massDOT
Massachusetts Department of Transportation

MASSACHUSETTS
Safe Routes to School
MASS.GOV/SAFE-ROUTES-TO-SCHOOL

ARRIVAL/DISMISSAL TOOLKIT
A five-step planning process to identify and overcome
arrival and dismissal challenges

TABLE OF CONTENTS

GETTING STARTED

WHY TALK ABOUT SCHOOL ARRIVAL AND DISMISSAL?

All students must arrive and depart school. Although the school commute can vary, today's typical school has more students who arrive in family vehicles than students who walk, bike/roll, and take buses combined. The dominance of family vehicles at arrival and dismissal can present dangerous conditions for families, students, and school staff outside of vehicles. These conditions can be further exacerbated by inadequate infrastructure and families not following all the rules.

Walkers, bikers/rollers, and bus riders need to navigate school property and the school zone safely in spite of vehicle traffic. Managing how all school travel modes interact on and around school property improves student health and safety, while establishing sustainable modal choices that are more accessible and equitable.

ARRIVAL/DISMISSAL PLANNING PROCESS OVERVIEW

School arrival and dismissal is an inclusive term that refers to transportation operations on school property and within the school zone that occur at the start and end of the school day. It encompasses all modes of student transportation, including walkers, bikers/rollers, bus riders, and family vehicle riders.

This toolkit discusses the guiding principles of arrival and dismissal planning and presents a five-step process to identify and overcome arrival and dismissal challenges. The five steps listed below guide the reader through the arrival and dismissal planning process, concluding with implementing and communicating infrastructure, educational, and procedural solutions, and codifying these solutions in an arrival/dismissal plan.

1. Set the Stage
2. Conduct an Arrival/Dismissal Observation
3. Review Arrival/Dismissal Observation Report
4. Pilot Arrival/Dismissal Recommendations
5. Develop and Communicate the Arrival/Dismissal Plan

The toolkit also includes case studies, a glossary, and a list of additional resources. We recommend reading this toolkit from beginning to end to become more familiar with the arrival and dismissal planning process as well as all related terms and resources. After reviewing the toolkit, contact your SRTS Outreach Coordinator to get started.

TIP

Because the MA Safe Routes to School Program is federally funded, free assistance with arrival and dismissal observation and planning is just one of the many services provided to SRTS partner public and public charter schools. To become an SRTS partner, simply complete the School Partner Enrollment Form.

ARRIVAL/DISMISSAL BEST PRACTICES

The following are the basic guidelines that provide the foundation for a safe and effective planning process.

PRIORITIZE SAFETY
The overarching value of planning for arrival and dismissal is to improve safety across all transportation modes.

SEPARATE MODES OF TRANSPORTATION
Students commute to school in a variety of ways, including walking, biking/rolling, taking the school bus/van/taxi, or by family vehicle. The golden rule of an arrival/dismissal plan is to keep modes separate to avoid conflicts, eliminate potential safety hazards, and remove the need for mitigation. All efforts will be made to implement a school circulation plan where pedestrians, bicyclists, buses, and family vehicles have minimal interaction with each other.

- **Pedestrians** – Walkers require adequate sidewalks/walkways and proper line-of-sight and visibility—taking into account student height when crossing areas over roadways/active driveways.

- **Bicyclists/Rollers** – Bikes, scooters, and wheeled mobility devices require adequate non-motor vehicle parking facilities and safe access to school property from abutting roadways. On school property, students should not bike on sidewalks. Students need a place to lock their bikes/scooters and store their helmets.

- **Mass transit** – Multi-person transport includes school buses and vans, public buses, private vans, taxis, and carpools. Adequate space and mitigation is needed when school vehicles legally activate their flashing lights, which stop traffic while loading/unloading. Accommodations should also include transportation for non-school organizations. Bus turning radii, not reversing with students on board, extra time for those passengers with disabilities, and other regulations should also be taken into account.

- **Family vehicles** – Maintaining rules of the road is key when addressing family traffic. For a school to be a good neighbor, parking and queuing for family vehicle traffic needs to be separate from staff parking.

> **TO BE INCLUSIVE OF ALL TRAVEL MODES, USE THE TERMS "ARRIVAL" AND "DISMISSAL" RATHER THAN "PICK-UP" AND "DROP-OFF," WHICH CAN BE CONSIDERED FAMILY VEHICLE-CENTRIC.**

PRIORITIZE SUSTAINABLE MODES OF TRANSPORTATION

Arrival and dismissal procedures should prioritize students walking, biking, rolling, and taking the bus to school to incentivize and encourage using active transportation.

SUPPORT PROPER USE OF REGULATORY AND INFORMATIONAL SIGNAGE

The rules for sign use are more lax on a school campus than for municipal property. Correct use of the proper regulatory and informational signage ensures that anyone entering school property has a clear understanding of the circulation pattern and rules of the road.

