, road safety and healthy cities to ensure safe school journeys for all children including vulnerable populations. (See UNICEF's Handbook on child-responsive urban planning)

- **Identify gaps. Identify diverse stakeholders to help fill gaps.** For example, advocate for road safety and air-quality best practices as demonstrated in this link.

- **Use speed and air quality data to communicate long-term benefits and catalyse policy change.** Advocate for safe infrastructure, policies, and behaviour for walking and cycling, lower speeds, cleaner vehicles, and tighter emissions standards. Note that policy change generally has greater acceptance when clear, consistent, evidence-based information is provided in advance of regulation. Share data and evidence with the community to support their own actions and integrate messaging into back-to-school campaigns.[8] (See World Air Quality Index)

- **Aim for long-term leadership commitment and funding.** Collaborate with multilateral development banks to ensure loans for new roads that include space for safe walking and cycling. Leverage partnerships and multi-sectoral action. Advocate for increased resources and policies to scale-up working models. Work with schools to include provisions for safe and healthy journeys for all.

Checklists to Support Safe and Healthy Journeys to School
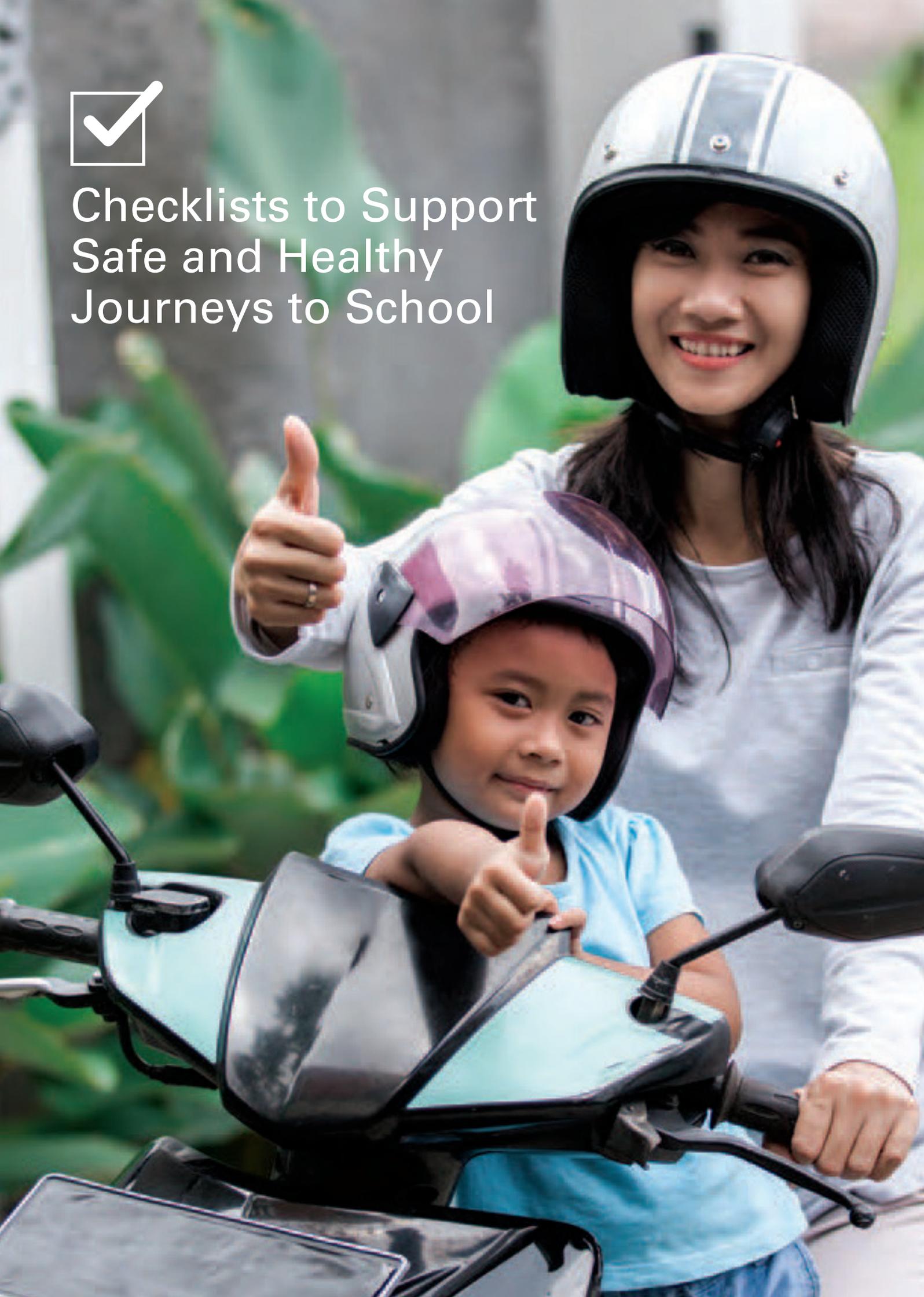
Checklist for education authorities and policy makers

