

National School Bus Safety Week

Resource Guide and Activity Booklet

**2002 Poster Contest
Overall Winner:**
*Tekelia Blackshear
Atlanta, GA*



Sponsored by:

- National School Transportation Association
- National Association of State Directors of Pupil Transportation Services
- National Association for Pupil Transportation
- Pupil Transportation Safety Institute
- and school bus manufacturers and suppliers

This Activity Book was prepared by

NATIONAL SCHOOL BUS SAFETY WEEK COMMITTEE

Zane Cole, Chair

National School Bus Safety Week

*National School Bus Safety Week is an active and evolving public education program designed to promote school bus safety. **This annual event is held during the third week in October each year.***

National School Bus Safety Week is an excellent way for everyone - parents, students, teachers, motorists, school bus operators, school administrators, and other interested parties - to join forces and address the importance of school bus safety.

The National School Bus Safety Week Committee encourages your school district to participate in National School Bus Safety Week. Use the resources in this packet to plan your program.

Bringing it home --

Section 1: **Poster Contest**

pp **6-8**

Encourage your school district and its students to enter the National School Bus Safety Poster Contest. The event is for students in grades K-8. Any student enrolled in a public, parochial, or private elementary school can enter. Contestants can win prizes up to \$1000 in value.

Section 2: **Speech Contest**

pp **9-12**

Encourage your school district and its students to enter the National School Bus Safety Speech Contest. The event is for students in grades 9-12. Any student enrolled in a public, parochial, or private high school can enter. Contestants can win prizes up to \$1000 in value.

Section 3: **Promotion**

pp **13-21**

There are a wide variety of things you can do to promote school bus safety during National School Bus Safety Week. Includes sample press releases, newsletter articles, etc.

Section 4: **Resources**

pp **22-28**

Acquire the resources referenced in this booklet, customize them to meet your local needs and utilize them to develop activities and foster creative thinking that will enable you to obtain local support for school bus safety initiatives.

Section 5: **Program Development**

pp **29-35**

If you have not done so already, form a broad coalition of individuals and groups to develop a school transportation safety program for your community.

Section 6: **State Directors**

pp **36-40**

Contact your State Director of Pupil Transportation or your state pupil transportation organization(s) to learn what your state already does to promote National School Bus Safety Week.

National School Bus Safety Poster Contest

Frequently Asked Questions and Answers

Who May Enter?

Any student enrolled in a public, parochial or other private elementary school may submit an entry. Each participating state, Canadian province, or overseas military installation may submit one winning poster in each of the following categories:

Division #1 - Grades K-2

Division #2 - Grades 3-5

Division #3 - Grade 6-8

Division #4 - Special Education

Division #5 - CAD (Computer Aided Drawing)

There is also a separate contest for International entries.

Please Note: Divisions #5 and International entries are eligible for competition within their division but not eligible as the Overall Contest Winner.

What is the Deadline?

Winning posters from each contest sponsored by a state, Canadian province or overseas military installation must be received at NAPT Headquarters by **October 15**. All entries become the property of the National School Bus Safety Week Committee, and are not returned.

When Can Posters Be Drawn?

Posters can be drawn anytime between September 1 of the previous calendar year and the deadline of October 15. Suggested times for drawing the posters range from the spring to the fall. Many state transportation associations sponsor the drawing in the spring and hold their state contest to determine winners to enter in the national contest in the early summer.



2002 Overall Winner: Tekeliz Blackshear, Atlanta, GA

What Are The Poster Specifications?

Completed poster size must be 11"X17" or 12"X18". There must be a 3" x 5" card or entry blank securely fastened to the back of the poster which includes the student's name, grade, age, teacher's name, school name and school address. Please print clearly. Posters may be illustrated on the vertical or horizontal axis. Do NOT roll posters. They must be mailed/delivered flat.

Designs should be submitted on quality tag, poster illustration board or heavy paper. Construction paper may be used but winning entries must be mounted on quality tag poster. Lamination is not permitted, and will disqualify the poster. Cut paper/stencils (freehand or pre-drawn stick-on stencils) are not permitted and will disqualify the poster.

There is no limitation on the use and number of colors.

There is no limitation on the type of media -- such as print, crayon, felt pen, etc. -- used on the poster design; however, wood, plastic, glass or metal should not be part of the poster. Collage materials should not be used. Glued on pieces will eliminate the poster.

Section 1: Poster Contest

Poster designs may not incorporate any copyrighted characters (i.e., comic and/or television characters), photographs, magazine or newspaper illustrations.

Is There A Theme?

Yes. Every poster and slogan must harmonize with the theme for that year.

Drawings must be original, correct in safety concept and the exclusive work of the student entering the contest in idea, design and execution. All artwork should be positive in approach, demonstrating only proper school bus safety behaviors. At least a part of a yellow school bus must be present in the poster.

Instructors should supervise all work created. Completion of art should be done in school coordinating with the state's poster contest.

What About Lettering?

Freehand drawn letters only may be used on the poster design. **Stenciled, pre-printed, manufactured stick-on or press-on letters or tracings may not be used and will disqualify the poster.** Lettering should be clearly legible, even if used as part of the poster design.

Who Can Enter?

The national contest is open only to winners of state/province or overseas military installation contests. No other posters will be accepted.

Contact your state director of pupil transportation or the national contest for the address to submit posters in your state.

No more than 5 posters from each state or province may be entered in the national contest.

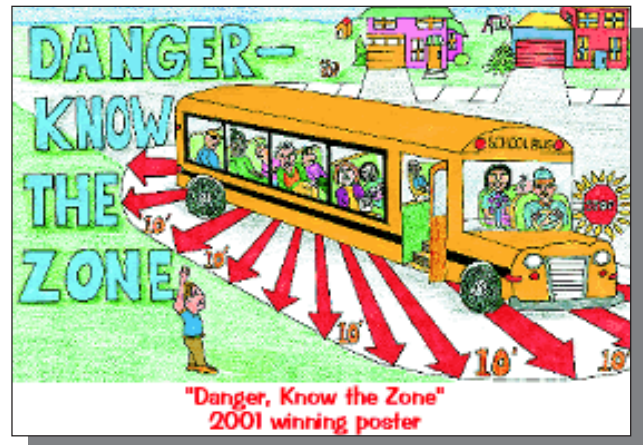
The winning posters must be mailed first class in a flat envelope to:

National School Bus Safety Poster Contest
c/o NAPT
1840 Western Avenue
Albany, NY 12203

How Are The Posters Judged?

Posters selected for final judging will be reviewed by the national board of judges, comprised of prominent individuals in the field of pupil transportation safety. The winning poster will be used for national distribution the following year. Criteria for the selection of award-winning posters are:

- Relationship of the poster design to the school bus safety practices.
- Originality of the poster and how the idea is expressed in the poster design.
- Artwork and its execution.
- Visual impact of the poster design.



All rules regarding poster specifications, themes, lettering, etc. must be followed. The penalty for non-compliance will be disqualification of the poster.

All state/province entries become the property of the National School Bus Safety Week Committee. The right to modify any poster for reproduction is reserved by the NSBSW Committee.

Section 1: **Poster Contest**

What Are The Prizes?