DETERMINE FRONT DOOR ACCESS

Whenever possible, a school's front entrance will be used for pedestrians, bicyclists, bused students, handicapped accessibility, and public safety. Bike racks should be placed in proximity of this area. How a school uses its front door sends the message to students and families of the preferred modes of transportation.

WORK TOGETHER

Getting support from the school and surrounding community is vital to a plan's success. Additionally, while some infrastructure improvements can be implemented entirely within school property, you may still be required to obtain permits and follow municipal, state, or federal guidelines.

COMMUNICATE EFFECTIVELY

Clear, concise, and complete messaging to communicate new or existing procedures should be readily accessible to families and the public. If modal transportation locations differ for arrival versus dismissal, two maps/procedures may be needed.
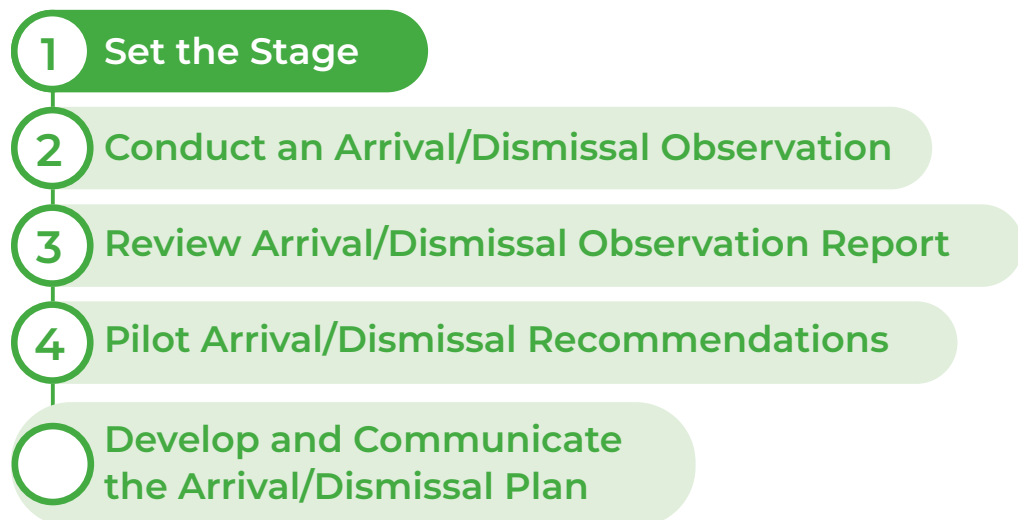
FAMILY VEHICLES ARE NOT IN TRAFFIC, THEY ARE THE TRAFFIC!

Consider procedures that involve parents and caregivers parking within a walkable distance to the school or leaving the car parked altogether and having students walk or bike to school.

FIVE STEPS TO IDENTIFY AND OVERCOME ARRIVAL AND DISMISSAL CHALLENGES

The five-step process outlined below provides a road map that can be used to improve student safety by identifying and addressing arrival and dismissal challenges.

1 Set the Stage

2 Conduct an Arrival/Dismissal Observation

3 Review Arrival/Dismissal Observation Report

4 Pilot Arrival/Dismissal Recommendations

Develop and Communicate the Arrival/Dismissal Plan

The first step is to prepare for the planning process by identifying a core group of stakeholders and reviewing available arrival and dismissal information. You can also connect with your SRTS Outreach Coordinator for support.

IDENTIFY STAKEHOLDERS

Stakeholders can include members of both the school and greater community.

SCHOOL COMMUNITY

Representatives from the school should include the school principal and other school safety personnel. It is essential to gain support from the administrators, Crossing Guards, and transportation coordinators responsible for approving and implementing any arrival and dismissal changes.

GREATER COMMUNITY

Key local government officials are integral to understanding public roadway traffic, safety regulatory restrictions, and limitations. Consider inviting public works officials, engineers, planners, and members of the police department to serve on a stakeholder committee. Community members such as pedestrian/bicycle committees, transportation advisory groups, and those serving local school transportation needs such as the local YMCA or Boys and Girls Clubs can all bring different perspectives to the conversation.

The SRTS Program has more than 250 Alliance Partners such as these throughout the state. Check the SRTS Dashboard for a current list of partners in your community and to check if any arrival/dismissal observations have occurred. As schools work to be good neighbors in their community while also safely mitigating pedestrian, bike, and vehicle traffic, support from multiple stakeholders is key to implementing new arrival/dismissal procedures outside of school property.

GATHER BACKGROUND INFORMATION

In order to fully understand the school's current circulation pattern, procedures, challenges, and expectations, an informational meeting with either the school's principal or with a larger school community group is suggested. The meeting should review the school's current arrival/dismissal procedures and how these are communicated to families and students. Other pertinent information on transportation practices includes the use of Crossing Guards, school and municipal buses, and public and private vans.