☐ **Include safe and healthy journeys to school in school reopening plans**
- Get input from school administrators, parents and students for safe and healthy journeys
- Plan, pre-test, implement and monitor student journeys

☐ **Include proper hygiene and physical distancing protocols as part of school transport system contracts**
- Provide bus drivers with access to hand sanitizers, cloth masks, and/or plexiglass separation between students and drivers, and increase ventilation by opening windows. Provide drivers with gloves when necessary and training on proper usage

☐ **Coordinate a flexible schedule with school transport systems to accommodate changes in frequency, times and student passenger volumes to support physical distancing**

☐ **Discuss and support the needs of vulnerable and marginalized students**
- Provide structural and social supports for equitable, safe and healthy journeys to school

☐ **Discuss with community planners how to support policies and investments that allow as many students as possible to walk, cycle, and scoot safely to school**
- Reduce speed around schools to 30 km per hour or less, not only through speed limits but also through infrastructure
- Promote walking and bicycling paths separated from vehicles
- Close streets or limit vehicles around schools during opening and closing times

☐ **Ensure adequate resources**
- Support available, accessible and affordable bicycles, helmets, reflective gear and cycling lessons; adequate and age-appropriate hand washing and sanitizing stations at school; and masks for students, educators, aides, drivers and caregivers before, during and after the journey to school
- Support school transport policies that will provide long-term benefits to students, families and communities; reduce speed; include other safe mobility measures; increase walking and cycling; and scale-up effective practices
- Allocate funds to provide information in multiple formats – written, oral and pictogram – to reach people with diverse communication needs

Checklist for school administrators, teachers, and staff

☐ **Communicate early and often with students, caregivers and the community**
- Communicate changes in school transport schedules, operating procedures and processes, so all are informed in advance and prepared to adapt and support the school and all students
- Plan and share school class schedules to support journeys to schools during off-peak hours
- Engage students, families and the community in planning and feedback of school journeys

☐ **Engage the entire school community to promote and demonstrate proper hygiene and physical distancing, and to monitor uptake**
- Provide hand washing and sanitizing stations at the school, and promote their use before and after the student's journey
- Engage a bus aide to assist with seating and physical distancing, and enforce mask wearing and hand washing or sanitizing before and after the journey
- Sanitize bicycle racks daily or before each staggered arrival and mark spaces to promote physical distancing
- Post reminders of proper hygiene, including hand washing, physical distancing and mask use
- Model proper behaviour as a school staff team
- Discourage the use of private vehicles and provide school drop-off and pick-up zones within walking distance to the school

☐ **Support safe walking, cycling, wheelchair riding and scooting for all students**
- Incentivize active transport and limit the use of private vehicles
- Provide safe and healthy routes for students and caregivers to support planning of journeys

☐ **Identify vulnerable and marginalized students and engage with their families to identify solutions for equitable journeys**
- Consider modes of transport, routes and support assistance before, during and after the journey

Checklist for parents/caregivers and community members

☐ **Monitor your child's health and do not send them on the journey to school if they are ill or have a specific medical condition that may increase their risk**

☐ **Teach and model proper hygiene**
- Wash or sanitize hands before and after the school journey and in public settings
- Demonstrate physical distancing before, during and after the school journey and in public settings
- Use a mask when travelling

☐ **Promote walking, cycling and scooting instead of motor transport**
- Use routes that are separated from vehicles, or have fewer vehicles and lower speeds

☐ **Encourage your child to share their concerns and fears, and address them**
- Listen to and support your child, and reach out to school staff if further assistance is needed

☐ **Use facts from reliable sources and remind your child to be caring and respectful of all others**

☐ **Coordinate and collaborate with the school**
- Be familiar with start and end times as they may rotate to reduce congestion, and support physical distancing and consistent groupings on the journey to school
- Stay alert for announcements and updates from the school about transport changes

Checklist for students

☐ **Talk to someone you trust, like your caregiver or teacher**
- Ask questions, educate yourself and get information from reliable sources
- If you feel ill, ask to stay home

☐ **Protect yourself and others**
- Wash or sanitize your hands before and after the journey
- Practice physical distancing before, during and after your journey
- Use a mask before, during and after your journey when in close contact with others
- Do not speak loudly or share drinks and/or food on the journey

☐ **Respect and care for yourself and others by being safe and healthy**
- Treat all your peers, drivers and bus aides respectfully
- Remain in your seat for the entire journey

☐ **Improve your journey by monitoring risks that others should know about**
- Tell your caregiver or teacher about issues that may cause harm to you and others

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