Prizes will be awarded for each division as follows:

1st Place and Overall Winner

\$1000 Savings Bond

1st Place Winners of remaining 3 divisions

\$500 Savings Bond

2nd Place Winners of each 4 divisions

\$250 Savings Bond

3rd Place Winners of each 4 divisions

\$100 Savings Bond

1st Place Winner - CAD division

\$100 Savings Bond

1st Place Winner – International division

\$100 Savings Bond

The National School Bus Safety Poster Contest is sponsored by the National Association for Pupil Transportation, the National School Transportation Association, the National Association of State Directors of Pupil Transportation Services and the National Safety Council's School Transportation Section.

Copy & clip 

Copy & fasten to the back of poster

There must be a 3" x 5" card or entry blank securely fastened to the back of the poster which includes the student's name, grade, age, teacher's name, school name and school address. Please print clearly.

**NATIONAL SCHOOL BUS SAFETY POSTER CONTEST
20__ ENTRY FORM**

Student Name: _____
Grade: _____ Age: _____
School: _____
School Address: _____
City _____ State _____ Zip _____
Teacher's Name: _____

**NATIONAL SCHOOL BUS SAFETY POSTER CONTEST
20__ ENTRY FORM**

Student Name: _____
Grade: _____ Age: _____
School: _____
School Address: _____
City _____ State _____ Zip _____
Teacher's Name: _____

**NATIONAL SCHOOL BUS SAFETY POSTER CONTEST
20__ ENTRY FORM**

Student Name: _____
Grade: _____ Age: _____
School: _____
School Address: _____
City _____ State _____ Zip _____
Teacher's Name: _____

National School Bus Safety Speech Contest Overview

The National School Bus Safety Speech Contest (NSBSSC) is for **students in grades 9-12**.

Each state has the option of participating in the NSBSSC. Each participating state will conduct its own state contest to determine the state winner. Please contact the State Director of Pupil Transportation to determine if that state is participating in the NSBSSC, and if so, how to obtain specific information about the contest(s) in your state/area.

The State Director, or designate, from each state that is participating in the National Speech Contest shall video tape the state finals and forward the winning speaker's tape to the his/her NAPT Regional Director. The speeches must be recorded in the presence of the State Director of Pupil Transportation and the President of a state pupil transportation association from that state or designee. The videotape of the winning state presentation must be sent to the appropriate NAPT Regional Director no later than September 23. In addition, three copies of each of the following information must be submitted:

- The text of the speech; double-spaced on 8-1/2" x 11" paper;
- The bibliography used in writing the speech;
- The application form; and
- The letter from a local civic organization acknowledging the contestant presented his/her speech to that organization

A list of the current NAPT Regional Directors, and the states within each NAPT region, is available on the NAPT website, Board of Directors' link and this document.

State winners from participating states are eligible to compete in a regional competition. Regional winners are eligible to compete in the National School Bus Safety Speech Contest. The regional winners shall be determined by a panel of judges in each NAPT region based on their review of videotapes of the state winners within that NAPT region. The panel of judges at the regional- and national-level(s) shall consist of five (5) judges. At least two (2) judges shall

be a state or local school transportation director; at least two (2) judges shall have a background in speech and/or drama; and one (1) judge shall be from a recognized civic organization or business.

Each NAPT Regional Director is responsible for providing a copy of the videotape of the winner from that region to the Chair of the National School Bus Safety Speech Contest, not later than September 30.

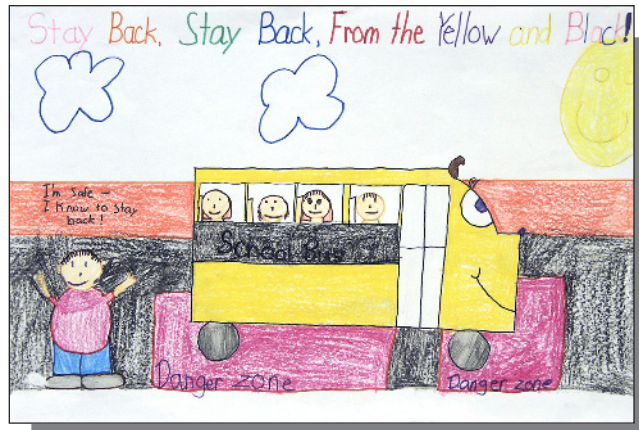
Each region shall have one winner who will compete in the National Finals, which will be held during the NAPT/NASDPTS Annual Conference. The regional winners will compete to determine a national champion. The national winner will then have an opportunity to present their winning speech at a general session at the NAPT and NASDPTS conferences.

Each of the participants in the National Finals will receive a monetary award. The total value of available prizes is \$5,000.00.

To ensure consistency and equality among the state winners that participate in the regional contests, and the regional winners that compete in the national contest, all state and regional contests shall use the same rules governing the composition and presentation of the speeches. Additionally, the same scoring criteria shall be used. Please refer to the contest rules for more specific information.

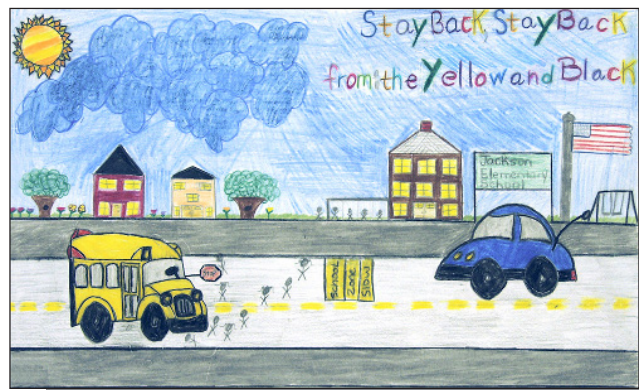
Composition and Presentation Guidelines

1. All speeches must be on a school bus safety-related theme.
2. The speech must be given without the use of notes or printed materials.
3. The speech manuscript shall be the result of the student's own effort.
4. Each speech must be at least four (4) minutes in length, but not more than six (6) minutes in length. Contestants shall be penalized one (1) point for each ten (10) seconds that the speech deviates from these minimum and maximum time lengths.
5. Contestants shall be required to respond to any questions asked by the judges following the speech.
6. Prior to speaking, each contestant (at the state level) must provide the following items to the contest coordinator:
 - Five (5) copies of the speech, double spaced on 8-1/2" x 11" white paper;
 - Five (5) copies of the bibliography used in writing the speech (it can be attached to the speech itself; and
 - Five (5) copies of the application form to participate in the speech contest.
7. In order to be eligible to compete in the regional and national contests, the state winners must present their winning speech to at least one (1) local civic organization prior to the regional contest.