1. Set the Stage

2. **Conduct an Arrival/Dismissal Observation**

3. Review Arrival/Dismissal Observation Report

4. Pilot Arrival/Dismissal Recommendations

Develop and Communicate the Arrival/Dismissal Plan

Documentation of existing conditions is accomplished through an arrival/dismissal observation conducted by your school's Massachusetts SRTS Outreach Coordinator. The observation aims to assess and document transportation operations, human behaviors, and infrastructure on and near the school campus. The evaluation starts 45-60 minutes before the school's opening bell; 45-60 minutes before the dismissal bell; and concludes when all student activity subsides. The goal is to be unobtrusive so as not to change current behavior.

Arrival/dismissal observations occur regardless of weather conditions and may occur over multiple days, depending on the level of complexity and activity within the school zone. Outreach Coordinators always register with the school's visitor log at the front office upon arrival.

Observations give special attention to the following:
- Reference to current arrival/dismissal procedures
- Photos of arrival/dismissal activity and school zone infrastructure
- Approximate counts of arrival/dismissal by transportation mode
- Specific travel behaviors across all modes

After conducting the observation, the SRTS Outreach Coordinator will create a detailed report documenting the safety effectiveness of the existing circulation pattern as well as the benefits and challenges of your school's infrastructure, signage, and observed travel behavior. This report will also contain school-specific recommendations to improve student safety that are rooted in SRTS best practices and are tailored to each school's unique challenges and geography. General SRTS program recommendations and additional state resources are also included.

REVIEW BY STAKEHOLDERS

With your Outreach Coordinator, the school principal, and the wider stakeholder group, review the report's observations and suggested recommendations designed to enhance school safety. Working collaboratively, the school administration will next decide which strategies their school will implement.

This can be accomplished in two stages. The school principal has the option of reviewing the report first and providing feedback, followed by sharing the report with the wider audience of stakeholders. It is with stakeholders from both school and municipal departments that the final determinations are made regarding recommendations that can be reasonably accepted and implemented. Common criteria for deciding which recommendations to adopt include cost, ease of implementation, overall timeline, and expected outcome.

Example of Arrival Observation Photos

Parked vehicle on Walnut Avenue in front of the school causes conflict during school bus unloading
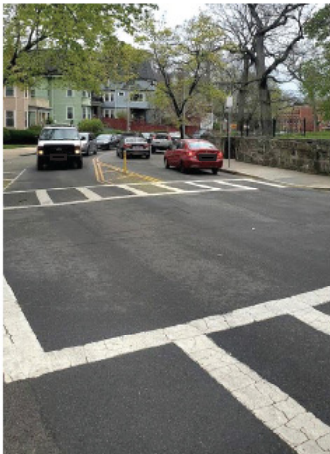
A car idles on Walnut Avenue in the tow zone in front of the school near the space where the travel lane narrows.

An unoccupied vehicle is parked in a posted "NO PARKING" area in front of the school.

BEST PRACTICE STRATEGIES

Your school's arrival/dismissal observation report will contain recommended applications of proven best practice strategies adapted for your school's unique challenges and characteristics. To meet these needs, considerations may include educational, procedural, and infrastructure strategies based on the six E's of the SRTS program. Common examples of the best arrival dismissal strategies include the following. For simplicity, strategies are listed under one outcome even though many achieve several different outcomes.

Six E's of Safe Routes to School

E Education   **E** Engagement   **E** Engineering

E Encouragement   **E** Evaluation   **E** Equity

STRATEGIES TO IMPROVE PEDESTRIAN AND BIKE SAFETY

EDUCATIONAL STRATEGIES

- **Students** - Consider having your Outreach Coordinator conduct the Department of Elementary and Secondary Education-approved pedestrian and bicycle safety instruction.
- **Families** - Distribute SRTS Driver Awareness flyers, each available in nine languages, and include excerpts from each in school newsletters. Topics include Arrival/Dismissal, Driver Awareness in a School Zone, and Being a Bike Friendly Driver.
- **Family vehicles** - Remind families that vehicles should be placed in park when dropping off or picking up their students and that students must exit their vehicles on the passenger side only.

PROCEDURAL STRATEGIES

- **Staff** - Require all staff supporting the arrival and dismissal to wear reflective vests.
- **Buses and vans** - Remind drivers to use their vehicle's flashing lights when loading and unloading students, as the law requires.
- **Bus loading** - Encourage buses to queue in a single line to reduce potential conflicts and safety hazards. Double bus lanes place students in the path of vehicles while loading.

INFRASTRUCTURE STRATEGIES[1]

- Install speed limit signage along school zone.
- Restripe crosswalks with a high visibility ladder pattern and pair with appropriate signage.
- When applicable, convert identified bi-directional streets to one-way with appropriate signage.
- Replace damaged and faded signage and pavement markings.
- Maximize right turn opportunities for family vehicles. Left-turning traffic can cause extra-long queues and create additional traffic congestion in the pick-up/drop-off line.
- Install regulatory "NO IDLING" signage along the length of the school building and parking areas.

STRATEGIES TO SEPARATE TRANSPORTATION MODES ON SCHOOL PROPERTY

EDUCATIONAL STRATEGIES

- Create or update a school campus circulation map that clearly illustrates circulation patterns for each mode of transportation.

