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ARRIVAL / DISMISSAL TOOLKIT



WHAT IS THE ARRIVAL / DISMISSAL TOOLKIT?

The arrival/dismissal toolkit includes a series of worksheets to help you complete a simple, three-step process for observing arrival or dismissal. The steps and worksheets are shown in the table below.

Step	Worksheet
Step 1: Prepare	<ul style="list-style-type: none">• Arrival/Dismissal Procedures and Concerns• Arrival/Dismissal Process Map
Step 2: Observe	<ul style="list-style-type: none">• Bike/Ped Observations• Bike/Ped Counts• Motor Vehicle Observations• Photographer• Observation Map
Step 3: Debrief	<ul style="list-style-type: none">• Observation Takeaways

ZONE IN, NOT OUT

Zone In, Not Out is a package of resources that can help make school zones safer for all travelers, especially children. The idea for the program was part of an in-person training for Virginia Safe Routes to School local coordinators in the winter 2015. Charged with the task of coming up with a comprehensive approach to school zone safety with branding, messaging, materials, the local SRTS coordinators worked in small groups to develop an outline of the program.



The materials are available for download on the Virginia SRTS program website. The Zone In, Not Out logo can be customized with a school name. The materials offer both 'how to' information and resources for school communities to access for expanded or more in-depth information.



HOW DO I USE THE ARRIVAL / DISMISSAL TOOLKIT?

Suggestions for using the Arrival/Dismissal Toolkit are shown below for each step. Note that these are only suggestions and that you are free to use the toolkit in whatever way works best for you.

Step 1: Prepare	<ul style="list-style-type: none">• This step involves collecting key information related to arrival/dismissal, including school start and end times, arrival/dismissal procedures, and arrival/dismissal concerns.• Complete this step before the arrival/dismissal observation by talking to the school principal or another person familiar with the school's arrival/dismissal process.• On the day of the observation, gather the observation group together before they go out to observe. Give them the Arrival/Dismissal Concerns and Arrival/Dismissal Map worksheets and use these to help prepare members of the group for the upcoming observation.
Step 2: Observe	<ul style="list-style-type: none">• This step involves intentionally observing arrival/dismissal with a group of people and taking down notes on important points, such as safety concerns, how many pedestrians and bicyclists there are, and where they are going.• Give each group member an observation map and a worksheet or worksheets related to their role(s) in the observation.• There are four roles:<ul style="list-style-type: none">o Ped/Bike Observer—uses Ped/Bike Observations worksheeto Ped/Bike Counter—uses Ped/Bike Counts worksheeto Motor Vehicle Observer—uses Motor Vehicle Observations worksheeto Photographer—uses Photo and Videos worksheet• Roles can be combined if you don't have enough people to cover each role.
Step 3: Debrief	<ul style="list-style-type: none">• This step involves bringing the group together after the observation to discuss what was observed, what went well, and what changes could improve conditions for pedestrians and bicyclists.• Complete this step immediately after the observation.• Use the Observation Takeaways worksheet to structure your conversation.

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Arrival/Dismissal Toolkit		ARRIVAL/DISMISSAL PROCEDURES & CONCERNS		Step 1: Prepare	
Observation Date: School Name:			Which process will you observe? (Circle one) <div style="display: flex; justify-content: space-around;"> Arrival Dismissal </div>		
Arrival	Beforecare start time				
	Time when most students arrive				
	School start time				
Dismissal	School end time				
	Time most students depart				
	Aftercare end time				
<p>Arrival/dismissal policies and procedures that impact walkers and bikers, including how the walk zone is defined and where walkers and bikers are supposed to enter/exit the school.</p> <p><i>From Parent Handbook</i></p> <p><i>Additional Notes</i></p>					
<p>Arrival/dismissal policies and procedures impacting car and bus riders, including where parent and bus drop-off/pick up occur and where bus and car riders are supposed to enter/exit the school.</p> <p><i>From Parent Handbook</i></p> <p><i>Additional Notes</i></p>					

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Arrival/Dismissal Toolkit	ARRIVAL/DISMISSAL PROCEDURES & CONCERNS	Step 1: Prepare
<p>Arrival/dismissal concerns</p> <p><i>Arrival Concerns</i></p> <p><i>Dismissal Concerns</i></p>		

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Arrival/Dismissal Toolkit	PROCESS MAP	Step 1: Prepare
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[Insert map here]



Arrival/Dismissal Toolkit	PED/BIKE OBSERVATIONS		Step 2: Observe
Name: Date: Location:	Which process did you observe? (Circle one) <div style="display: flex; justify-content: space-around;"> Arrival Dismissal </div>		
Travel Patterns —Where are ped/bikes coming from and going to? (Note: Routes can be marked on Map)			
Safety Concerns —Unsafe behaviors, infrastructure, conditions.			
Infrastructure —What exists and what might be changed to enhance ped/bike access or comfort?			

Key Questions

Travel Patterns

- Where are peds/bikes coming from/going to and in approximately what proportions?
- Where do walkers and bikers enter/exit the school?

- Are bicyclists observing the rules of the road?
- Are bicyclists wearing helmets?
- Are sightlines between ped/bikes and drivers obstructed?

Safety Concerns

- Are students walking/biking where it's safe?
- Are students paying attention to their surroundings?
- Are students crossing in marked crosswalks?
- Are students following crossing guard/staff instructions?

Infrastructure

- Are there places where added or improved ped/bike infrastructure might enhance ped/bike access (e.g., crosswalk, sidewalk, ADA features)?
- Do bicyclists have a place to lock their bikes?



Arrival/Dismissal Toolkit	PED/BIKE COUNTS		Step 2: Observe
Name: Date: Location:		Which process did you observe? (Circle one) <div style="display: flex; justify-content: space-around;"> Arrival Dismissal </div>	
Route Observed	# of Pedestrians	# of Bicyclists	

Key questions:

- Where do motor vehicles come from and where do they go?
- Where are students dropped off/picked up?
- Do drivers exhibit any unsafe behaviors?



Arrival/Dismissal Toolkit	MOTOR VEHICLE OBSERVATIONS	Step 2: Observe
Name: Date: Location:	Which process did you observe? (Circle one) <div style="display: flex; justify-content: space-around;"> Arrival Dismissal </div>	
<p>Travel Patterns—Where are buses and cars coming from and going to? (Note: Routes can be marked on Map)</p> 		
<p>Safety Concerns—Unsafe behaviors, infrastructure, conditions.</p> 		

Key Questions

Travel Patterns

- Where are cars and buses coming from/going to and in approximately what proportions?
- Where do parents pick-up/drop-off their children?
- Where do car riders enter/exit the school?

Safety Concerns

- Do motorists speed?
- Do motorists yield to pedestrians?
- Do motorists give bikers enough space?
- Are motorists distracted?
- Do motorists drive illegally?

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Arrival/Dismissal Toolkit	OBSERVATION MAP	Step 2: Observe
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[Insert map here]



Arrival/Dismissal Toolkit	ARRIVAL / DISMISSAL OBSERVATION TAKEAWAYS	Step 3: Debrief
<p>What seemed to be working well during arrival/dismissal or presents an opportunity? <i>Consider infrastructure, behaviors, and policies/procedures.</i></p>		
<p>What changes might improve conditions for students who walk/bike or encourage more students to walk/bike? <i>Consider education, encouragement, enforcement, and engineering strategies. Rank the changes in order of priority.</i></p>		