2002 First Place: Division I – K-2

Olivia Bennett, Troy Schools, Troy Kansas



2002 Second Place: Division I – K-2

Anna Nix, Jackson Elementary, Jackson, GA



2002 Third Place: Division I – K-2

Lorena Maxwell, Banneker Elementary, Gary, IN

Section 2: Speech Contest

Scoring Criteria

In order to ensure consistency and equality among the state winners that participate in the regional contests, and the regional winners that compete in the national contest, all state and regional contests shall use the same scoring criteria. Speeches shall be evaluated in each of the following categories:

INTRODUCTION:	Max. Points
Did the introduction gain attention?	4
Did the introduction lead into the speech?	2
Was the theme clearly stated?	5
Did the thematic statement include a preview?	5
Did the speaker establish credibility?	4
Was the topic adapted to the audience?	2
TOTAL POINTS	22
BODY:	
Were the main points easily identifiable?	10
Were transitions effective?	6
Did the speaker use adequate support material?	10
Did the speaker cite sources adequately?	6
TOTAL POINTS	32
CONCLUSION:	
Did it summarize the information provided?	3
Did it provide definite closure?	4
Did it leave the speech on a high note?	3
Did the speaker adhere to time guidelines of 4-6 minutes?*	6
Length of speech in time: _____	
TOTAL POINTS	16
<i>*one point penalty for each ten (10) seconds that the speech deviates from the minimum and maximum time periods.</i>	
DELIVERY:	
Was the delivery enthusiastic?	7
Did the speaker have good eye contact?	6
Were other aspects of nonverbal delivery effective?	5
Did the speaker use vocal variety & good projection?	7
Did the speaker present him/herself in a professional manner?	5
TOTAL POINTS	30
MAXIMUM TOTAL POINTS	100

Information Resources

Participants in the National School Bus Safety Speech Contest are required to conduct research and prepare a bibliography of information resources. At a minimum, the list should include five (5) different sources, which may include the following school bus industry publications/newsletters:

School Bus Fleet Magazine

21061 South Western Avenue
Torrance, California 90501
(310) 533-2400
www.schoolbusfleet.com

School Transportation Director

Post Office Box 8548
Silver Spring, Maryland 20907
(301) 279-6782

School Transportation News

Post Office Box 789
Redondo Beach, California 90277
(310) 792-2226
www.stnonline.com

In addition, the following Governmental/Industry Web Sites may also be utilized as sources of information:

- www.schoolbusinfo.org
(School Bus Information Council)
- www.nasdpts.org
(National Association of State Directors of Pupil Transportation Services)
- www.napt.org
(National Association for Pupil Transportation)
- www.nhtsa.dot.gov
(National Highway Traffic Safety Administration)
- www.schooltrans.com
(National School Transportation Association)
- www.nts.gov
(National Transportation Safety Board)
- www.ptsi.org
(Pupil Transportation Safety Institute)

Finally, additional information can be found on the Internet by using a search engine and typing in the word "school bus."



2002 First Place: Division II – Grades 3-5
Gregory Palandino, Our Mother of Sorrow, Rochester, NY



2002 Second Place: Division II – Grades 3-5
Macy Moulder, David A. Perdue Elementary, Warner Robins, GA

How to Promote School Bus Safety During School Bus Safety Week

There are a wide variety of things you can do to promote school bus safety during National School Bus Safety Week. Here are some examples:

Work with the local media

- Encourage your local newspaper, radio station or TV stations media to do a POSITIVE story about school bus safety
- **Public Service Announcements (PSA's)** - prepare and distribute public service announcements for both television and radio. (See insert titled "Sample Public Service Announcements").
- **News Releases** – prepare and distribute a news release or releases to your local newspaper(s) (See insert titled "Sample News Releases").
- **Feature articles in local newspaper(s)** - You have a wealth of information available at your fingertips, which is of great interest to the public. Reporters love facts so give them information about your district transportation such as number of buses, local policies, cost, etc. You may also want to give your local newspaper a new story that they can print during SBSW (See insert titled "Sample Op/Ed Story or Letter to the Editor").
- **Radio and TV** - If you have these services available, provide them with the necessary information so they can tell your story. Furnish them the same type of information you supplied the newspaper(s). Ask student's favorite disc jockeys to dedicate songs to school bus drivers.

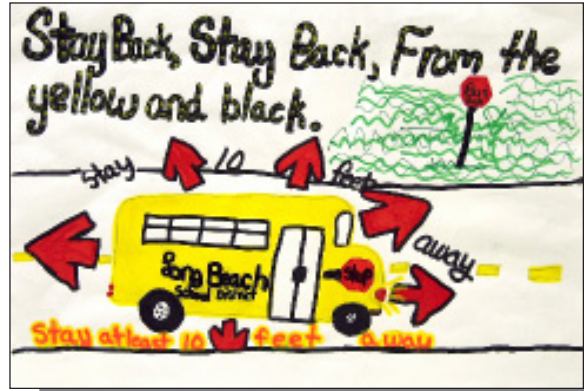
Encourage Local Businesses to Offer Public Support

- **Display Equipment** - Park buses at shopping centers or supermarkets with drivers available to answer questions or hand out materials about your transportation program. You might want pre and post DOT buses for comparison. You may want to display signs showing the costs of each vehicle. Display vehicles for special needs students, if you have them. Conduct mock evacuation drills to show the public what you are doing.
- **Window Displays** - Contact local business people and arrange for transportation displays in the windows. Many elementary teachers are looking for poster projects for their students. Display poster contest winners. High school or vocational school classes in sales and advertising may be called on to set up displays.
- **Electronic Signs** – Sometimes local businesses, like banks and/or Savings and Loan institutions, will have electronic signs with a moving message. Encourage them to post a school bus safety message during SBSW.
- **Restaurant Place Mats** - Some restaurants would be willing to use place mats with public service messages. Suggested topics could be: poster contest winner; school bus driver pictures; national, state and district transportation data; explanation of 8-lamp system; and a school bus laws quiz.

continued

Encourage the School Board and Administrators to take action

- **Speakers** - Form a speakers' bureau of people who can explain the importance of transportation to the overall educational mission. Include transportation supervisors, safety personnel and school bus drivers. Let local civic organizations know that you have a number of speakers available for meeting programs.
- **Community Notices** – Consider using SBSW theme or logo on all school district mailings the week (or, better yet, month) before SBSW
- **District Newsletters** - Publish school bus riding rules, transportation policies, pictures and transportation data. (See inserts titled "Sample Information for School District Newsletters").
- **Bulletin Boards** - Make full use of school district bulletin boards, both inside and outside the building.
- **Bus Driver Meeting** - Hold a bus driver meeting during SBSW. Invite local media.
- **Open House** - Let your community know your transportation facilities will be open for their inspection. Conduct brief tours.
- **Driver Recognition Dinner** - Sponsor a dinner in recognition of bus drivers.
- **Safety Award Banquet** - If you plan a safety awards banquet, schedule it during SBSW. Seek news media coverage.



2002 Third Place: Division II – Grades 3-5

Courtney Davis, Thomas L. Reeves Elementary, Long Beach, MS

Get Teachers and Students Involved

- **Classroom Activities** – In addition to participating in the National School Bus Safety Week Poster Contest or the National School Bus Safety Speech Contest (see enclosed "National School Bus Safety Week Poster Contest Rules" and "National School Bus Safety Speech Contest Rules"), there are a variety of classroom activities that can be especially effective ways to teach school bus safety. Ask the teachers in your community for their ideas and encourage them to add a session on school bus safety education to their lesson plans.
- **SBSW Proclamation** – Compose a proclamation and encourage the local governing body i.e. mayor, supervisor or council, to sign it. (This can be a great media event!)
- **Tech Ed Projects** - Some schools operate their own radio stations, some have classes in advertising, photography, and other subjects, which lend themselves to student projects revolving around SBSW. What about a student-produced radio program on pupil transportation? What about a photography contest on the subject of SBSW? (Professional photographers in the community could be used for judging.) What about a student-produced video tape program for presentation to the school board, PTSA and community groups? What about a slide and brief narration for use on TV? You can probably think of many other, even better ideas.