[1] Always coordinate with the appropriate municipal or state authority before implementing infrastructure projects.

PROCEDURAL STRATEGIES

- Stagger dismissal times to give first preference to walkers, bikers/rollers, and bus riders.
- Designate a dedicated loading area for vans separate from school buses.
- Remind families to only use the designated drop-off/pick-up area.
- Establish Park, Walk, & Roll off-campus locations for family vehicles to lessen family vehicle traffic around the school zone.

INFRASTRUCTURE STRATEGIES

- Install regulatory and informational signage to identify where each mode of transportation is expected. Examples include:
  - Install regulatory signage and paint the curb yellow to identify the bus lane.
  - Install informational signage to identify areas for family vehicle drop-off and pick-up.

STRATEGIES TO PRIORITIZE SUSTAINABLE MODES

EDUCATIONAL STRATEGIES

- Participate in SRTS flagship events to promote walking and biking to school.
- Create a school walking club using Safe Routes to School's Walk Across Massachusetts or America posters.
- Participate in the SRTS annual Yard Sign Design Contest.

USE OF REGULATORY VS. INFORMATIONAL SIGNAGE

Informational Signage is used in school zones to provide school circulation plan guidance. If signs are not on school property, please work with the local department of public works or engineering department for new installations.

Regulatory Signage meets a federal standard of messaging and qualifications for enforcement and is governed by the Manual on Uniform Traffic Control Devices (MUTCD). Only regulatory signage is enforceable by the police.

TIP Schools can receive free "No Idling" signs via the MassDEP Green Team.

IDLE-FREE ZONE

TURN ENGINE OFF

MGL CH. 90 Sct. 16A, Ch 111, Sct. 142A, 310 CMR

Example of a regulatory sign

1 Set the Stage

2 Conduct an Arrival/Dismissal Observation

3 Review Arrival/Dismissal Observation Report

4 Pilot Arrival/Dismissal Recommendations

Develop and Communicate the Arrival/Dismissal Plan

Now that the arrival/dismissal report has been reviewed and strategies identified, it is time to pilot the recommendations and evaluate them for permanent implementation. Piloting changes to arrival/dismissal include an initial small-scale implementation that is used to prove the viability of the recommendations.

PROCEDURAL STRATEGIES
- Only allow walkers, bikers/rollers, bus riders, and those needing handicap access to use the school's front entrance.
- Ensure that families understand the difference between a "true" walker who completes the journey from home to school versus those students walking to the family vehicle.

INFRASTRUCTURE STRATEGIES
- Provide covered bike racks near the front entrance to the school.
- Create an inviting pedestrian plaza for families to gather as they arrive/depart school grounds.

While all recommended strategies are important, some will be easier to implement than others. While working best in totality, oftentimes recommendations are implemented in stages or piloted to determine what works best. Sometimes, short-term solutions are needed before long-term infrastructure initiatives can be implemented.

SHORT-TERM RECOMMENDATIONS
Recommendations often involve stakeholders outside of the school. School principals can have their school participate in numerous SRTS Program initiatives prior to completing any infrastructure improvements. Examples that address education, encouragement, and evaluation include:
- Student pedestrian and bicycle education
- Family driver education
- Walk, Bike, and Roll to School events, Yard Sign Design Contest, and Crossing Guard Appreciation participation
- Create a school SRTS Task Force
- Develop student route mapping to determine the safest routes from home to school for walkers and bikers

TIP The Massachusetts SRTS POP-UP Projects for Safe Routes to School guidebook contains ideas for low-cost, temporary interventions to address arrival and dismissal safety issues, promote traffic calming around school campuses, and encourage walking, biking, and rolling to school.

TACTICAL URBANISM

Applying a tactical urbanism approach can accelerate implementation of infrastructure solutions at a low cost. Tactical urbanism uses commonly available materials to temporarily change the design of a space to test the potential for installing more permanent infrastructure. Since tactical urbanism often uses volunteers in conjunction with town planners, police, and engineers, these strategies can also help build community support for longer-term changes by allowing school community members to see solutions in action and participate in the design. This technique can help bridge the time between short-term and long-term improvement implementation.

STAKEHOLDERS NEEDED FOR IMPLEMENTING INFRASTRUCTURE RECOMMENDATIONS

The following are suggestions for appropriate stakeholders needed to implement any infrastructure or policy/procedure recommendations:

PRINCIPAL/SUPERINTENDENT/SITE COUNCIL
- Adopt a change to your school's circulation pattern
- Adopt a change of informational and regulatory signage on school property
- Use of sandwich boards as portable informational signage

ENGINEERING/PLANNING/POLICE
- Crosswalk placement
- Regulatory sign placement
- Endorsement of school streets
- Crossing Guard locations and training

SCHOOL COMMITTEE/SUPERINTENDENT/ SCHOOL ADMINISTRATION
- Adopt Wellness Policy active transportation amendments
- Consider a school safety and mitigation-style district policy that defines your district's best school infrastructure practices that can be applied to all schools

