CSBA Sample
Administrative Regulation
Safe Routes To School Program

AR 5142.2
Students

Note: The following optional administrative regulation should be revised to reflect district practice. The strategies listed below are organized around the "five E's" (education, encouragement, enforcement, engineering, and evaluation) recommended for inclusion in all local programs by the U.S. Department of Transportation's Federal Highway Administration and the National Center for Safe Routes to School's online resource guide, the Safe Routes to School Guide.

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1.   Education activities that promote safety and awareness, such as:

a.   Instructing students about pedestrian, bicycle, and personal safety

b.   Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

(cf. 3510 - Green School Operations)
(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)

c.   Offering driver safety education to high school students, parents/guardians, and the community

2.   Encouragement strategies designed to generate interest in active transport to school, such as:

a.   Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b.   Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c.   Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in

parent/guardian communications and in any notifications about transportation options

(cf. 1112 - Media Relations)
(cf. 3540 - Transportation)
(cf. 3541 - Transportation Routes and Services)

3.   Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a.   Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

(cf. 5142 - Safety)

b.   Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c.   Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4.   Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a.   Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

b.   Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

c.   Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

(cf. 7111 - Evaluating Existing Buildings)

d.   Considering safe routes to school when making decisions about siting and designing of new schools

(cf. 7110 - Facilities Master Plan)
(cf. 7150 - Site Selection and Development)

Note: See the accompanying Board policy for additional information about program evaluation, including examples of indicators that may be used to measure program implementation and effectiveness.

5.   Evaluation to assess progress toward program goals, including:

a.   Gathering and interpreting data based on indicators established by the Superintendent or designee and the Governing Board

b.   Presenting data to the Board, program partners, and the public

c.   Recommending program modifications as needed

7/09