**Sample Information
For
School District Newsletters**

Students riding a school bus should always:

- Arrive at the bus stop five minutes early.
- Stand at least 5 giant steps (10 feet) away from the edge of the road.
- Wait until the bus stops, the door opens, and the driver says it's okay before stepping onto the bus.
- Be careful that clothing with drawstrings and book bags with straps or dangling objects do not get caught in the handrail or door when exiting the bus.
- Check both ways for cars before stepping off the bus.

Crossing students should:

- Walk in front of the bus; never walk behind the bus.
- Walk on the sidewalk or along the side of the road to a point at least 10 giant steps ahead of the bus.
- Be sure the bus driver can see them, and they can see the bus driver.
- Wait for the driver's signal to cross.

**Sample Information
For
School District Newsletters**

Things Kids Should know About School Bus Safety:

- The bus driver and others cannot see you if you are standing closer than 10 feet to the bus. Stay out of the danger zone!
- If something falls under or near the bus, tell the driver. NEVER try to pick it up yourself!
- While waiting for the bus, stay in a safe place away from the street.
- When you get on or off the bus, look for the bus safety lights and make sure they are flashing.
- Be alert to traffic. When you get on or off the bus, look left, right, left before you enter or cross the street.
- When the driver says it is safe to cross the street, remember to CROSS IN FRONT of the bus.
- Stay in your seat and sit quietly so that the driver is not distracted.
- Some school buses now have seat belts. If you have seat belts on your school bus, be sure to learn to use the seat belt correctly.

**Sample Information
For
School District Newsletters**

Things Parents Should know About School Bus Safety:

- School buses are the safest form of highway transportation.
- The most dangerous part of the school bus ride is getting on and off the bus.
- Pedestrian fatalities (while loading and unloading school buses) account for approximately three times as many school bus-related fatalities, when compared to school bus occupant fatalities.
- The loading and unloading area is called the “Danger Zone”
- The “Danger Zone” is the area on all sides of the bus where children are in the most danger of not being seen by the driver (ten feet in front of the bus where the driver may be too high to see a child, ten feet on either side of the bus where a child may be in the driver’s blind spot, and the area behind the bus).
- Half of the pedestrian fatalities in school bus-related crashes are children between 5 and 7 years old.
- Young children are most likely to be struck because they:
 - Hurry to get on and off the bus
 - Act before they think and have little experience with traffic
 - Assume motorists will see them and will wait for them to cross the street
 - Don’t always stay within the bus driver’s sight

SAMPLE NEWS RELEASES - #1

Superintendent _____ of the _____ School District announced today that the week of _____ is National School Bus Safety Week. "Governor _____ has signed a proclamation and called on the citizens of the state to exercise constant courtesy and caution when near school buses," said _____.

In _____, we have over _____ school buses. They transport more than _____ students to and from school each school day and travel nearly _____ million miles a year, added _____. He/she went on to say that the _____ School District uses _____ school buses to transport _____ students each day. These buses travel over _____ miles each year. "During School Bus Safety Week," added _____, "we want to inform the citizens of our district about our pupil transportation program. We are also asking for their cooperation in helping us to maintain or even improve our safety record. Our _____ school bus drivers are doing a great job, but they need the cooperation of other motorists."

One of the most common driver complaints, according to _____ is that other motorists frequently violate the school bus stop law. "Motorists are required to stop for stopped school buses that are displaying flashing red lights and a stop arm," said _____. "Sometimes the drivers are not fully alert and pass a stopped school bus. This is a very dangerous situation for the children, especially the younger ones who may not be watching traffic as closely as they should."

SAMPLE NEWS RELEASE - #2

"School buses are big business," said _____(Name),
_____(Title) of _____ School District. "Last year, our district
spent \$_____ on transportation services. We carried _____ students
to and from school each day and traveled _____ miles. We used _____
gallons of fuel."

_____ went on to explain that besides being big business, pupil
transportation is also important business. "Our main concern is safety. We maintain
our buses in safe condition and the _____ inspects them. Both drivers and
students are given instruction in safety."

_____ also explained that one of the greatest hazards comes from
motorists who do not observe the school bus lighting system. In _____ we
use an 8-light school bus warning system. These lights are located on the front and
rear of the bus near the top where you see the SCHOOL BUS sign. The lamps are used
to warn other traffic about what the school bus is doing. When the bus is approaching
a loading or unloading area, the yellow lights will flash. Red lights will flash when the
bus is stopped to load or unload students and a stop arm will be extended from the
side of the bus.

"This system was adopted because it more closely follows other traffic regulations. The
alternately flashing yellow lights mean CAUTION to other motorists because the bus is
preparing to stop. The flashing red lights and stop arm mean STOP. Motorists are
required to stop at least ____ feet from a stopped school bus that is displaying flashing
red lights and stop arm," said _____.

One of the most frequent complaints of school bus drivers is that other motorists do not
obey the school bus stop law. "We have about _____ of these reports
each month from our bus drivers," said _____.

"Each time a motorist violates the school bus stop law, he or she creates a real hazard
for the students who are boarding or leaving the bus."

Sample Public Service Announcements

To be used for print or broadcast.

LIGHT THE WAY

Any motorist knows that a yellow traffic light means prepare to stop if possible and red light mean stop.

School bus warning lights mean the same thing. Flashing yellow lights mean CAUTION, the bus is preparing to stop. Flashing red lights mean STOP, school children are boarding or leaving the school bus. (15 sec.)

- ADD -

It is a _____ to drive past a stopped school bus when the red lights are flashing. (5 sec.) *(Indicate if it is a violation, misdemeanor, or felony in your jurisdiction.)*

LOCAL IMPACT

Did you know that yellow school buses safely transport almost 25 million kids to and from school every day? We carry ____ thousand of them right here in _____. That's ____ thousand good reasons to drive safely and remain alert when you see a school bus on the road. (15 sec.)

LOCAL IMPACT

October ___ to ___ is National School Bus Safety Week. Each school day ____ thousand students right here in _____ ride to and from school in more than _____ school buses. Help protect our children. Observe School Bus Safety Week - every week. (15 sec.)

SLOW DOWN IN SCHOOL ZONES

Most children think of school as their second home, a place where they feel safe. Youngsters may be inattentive as they cross the street to enter or exit a bus.

The staff here at _____ reminds motorists to use extra caution when driving in school zones. Watch for children, slow down and pay attention to school bus traffic. (15 sec.)

Sample Op/Ed Story or Letter to the Editor

Making Daylight Savings Time Safe for Kids

BY _____

As autumn turns toward winter, we know the days are growing shorter. When we change our clocks from Daylight Savings Time back to Standard Time in the Fall, it will be dark even earlier. But what we may not realize is that this also means that more children will be traveling to and from school in the dark, which puts them at greater risk of injuries from traffic crashes. Over half of all fatal pedestrian crashes and over one fourth of fatal bicycle crashes involving school age children (ages 5 through 18) occur in low light or dark conditions.