FACILITIES/DEPARTMENT OF PUBLIC WORKS
- Replace/install signage that may be faded, damaged, or nonconforming
- Replace/install pavement markings that may be faded or need improvement
- Install new regulatory signage or pavement markings
- Supply barrels, flex posts, and cones for use in traffic calming, school streets, and to enforce posted regulations such as "NO PARKING" areas
- Install posted informational signage on school property
- Supply in-road pedestrian signage for school and school zone crosswalks

SELECT BOARD/CITY COUNCIL/TRANSPORTATION ADVISORY COMMITTEES
- Approval for municipal signage
- Approval for school streets
- Approval for one-way streets

The last step in overcoming arrival and dismissal challenges is memorializing the adopted procedures in a formal plan and communicating that plan.

An arrival/dismissal plan has three components:

1. Documentation of arrival and dismissal procedures
2. A circulation map
3. School hours or the bell schedule

ESTABLISH ARRIVAL AND DISMISSAL PROCEDURES

Arrival and dismissal procedures must be easily understood and include all modes of student transportation. The procedures are designed to speak directly to what was observed at your school and any behaviors that need to be corrected during arrival/dismissal. The school can then translate the procedure into different languages to reach the entire school population.

Gentle reminders that everyone should be mindful of crosswalk, sidewalk, parking lot, and roadway safety, as well as the need for all visitors to sign in the front office are often included.

Common language to consider for your arrival/dismissal plan should include all transportation modes and speak directly to your local infrastructure, behavioral, and modal challenges. Examples include:

✓ **WALKERS:**
Please enter through the _____ entrance.

✓ **BIKERS:**
Please use the bike racks located at _____ and enter through the _____ entrance.

✓ **BUS RIDERS:**
Only school buses may use _____ bus area for loading and unloading students. Students enter through the _____ entrance.

✓ **FAMILY VEHICLES:**
- Pull all the way up to the beginning of the queue
- Do NOT idle your car engine
- Place your vehicle in park
- Do not leave your vehicle
- Do NOT pass loading/unloading vehicles
- Do NOT reverse or back up
- Yield to pedestrians in crosswalks
- Only unload from the passenger side
- No U-turns

TIP
Longer does not necessarily mean better. A school's arrival/dismissal plan could be as short as two pages—one for the map and one for the written procedures.

INCLUDE SCHOOL HOURS

School hours or the bell schedule are often hard to identify on a school's website. Upon arrival, most schools have a first bell that signals for students to queue and enter the building, with a second bell indicating school has begun. Some schools support before-school programming, before-school breakfast, or have staff monitoring the play area before students are allowed to enter the building. It is useful to list these different bells in a convenient location, such as part of an arrival/dismissal plan.

SRTS also suggests reminding families that students who arrive past the final morning bell must be signed in by an adult and are marked as tardy.

CREATE A SCHOOL CIRCULATION MAP

Your school's Outreach Coordinator will prepare a color-coded map that will identify the circulation pattern for your school property/school zone. Separation of modes will be emphasized and the circulation map can include:

- Walking routes
- Bicycle parking
- Bus loading zone
- Special Education bus/van loading zone (if different from yellow school bus zone)
- Family vehicle pick-up/drop-off area
- Legal short-term parking on side streets
- Staff parking
- No parking areas
- Handicapped parking
- Direction of traffic flow if applicable

COMMON REGULATORY SIGNAGE FOR A NEW CIRCULATION PLAN INCLUDES:

- Crosswalk
- Buses/Authorized Vehicles Only
- No Idling
- Do Not Enter
- Do Not Enter During Set Hours
- Right Turn Only
- School Speed Limit
- One Way
- One Way During Set Hours

EXAMPLE OF AN ARRIVAL/DISMISSAL PLAN

Arrival/Dismissal Plan:
Marblehead Community Charter Public School
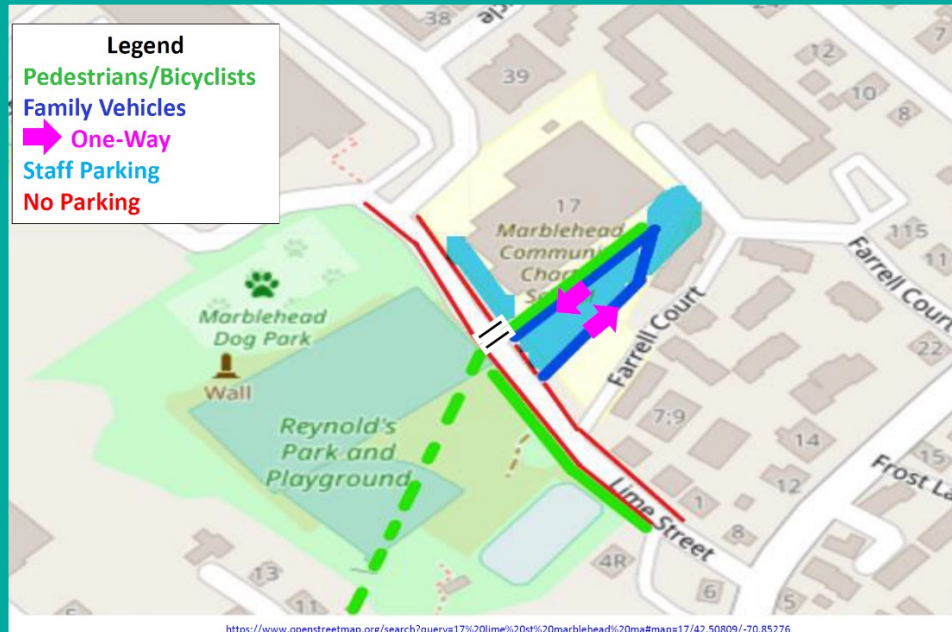
Legend
Pedestrians/Bicyclists
Family Vehicles
➡ One-Way
Staff Parking
No Parking