There are many things you can do to help your kids-or the kids in your neighborhood- get to school each morning and reach home safely at the end of the day. First, you can help them learn and practice this important safety rule: *Be Seen To Be Safe*. Let kids know that during the day and at dawn and dusk, they should wear bright or fluorescent clothing. These colors (day-glo green, hot pink, or construction worker orange) amplify light and help the wearer stand out in a crowd. However, at night, these colors appear to be black, so kids should carry a flashlight and/or wear retro-reflective gear that reflects light back to its source so motorists can see them. A motorist will quickly detect a child walking with a lit flashlight, or riding on a bike with an attached headlight and flashing taillight. And when combined with retro-reflective gear or strips of retro-reflective tape on their jacket, shoes, cap, helmet, or backpack, a child's odds of being seen are even more greatly improved. The sooner motorists are alerted to something - like a child - moving up ahead, the sooner they can react.

Second, you can help kids remember to "stop, look left-right-left, and listen" before stepping off the curb, even where there is a traffic signal. Accompany your children when they walk to and from school as often as possible.

Third, you can remind kids to avoid "jaywalking" and crossing from between parked vehicles. Crosswalks are safer and more visible, especially after dark.

Motorists can also help by paying special attention to safe driving rules in low-light conditions. First, and most important, you must be alert if you are on the road after dark. Watch carefully for children who may be walking or riding their bikes. Always drive at a safe speed, especially on unlit or winding roads or when using low beams. Never pass a stopped school bus with its stop arm extended and red lights flashing.

To help increase your ability to see at night, be sure to take off your sunglasses at dusk. Wipe off your headlights regularly, and keep your windshield clean, both inside and out. Adjust the rearview mirror to the "night" setting to avoid headlight glare. If you need to use your high beams on an unlit road, be sure to turn them off when another car approaches.

Using Community and Other Resources to Build an Effective School Bus Safety Week Program

School transportation safety programs are as diverse as the ways students get to school and the types of safety problems they encounter. In order to create an effective program in your community, you should be aware of the resources you have at your disposal.

There are probably a variety of reliable, low cost resources already available in your community.

One of the most effective, yet often overlooked, options is creating or joining partnerships with groups and individuals in your community that have a vested interest in promoting school transportation safety. Partnerships enable you to share the work while increasing the effectiveness of your program.

Many areas have community service

organizations, for example, that regularly support local child and student safety initiatives. Groups like the Kiwanis, Lions, Rotary, V.F.W., American Legion, Jaycees Women, A.A.U.W. and others may be interested in sponsoring one or more specific projects during SBSW. In addition, parent-teacher organizations may also be willing to work with you on SBSW projects.

Law enforcement agencies are another tremendous source of support.

Your local police may have a Safety Education Officer or a Public Outreach Officer who works with children on a regular basis. These dedicated public servants are always helpful and cooperative and will usually be active leaders.

Local businesses are often a good source of support. Supermarkets or local grocery stores may be willing to promote SBSW by printing school bus safety information on their grocery bags. Local dairies may be willing to print school bus safety messages or poster contest winners on product packaging.

National businesses or organizations might also be willing to help.

The National Safety Council (NSC)¹, for example, is a Congressionally chartered membership organization



2002 First Place: Division III – Grades 6-8

Allyssa Boyer, Mechanicsburg, PA

dedicated to protecting life and promoting health. NSC has local affiliates that may be able to provide you with posters, handouts or other printed materials that promote traffic or pedestrian safety. Contact a local NSC office or the National Safety Council at 1121 Spring Lake Drive, Itasca, IL 60143-3201; Tel: 630-285-1121; Fax: 630-285-1315; www.nsc.org

You may also want to consider contacting the **Automobile Association of America (AAA)**. Local AAA offices often have free-loan films and may have posters or other materials available. Similarly, your State Department of Education or Transportation may also maintain a library containing pupil transportation safety resources for both school bus drivers and students.

In addition to these community resources, there are a variety of additional low-cost resources available.

Many of them are available for free from the National Highway Traffic Safety Administration (NHTSA). NHTSA is an operating arm of the United States Department of Transportation and is often charged with the responsibility for developing a broad-based school bus safety publication or program.

Section 4: Resources

Contact NHTSA at U.S. DOT/NHTSA, Media and Marketing Division, NTS-21, 400 7th Street, SW, Washington, DC 20590, Attn: TSP Resource Center Orders; Fax To: NHTSA, Media and Marketing Division, NTS-21, Attn: TSP Resource Center Orders, (202) 493-2062

One of NHTSA's most popular programs is called "Getting to School Safely". This comprehensive community-based program addresses the full range of school transportation safety issues. NHTSA created a **Getting to School Safely Community Action Kit** that contains a variety of resources that will help you develop and implement community-based programs aimed at improving the safety of students traveling to and from school.

In addition to the "Getting to School Safely Community Action Kit", NHTSA has developed several other resources to help communities develop and evaluate traffic safety and injury prevention programs. The "Getting Started Manual" developed for NHTSA's Safe Communities program provides excellent information on how to organize a community-based effort to reduce and prevent injuries. "The Art of Appropriate Evaluation: A Guide for Highway Safety Program Managers" (DOT HS 808894) provides a detailed, step-by-step approach to building evaluation into a traffic safety program.

You can order these, as well as any of the items on the following list of NHTSA resources, directly from NHTSA by providing them with your name, address, telephone/fax numbers, as well as the titles of the items you desire, item number and quantity². NHTSA materials are also available online at www.nhtsa.dot.gov

NHTSA RESOURCES:

"Getting to School Safely Community Action Kit"

This comprehensive planner was designed to help teachers, administrators, school transportation directors, parents and concerned citizens plan activities at the community level to ensure that all students get to school safely. (August 2000, DOT HS 809 078)

"Kids, the School Bus and You"

This six-panel brochure provides parents, children, and motorists with helpful lifesaving tips to make traveling to and from the school bus stop (and in school buses) safer for everyone. This brochure is also available in Spanish. (English: July 1996, DOT HS 808 423, Item #6POO84; Spanish: April 1999, DOT HS 809 423A, Item #6P0142)

"School Bus Safety: Safe Passage for America's Children"

This booklet provides a brief history of NHTSA's school bus safety program. It includes behavioral programs and vehicle regulations and discusses current projects including the research underway on school bus occupant protection. (August 1998, DOT HS 808 755, Item #6P0126)



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Marcus Larry , Emerson School, Gary, IN

"Proper Use of Child Safety Restraint Systems on School Buses"

This brochure is for all childcare and child transportation professionals who transport preschool age children in school buses. It illustrates the proper use of child safety restraint systems in school buses. It shows some of the common mistakes made when installing a safety restraint in a school bus. (DOT HS 809 025)

“Choosing the Correct School Bus for Transporting Pre-School Age Children”

This publication provides advice for child care and child transportation professionals to assist in the purchase of new school buses that will be used to transport pre-school aged children. The publication identifies “vehicle” issues related to the use of child safety restraints and discusses how problems can be avoided by ordering the right equipment. (DOT HS 809 052)

“Driver In Service Safety” Series

This training program provides the resources pupil transportation managers need to conduct refresher training for school bus drivers. The program addresses seven topics including driver attitude, student management, loading and unloading, highway rail grade crossing safety, transporting infants and toddlers, knowing your route, and vehicle training covering proper mirror adjustment, right turns, and backing up. (1998, DOT HS 808 780, Item #6P0133)

“School Bus Driver In-Service Safety Series” - Additional Training Modules

These two supplements address the safety issues of driving under adverse weather conditions and transporting students with special needs. The training package, suitable for anyone who conducts refresher training for experienced school bus drivers, contains a teacher’s curriculum, student handouts and course slides.

OTHER RESOURCES

There is a wide variety of low-cost information available that can help you spread the school bus safety message. The following list contains some of our favorites:

SAFETY EDUCATION PROGRAMS

“Walk Ride Walk: Getting to School Safely”

This kit is a comprehensive school bus safety-training program for children in grades K-6. The program includes everything needed to teach school bus safety to elementary children. It also contains support materials for parents and school bus drivers.

The kit is available for purchase from the National Safety Council. Call (800) 621-7619 or order at www.nsc.org/product/ddc/walkrw.htm

“The Responsibility is Ours”

This program is directed at professional school bus drivers and substitute drivers to make them aware of the potential dangers that exist at highway-rail crossings, and the steps to take to ensure the safety of students as well as themselves. The education kit contains an instructor’s guide, student notes, safety quiz, and VHS video.

This is available from Operation Lifesaver, Inc., 1420 King Street, Alexandria, VA 22314. Call (800) 537-6224 or visit www.oli.org. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Buster’s “Think of Your Safety Now” Program

“Buster” is an amusing cartoon character. But more than that, “Buster” is a new symbol, a symbol of school bus safety. The School Transportation Association of Massachusetts has designed a package, featuring “Buster’s” likeness, for children from kindergarten through third grade that includes: a videotape, posters stressing safety actions in or around school buses, a school bus safety coloring book, and complete school bus safety lesson plans for teachers. **Available from** School Transportation Association of Massachusetts. Call (508) 378-0440.

Buster the School Bus

Teach school bus safety more effectively with Buster the School Bus. Your important school bus safety message needs to be heard and remembered.

“Buster” is the perfect tool for gaining attention and for improving retention. **Available from** Robotronics Inc. Call (800) 762-6876 or visit www.robotronics.com.

Section 4: Resources

Classroom Curriculum

K-6 Classroom Curriculum: PTSI

This PTSI curriculum is the backbone of our student training program. It is divided into two sections: Kindergarten - Third Grade for younger students and Fourth - Sixth Grade for older students. Each section has three units of three to four lessons, providing safety training all year long.

Topics include: Safe evacuation, crossing, riding, waiting at the bus, safety team concept, and more. Background data is provided for the teacher. The curriculum has many student worksheet pages which can be duplicated and handed out to students. 320 pages **Available from** PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

School safety patrol videos —

At Your Post

(1996, 15 minutes, 3-6th Grades, Skills)

The seven versions of “At Your Post” incorporate techniques and information for training school safety patrols. Choose from the national version or six regional versions that reflect special patrol uniforms and procedures in Canada and different parts of the United States. Each video demonstrates how to determine a safe gap in traffic, what a patrol should look for at normal crossings, T-intersections, one-way streets, rural cross-ings, and signed or signalized intersections. Each version also shows patrols how to work with adult crossing guards. These videos are designed to fit into almost any safety patrol training program. **Available from** the AAA Foundation for Traffic Safety. Call (800) 305-7233 or order online at www.aaafoundation.org.

VIDEO TAPES

A Safe Bus Ride -- It All Begins With You!

13-minute video: for parents

A unique program teaches parents how to prepare their pre-schooler or young student for the bus ride. **Available from** AMS Distributors, Inc., call (800) 424-3464. Also available from PTSI, call (800) 836-2210 or visit online store at www.ptsi.org.

And Then It Happened

20 min., VHS, color

Shows two bus trips in which various kinds of minor student misconduct build into events, which cause serious school bus accidents. Its purpose - to make students aware of how their behavior can trigger accidents and cause injury. Leaves the question open for discussion as to what the driver should have done. **Available from** Seven Oaks, (301) 587-0030.

Buzzy's Safe Rider Rules

A 20-minute video: Pre-school - Grade 2

With the help of his puppeteer friend Ralph, Buzzy teaches children the importance of safe ridership, stressing the importance of good behavior on the bus as a key to a safe ride for everyone. **Available from** AMS Distributors, Inc., (800) 424-3464. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Bus Safety -- Bus Boy Records

A 4-minute video: Grades 7 - 9

Rapper Hans West performs music, lyrics and dance in a music video format with students riding a bus.

Addresses 10 lessons of safety such as:

- * unsafe riding behavior,
- * following directions of the bus driver,
- * staying seated,
- * hands inside the bus, etc.

Available from the Minnesota Association for Pupil Transportation, call (651) 696-9626. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Death Zones

20 min, VHS, color

Designed to teach students to stay clear of the wheels of the bus after unloading. Film tackles the problem that kills many students each year. Three case histories are featured on how children are accidentally killed or injured by the bus they are riding after they exited the bus. Film is divided into 3 segments for elementary, junior high and high school. **Available from** Seven Oaks, (310) 587-0030. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Section 4: Resources

Just In Case - Suppression of School Bus Fires

26 min., color

Designed to instruct school bus drivers and students on the proper action to take in the prevention and suppression of school bus fires. Dramatizes the causes of variety of school bus fires and demonstrates effective suppression techniques. Recommends appropriate evacuation procedures.

Available from Seven Oaks, (301) 587-0030. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

KC's First Bus Ride

A 9 1/2-minute video: K - 3rd Grade

Muppet character, K.C., gets a look at a safe school bus ride with the help of his friend, Buster Safety and the magic mirror. Addresses safe riding rules and why they are important to K.C. Excellent for instruction Pre-K - 3 grade. **Available from** the Minnesota Association for Pupil Transportation, call (651) 696-9626. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Otto The Auto

4 min., VHS, color

Three, four-minute Otto stories emphasize passenger and pedestrian safety. "Buckle Up" uses spacemen to encourage children to use seat belts in cars; "Inside the School Bus" has the school buses complain about hazards in traffic created when children misbehave on the bus; and "Outside the School Bus" finds Otto and Buster the Bus telling children about the danger zone around buses that children must avoid. **Available from** the AAA Foundation for Traffic Safety. Call (800) 305-7233 or order online at www.aaafoundation.org. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Pooh's Great School Bus Adventure

14 min., VHS, color Media Co.

Teaches important school bus safety rules using big-as-life puppet-ronics characters. Pooh characters demonstrate safety rules and proper behavior as they ride the school bus by themselves for the first time. The film challenges children to think carefully and try to remember the bus safety rules presented. **Available from** Disney Educational Productions, call

(800) 295-5010 or visit online store at http://dep.disney.go.com/educational/store/detail?fromsearch=1&product_id=68795. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safe Crossing: An "Egg-Cellent" Idea!

10 min., VHS, color

The objective of the video is to educate students (grades K-3) in safe boarding and exiting procedures for a school bus. The video revolves around a little boy who brings a dinosaur egg to school for "show and tell." An instructional guide is included which covers the desired learning outcomes, instructional suggestions for use with students, parents and bus drivers. **Available from** PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

School Bus Safety -- "Bus Dream"

A 9-minute video: Grades 10 - 12

Bus safety from the view of the young adult new driver. Driver Education class benefits from lessons learned in Tony's daydream trip in his red convertible that results in a courtroom drama.

Addresses stopped school bus issues of driving safety. Effective for instruction of grades 10 through 12. **Available from** the Minnesota Association for Pupil Transportation, call (651) 696-9626. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Timmy Rides the Bus

A 10-minute video: Pre-K - 1st Grade

Muppet character, Timmy, learns all about school bus safety from bus driver Ralph and monitor Jane.