https://www.openstreetmap.org/search?query=17%20lime%20st%20marblehead%20ma#map=17/42.50809/-70.85276

Please be mindful of crosswalk, sidewalk, parking lot, and roadway safety.

For everyone's safety, all adults must sign in at the front office.

School Hours
- 7:45 a.m. - 3:30 p.m.

Arrival
- 7:45 a.m. - Students arriving after this time will be marked tardy and will need to sign in at the front office

Dismissal
- 3:30 p.m. - Monday, Tuesday, Thursday
- 2:30 p.m. - Wednesday and Friday

✓ **Walkers** - Please enter through the main entrance.
✓ **Bikers** - Please use the bike racks located at the front door and enter through the main entrance.
✓ **Family Vehicles** - ONLY use the designated area along the school building in the school driveway. Students then enter through the main entrance.
- Do NOT drop off or pick up on Lime Street or in the school parking lots
- Place your vehicle in park
- Do NOT exit your vehicle
- Do NOT idle your car engine
- Do NOT pass loading/unloading vehicles
- Students should ONLY enter or exit a vehicle through the right passenger side
- Yield to pedestrians in crosswalks
- Do NOT block Farrell Court
✓ **Changes to Dismissal** - A written note or verbal confirmation with the front office is required.

The circulation map from Marblehead Community Charter School's arrival/dismissal plan clearly shows the direction of vehicle travel and identifies the routes used by walkers and bicyclists.

COMMUNICATE THE PLAN

The arrival/dismissal plan should be considered an integral school safety procedure and communicated in as many venues as possible, from back-to-school nights to regular school newsletter communications with families. A best practice is to share the information through multiple mediums and languages a few times throughout the school year, with a focus on the school's summer mailing and immediately following winter break.

Suggested ways to communicate new arrival and dismissal procedures and plans include:
- Including the procedure in the school handbook
- Posting on the school's website
- Making an agenda item at a PTA/PTO meeting
- Including as a part of the principal's welcome at a back-to-school or curriculum night
- Communicating directly with families via:
  - Backpack flyers
  - School newsletters
  - Emails to families
- Sharing the new arrival/dismissal plan on school social media (Facebook, Twitter, etc.) at the initial launch and then periodically to dovetail with school newsletter announcements
- Communicating the new procedures and circulation map to Crossing Guards and police
- Sharing the arrival/dismissal plan via information tables at school events and bulletin boards

PLANNING FOR SPECIAL CIRCUMSTANCES

An arrival/dismissal plan should not change once established. However, schools may need to modify their procedures and circulation plan under special circumstances.

CONSTRUCTION

Local road construction in the vicinity of the school property and school building renovations might necessitate a change to arrival and dismissal procedures. If the phased construction is located on a key access road or area of school property, it might require temporarily changing assigned school entrances that are used for particular transportation modes and thus affect how these modes operate on school property. Gather the key stakeholders from the school community to review the arrival and dismissal procedures and make temporary changes to accommodate these special circumstances.

VALET

Sometimes school administration must take extraordinary measures to keep its students safe. With individual infrastructure constrictions and the sheer volume of family vehicles and commuter traffic, some schools have taken the additional step of physically helping students in/out of their family vehicles at arrival and/or dismissal. Families should be made aware that these actions are above and beyond a school's duty and are only undertaken in order to provide additional student safety measures. Participating staff should always wear a reflective vest.

SPECIAL ACCOMMODATION PERMITS

Schools may encounter circumstances where individual students require extra time to safely egress their family vehicle. In these cases, a principal can create a special parking permit for an accessible parking spot that is not designated as handicapped or a school driveway. Displayed on the car's dashboard, these can be made of bright paper and include the family name and school name/logo. These can be distributed on a case-by-case basis.

STAFF PARKING

With the growing number of school specialists, most school staff do not fit in the school's designated parking areas. Consider identifying one side of a local street as an area where the school staff can park. With permissions, a local private/public parking lot for overflow staff parking may also be an option. Although not enforceable by the police, this can be identified on an arrival/dismissal plan map.

SCHOOL STREET

To address safety for all, the use of some municipal streets can become restricted during arrival and/or dismissal to accommodate the volume of pedestrians, bicyclists, and school buses in an effort to separate these modes from vehicle traffic. Restricted roadways can be identified on an arrival/dismissal plan with "DO NOT ENTER," "ONE-WAY DURING SET HOURS," or "BUSES ONLY" regulatory signage. Signage can be on portable barrels, sawhorses, or on stationary posts.

FAMILY VEHICLE ZONES LOCATED OFF CAMPUS

Not all schools have the curb space to accommodate their school buses and family vehicles. Some districts designate nearby streets in close proximity as family vehicle drop-off and pick-up zones as a way to safely separate vehicles from pedestrians/bikers. These areas are typically parks or the far end of a school property. An example is the City of Newton's Blue Zones.

QUEUING ON PUBLIC ROADWAYS

Public safety is any community's priority. When family vehicles queue on public roadways, access to the school and its neighborhood are affected. Some schools have used a staggered dismissal where family vehicles are not allowed on school property prior to a set time—this includes queuing on adjacent roadways leading to the school. This approach can be successful but can take time to educate families and build this expectation. Local Crossing Guards and police can help enforce family behavior in some cases after the school has embraced a robust educational campaign.

CASE STUDIES

RUMNEY MARSH ACADEMY

Prior to receiving recommendations from SRTS, Rumney Marsh Academy in Revere assigned use of each of its three main exterior doors located at the front and rear of the building by grade. Based on transportation modes, SRTS suggested that the school use just two doors during arrival and dismissal.

The front door is now restricted to students that walk to school or travel by bus and the rear door to students that walk, roll, or travel by family vehicle. The result is far fewer points of conflict between walkers, bikers, bus riders, and family vehicles.

Arrival/Dismissal Plan: Rumney Marsh Academy

New circulation map shows new traffic pattern at Rumney Marsh Academy.

Please be mindful of crosswalk, sidewalk, parking lot, and roadway safety.

For everyone's safety, all adults must sign in at the front office.

School Hours
- 7:35 a.m. - 2:20 p.m.

Arrival
- 7:35 a.m. - 7:50 a.m. - School breakfast
- 7:50 a.m. - Students arriving after this time will be marked tardy and will need to sign in at the front office

Dismissal
- 2:20 p.m.

Beginning in January 2022, the sixth grade door will no longer be used

- ✓ **Walkers** - Please enter through the closest entrance.
- ✓ **Bikers** - Please use the bike racks located at the front and rear of the building and enter through the closest entrance.
- ✓ **Buses** - ONLY use the designated <u>front</u> school driveway. Students then enter through the front entrance (formally the seventh grade door).
- ✓ **Family Vehicles** - ONLY use the designated <u>rear</u> school driveway. Students then enter through the rear entrance (formerly the eighth grade door).
    - Pull all the way to the school's back door (formerly the 8th grade door)
    - Do NOT pass loading/unloading vehicles
    - Place your vehicle in park
    - Do NOT drop off or pickup in the high school parking lot
    - Do NOT idle your vehicle engine
    - Students should ONLY enter or exit a vehicle through the right passenger side
    - Yield to pedestrians in crosswalks
- ✓ **Changes to Dismissal** - The front office requires a written note.

FLORENCE SAWYER SCHOOL

Arrival and dismissal challenges at the Florence Sawyer School included family vehicles and school buses that freely used the front of the school during arrival/dismissal and pedestrian infrastructure that was limited to a sidewalk along a high-volume major commuter road. Additionally, the Parent/Guardian Travel Survey revealed that many students lived too far to walk or bike to the school.

To solve these challenges the school developed mode-specific procedures that prioritized walkers, bikers, and bus riders. Walkers and bikers are now dismissed first and use the main lobby doors. Students that take the bus wait until all walkers are away from the bus area before being dismissed. Meanwhile, students being picked up in family vehicles use the rear exit.

To further address the issue of family vehicle congestion during arrival/dismissal, the school partnered with a nearby church to utilize its empty parking lot to establish a Park, Walk, & Roll location.

The circulation map included in Florence Sawyer's arrival/dismissal plan shows distinct routes: yellow lines represent bus routes and red lines represent family vehicle routes.

TIP Establishing Park, Walk, & Roll locations for those who live too far to walk or bike all the way to school is a great strategy for rural, urban, and suburban schools alike.