Addresses safety issues like:

- handrail use,
- staying seated,
- stowing belongings,
- keeping the aisle clear, and
- loading-unloading skills.

Done in class discussion format. Effective for instruction of grades Pre-K through 1st grade and Special Education. **Available from** the Minnesota Association for Pupil Transportation, call (651) 696-9626. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Section 4: Resources

The Safest Way Out:

General-ed Student Version

(1997, 12:20 minutes, K-9th Grade, Skills)

Shows children how to properly prepare for and execute an emergency school bus evacuation. Demonstrates how to safely exit from front, rear, side, and multiple exits, emergency windows and roof hatches, and when each exit is appropriate. Designed for classroom use. **Available from** the AAA Foundation for Traffic Safety. Call (800) 305-7233 or order online at www.aaafoundation.org. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

The Safety Squadron Rides the School Bus

A 10-minute video for young students

Make a lasting impression on your young students about school bus safety with this cute, upbeat video at a level they will understand and enjoy.

Watch Zip, the dragonfly, teach Molly and Joey about safety at the bus stop; Busby, the school bus, explains the Danger Zone, and Pat, the bus driver educates them about safety inside the the bus.

Available from the Minnesota Association for Pupil Transportation, call (651) 696-9626. Also available from PTSI, call (800) 836-2210 or visit online store at www.ptsi.org.

Think of Your Safety Now

9 min., VHS, color

"Buster," a cartoon character symbolizing school bus safety, shows children what to do when going to the bus stop and waiting, entering and leaving the bus, and passenger behavior on the school bus.

Available from School Transportation Association MA, (508) 378-0440.

Trouble Spots

A 3-part, 35-minute video on school bus safety in the loading and unloading areas

Audience:

- Elementary, Middle School, Junior & Senior High Students
- School Bus Driver Training Programs
- School Bus Safety Programs

This video deals with the potentially dangerous "Trouble Spots" that school bus drivers and riders must be aware of when driving and moving in or around school buses. It is designed to create an awareness (in all concerned with pupil transportation) of the unforeseen, seemingly incidental events which lead to tragedy.

The video follows three model drivers with outstanding safety records, whose attention is diverted only for an instant and depicts the consequences of that moment. **Available from** Seven Oaks, (310) 587-0030. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Activity/Coloring Books/ Handouts

School Bus Rider Safety

"School Bus Rider Safety" is a 16-page, activity filled, comic book format guide for elementary students to learn how to safely ride a school bus. Some of the rider safety concepts stressed: loading/unloading zone, riding the bus, waiting at the bus stop, bus behavior, discipline, and emergency and evacuation drills. **Available from** Outdoor Empire Publishing, Inc., Publications Dept. (206) 624-3845.

Rudy's Rules

The safety activities book "Rudy's Rules," is designed for bus riders ages five to eight, and features Rudy the Raccoon, a safety-conscious cartoon raccoon who leads youngsters through ten important lessons in safety bus conduct. **Available as** a free download from Thomas Built Buses, visit www.thomasbus.com/products/school/busSafety.asp

School Safety Activity Coloring Book

Coloring Book" is a 16-page booklet containing games to play and challenging puzzles to solve. This information and activities book teaches youngsters ages 9-12 about the important contributions they can make to their own safety on the way to and from school. **Available from** Channing L. Bete Co., Inc., (800) 828 2827 (item # 54023)

Section 4: Resources

Activity / Coloring Book

This 16-page coloring book is our most popular item. It is coordinated with our K-6 Curriculum lessons and Safety Stickers. This coloring book will help your younger students learn school bus safety and have fun at the same time! Safe crossings and evacuations are emphasized. Full-color covers.

Available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safety Stickers

Sold in packages: 450 stickers per package, 50 each of the nine designs

These ready-to-color stickers help reinforce the safety messages of the Activity/Coloring Book. The two-color stickers come nine to a sheet (3 2/3" x 2 5/6"). The crack and peel backing makes them easy to use by even the youngest students. Students enjoy wearing these "gentle reminders" and it makes parents feel good too. **Available from** PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safely Around The Hill With Bus Driver Bill

A 24-page rhyming story: Pre-K - 3rd Grade

A delightful rhyming story of a typical school bus ride to and from school for "Shorty". This educational and entertaining teaching aid, highlights all aspects of school bus safety for "Shorty the Pony" and his friends.

Full color pictures are drawn "kid-style" and appeal immediately to children. Great for use in classrooms, to send home to parents, and on-bus safety instruction! (Pre - K through 3rd Grade) 24 pages.

Available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safety Handout

Full-color, 2-sides, 8 1/2 x 11

This handout has our full-color poster on one side (four frame safe crossing), with Safety "Rules and Reasons" for riding the bus on the other side. Kids and parents alike love this inexpensive handout. Handouts come in 100 handouts per package.

Available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safe Crossing Decals for Bus

8 1/2 x 11 -- durable vinyl crack & peel

These attention-getting decals illustrate the four steps of safe crossing procedure: exiting the bus carefully and safely, looking at the driver for the signal to cross, checking traffic before moving beyond the bus, and moving off the road and away from danger.

Put this full-color safe crossing message right inside the bus where children can see it as they disembark.

Available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safe Crossing Poster for Classroom

17" x 22" -- for classrooms

These attention-getting posters illustrate the four steps of safe crossing procedure: exiting the bus carefully and safely, looking at the driver for the signal to cross, checking traffic before moving beyond the bus, and moving off the road and away from danger. This full-color poster makes an excellent addition to any classroom safety display. **Available from** PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Safety Stop Program

Reinforce school bus safety messages in young riders with this program from Safety Stop. The program includes: Activity Book, Mix-up Sticker Puzzle, Photo Frame Magnet & Memo Holder, School Bus Eraser/ Pencil Topper, "School Bus Safety Rules" stickers, and a Bonus poster. The items are pre-packed in clear plastic bags for easy distribution. **Available from** Safety Stop: call toll free (866) 243-243-7932 or visit www.bussafetystop.com. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Bus Safety Audio Trainer (English / Spanish)

30" wide x 40" x 4" deep (use on table or floor)

This hands-on tool instructs the proper and safe ways to walk, stand, enter and leave the school bus. Using a baton, the instructor points to danger areas around the bus on the B-SAT display. This activates a pre-recorded message that clearly tells the danger of that area. **Available from** National Patent Analytical Systems, call (800) 800-8143. Also available from PTSI: call (800) 836-2210 or visit online store at www.ptsi.org.

Developing a School Transportation Safety Program¹

Students are at much greater risk traveling to and from school than at any other time in their school day. During the 1997-98 school year, about 800 children between the ages of 5 through 18 were killed during normal school transportation hours while traveling by passenger car, foot, bicycle, public transportation and school bus.² Many more were injured or suffered close calls. These injuries and deaths affect everyone in the community.

School transportation safety programs are as diverse as the ways students get to school and the types of safety problems they encounter. They can range from a one-time event, such as a bike rally or participation in National Walk Our Children to School Day, to a longer-term initiative that addresses various aspects of transportation safety throughout the school year. The following guidelines will help you design and implement an effective program to improve school transportation safety in your community.

Involving Partners

Before you begin developing your program, it is important to build partnerships with groups and individuals within your community that have a vested interest in promoting school transportation safety. Partnerships enable you to share the work while increasing the effectiveness of your program.