ADDITIONAL RESOURCES

> **MASSACHUSETTS SRTS ARRIVAL/DISMISSAL RESOURCES**
>> Park, Walk, and Roll Flyer
>> Being a "Bike-Friendly" Driver Flyer
>> Inclusion and Abilities Guide
>> Driver Awareness Flyer
>> Webinars and Videos
>> Arrival/Dismissal Flyer

> **OTHER RELATED SRTS RESOURCES**
>> POP-UP Projects for Safe Routes to School
>> Crossing Guard Training
>> SRTS Dashboard
>> Equity Strategies for Schools
>> School Wellness Policy
>> Massachusetts General Laws

> **MA SRTS PROGRAM SUSTAINABILITY**
>> SRTS Flagship Events
>> Walking School Buses & Bike Trains
>> Bike Rodeos
>> Bike Safety Education
>> Pedestrian Safety Education
>> Sustainability Guide

APPENDIX: GLOSSARY

ACCESSIBILITY
Accessibility, as it relates to infrastructure and the Americans with Disabilities Act, is defined as providing accommodations for people with physical or mental impairment that substantially limits one or more major life activities

ACTIVE TRANSPORTATION
Active transportation refers to human-powered transportation, such as walking, bicycling, skateboarding, and scooting

ARRIVAL AND DISMISSAL
This inclusive term refers to the transportation operations on school property and within the school zone that occur at the start and end of the school day; it encompasses all school stakeholders, including walkers, bikers/rollers, bus riders, and family vehicle riders

ARRIVAL AND DISMISSAL OBSERVATION
An arrival and dismissal observation is an assessment of the transportation behaviors on and near the school campus immediately prior to and immediately following the school day

ARRIVAL/DISMISSAL PLAN
A set of written procedures that indicate expectations for how students arrive and depart the school; these plans should include text describing expectations for all modes of transportation, a circulation map, and school hours

BEST PRACTICES
Procedures that have been proven by research and experience to produce optimal results and that are considered suitable for widespread adoption

BUS LANE
The part of the school property or zone that is used only for sanctioned buses and vans; this area also requires regulatory signage

CROSSING GUARD
An adult that helps children safely cross the street and reminds drivers of the presence of pedestrians; The Crossing Guard's reflective vests are high visibility, and their role is to create an adequate gap in traffic for children to cross the street safely; by law, Crossing Guards are NOT allowed to direct traffic

FAMILY VEHICLE
A personal vehicle mode of transport driven by a family member/guardian or student

NEW SCHOOL CONSTRUCTION/RENOVATION
Building projects in a school zone that might temporarily impact a school's arrival/dismissal procedures

PARKING
Designated places for stationary, unmanned personal vehicles in a school zone; parking can be designated for students, staff, and visitors on school property

PARKING, ACCESSIBLE
Accessible parking is marked parking reserved for those with disabilities and requires a valid disability vehicle placard or license plate

PARKING, SATELLITE
Designated parking areas not on school property but in close proximity to the school zone

PICK-UP AND DROP-OFF
Terms for students arriving or departing school via a family vehicle; these are car-centric terms that are often incorrectly applied to overall arrival or dismissal procedures

POLICY
Policy includes both procedures and rational, lawful actions codified by a district School Committee; it defines preferred behavior for everyone; after acceptance by a School Committee, an arrival/dismissal plan becomes official policy

PROCEDURES
A set of rules that are used to enact policy; these are enacted and enforced by school administration; procedures form part of the contents of an arrival/dismissal plan

REFLECTIVE VESTS
High visibility reflective clothing worn by all personnel facilitating arrival and dismissal, including Crossing Guards and school staff

APPENDIX: GLOSSARY

REGIONAL/CITY BUS
Public high-capacity vehicles used for mass transit; vehicles should yield to public buses when loading or unloading passengers

**SCHOOL BUS, SCHOOL VAN,
LICENSED PRIVATE SCHOOL TAXI**
Federally- and state-licensed vehicles sanctioned by the school to transport students to and from school; it is illegal to pass any form of a school bus when its flashing lights are activated

SCHOOL STREETS
A road or roads adjacent to a school that have temporary traffic restrictions during school arrival and dismissal to improve student safety

SCHOOL ZONE
In Massachusetts, a school zone includes the municipal roadway(s) within 300 feet of the school; special signage and/or pavement markings are used to indicate its location and sometimes its hours of enforcement; school zone speed limits are set at 20 mph in Massachusetts

SIGNAGE, INFORMATIONAL
Signage used in school zones that provides school circulation plan guidance that is not covered by the Manual on Uniform Traffic Control Devices (MUTCD); informational signage is not enforceable by police officers

SIGNAGE, REGULATORY
Regulatory signage meets a federal standard of messaging and qualifications for enforcement and is governed by the Manual on Uniform Traffic Control Devices (MUTCD); only regulatory signage is enforceable by the police

TRAFFIC CALMING
Physical infrastructure installed to slow down vehicular speed; examples include school streets, traffic cones and barrels, and speed bumps

TRAFFIC CONTROL OFFICER
A police officer who works to control traffic and pedestrian/bicycle activity; unlike Crossing Guards, traffic control officers are allowed to control traffic

TRUE WALKER
A student who walks the entire distance between home and school; this is opposed to a student who uses a family vehicle at some point during the trip to school, no matter where that vehicle is parked

VALET SERVICE
When staff aid students in exiting or entering their family vehicles to mitigate concerns about student safety

WALK AUDIT
A safety assessment of the physical infrastructure experienced in a student's journey traveling from home to school and back, focusing on walkability