Begin your search for partners by checking to see if your community has a Safe Communities Coalition, a SAFE KIDS Coalition, or other organizations that address injury prevention, health and safety, or children's issues. (For information on Safe Communities Coalitions, contact the Safe Communities Service Center at 817-978-4423 or visit the Safe Communities Web site at

www.nhtsa.dot.gov/safecommunities.

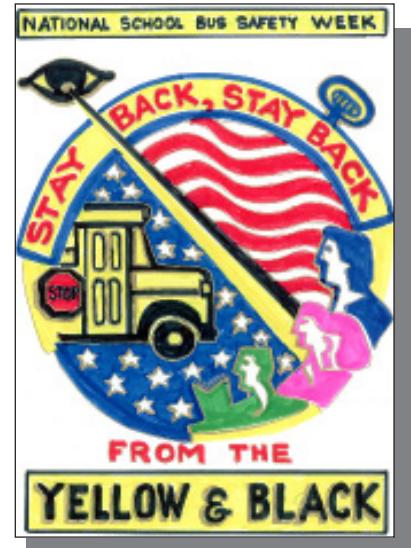
For a list of SAFE KIDS Coalitions, contact the National SAFE KIDS Campaign at 202-662-0200 or www.safekids.org.)

Coalitions are hard to form, so if such groups exist in your community, make every effort to join them (or invite them to join you).

There are many compelling reasons to join such groups.

They may already have identified and resolved obstacles to data collection in your community, and they may have collected a significant amount of data that will help you design your program. Their contacts with other community groups and local businesses can be helpful when it comes time to distribute your materials and publicize your events. Finally, coalitions that have an established presence within your community can provide credibility and ongoing support that will help sustain your program over time.

In addition to such coalitions, many other groups have a vested interest in promoting school transportation safety. These include the following:



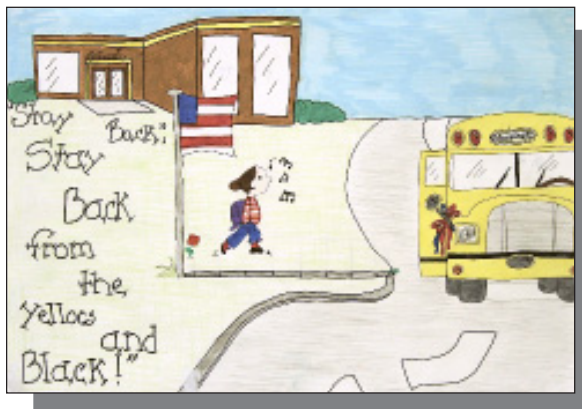
2002 Third Place:
Division III - Grades 6-8
Andrea Magsambol,
Orange Park, FL

¹ This information has been adapted from NHTSA's "Getting to School Safely Community Action Kit". A complete kit is available by visiting <http://www.nhtsa.dot.gov> or writing to U.S. DOT/NHTSA, Media and Marketing Division, NTS-21, 400 7th Street, SW, Washington, DC 20590, Attn: TSP Resource Center Orders.

² For this analysis of data from the Fatality Analysis Reporting System, "normal school transportation hours" were defined as: Monday through Friday; 6:00 a.m. to 8:59 a.m. and 2:00 p.m. to 4:59 p.m.; September 1 through June 15 each school year.

Section 5: Program Development

- **State and local law enforcement agencies and sheriffs' offices** can play an important role in reducing illegal passing of school buses and in enforcing relevant laws, like as speed and pedestrian laws in school zones. In many communities, local police also provide crossing guards at busy intersections near schools. Keep in touch with your law enforcement agencies throughout the year, and recruit their help early on for any campaign or special event you are sponsoring. Keep them well stocked with tip sheets, brochures, and other information that they can hand out while conducting tours, speaking at schools, attending community events, etc.
- **Health care facilities and doctors' offices** are great places to reach school-age children and their parents with messages about school



2002 Second Place Division IV – Special Needs
Brian Sprowl, B. McDaniel Middle School, Denison, TX

transportation safety. Invite members of your local medical community to participate in special events. Provide health care facilities with tip sheets, brochures, and other information to distribute to their patients. Encourage doctors and other health care providers to discuss transportation safety when they see school-age children for immunizations, school physicals, and athletic physicals.

- **Parent-Teacher Associations** at your local schools have networks of committed members with a vested interest in school transportation safety. Community organizations that serve children and youth - such as the YMCA, YWCA, Girl Scouts, Boy Scouts, Boys' and Girls' clubs,

recreation centers, before and after school care programs, sports programs (soccer, football, baseball, etc.), and others are also potential partners. Invite the PTA and community groups to participate in any special events you are planning. Provide them with short newsletter articles that can help increase awareness of school transportation safety issues throughout the year. School offices can provide you with PTA calendars and contact information, and your local newspaper should list upcoming events and contact information for community organizations.

- **Local colleges and universities and academic research institutes** can help in many ways. They can be especially valuable as a source of professional expertise for data collection and analysis or program evaluation.
- **AAA** sponsors school safety patrol programs in many communities and is a natural ally for your "Getting to School Safely" campaign. Invite your local AAA chapter to participate in special events such as *Walk Our Children to School Day*. Give them one or more of the public service announcements in this resource guide and ask them to use them in the publications they send to members.
- **The faith community** can be an excellent resource for delivering your message whether through presentations by spiritual leaders during services or through newsletters, youth and children's groups, and other activities. Many places of worship run daycare and after-school centers, and some also serve as community activity centers for youth. They communicate frequently with parents, and they often welcome outside speakers and demonstrations related to safety issues.
- **Senior citizens** can be important allies, especially if they are grandparents. The local chapter of the American Association of Retired Persons can help you inform grandparents about child passenger safety and recruit them for your program. For information on seniors groups in your area, contact AARP at 202-434-2277 or www.aarp.org. Other groups with active seniors include veterans groups, faith-based institutions, and community service organizations.

Section 5: Program Development

Because each group brings a different perspective to the issue, it's a good idea to involve a variety of partners. The specific number and types of partners you choose will depend on the issues you intend to address through your program and the type(s) of event(s) you are planning.

When you contact potential partners, be sure to provide them with enough basic information to get them interested in your issue. Keep in mind that supporting your program can in turn benefit them in some way. For example:

- When a local SAFE KIDS Coalition or community-based organization helps you collect or analyze data, it obtains data that can be used for its own purposes; if it helps you conduct an event, it can inform the public about the issues it promotes.
- When the principal and PTA support your efforts to promote school bus safety, they draw attention to the importance of having a safe environment at school.
- When police officers participate in or speak at a school assembly, they can help young children develop safe habits that may endure throughout their lives.
- When local police increase enforcement in one area, such as illegal passing of school buses, they also influence behavior in other areas, such as speeding or seat belt use.
- When local businesses sponsor your program, they obtain positive publicity for their commitment to the community that may result in increased business.

Identifying the Problem

Whether you are working as part of a coalition or on your own, the first step in developing an effective program is to identify the most prevalent school transportation safety problems in your community. To do that, you will have to gather various types of data from a number of sources.

- **Data on non-fatal injuries** can be found in medical records as well in non-medical data sources such as crash and insurance records. To request access to medical records, contact

the emergency department or administrator of your local hospital and the director of your local EMS or ambulance service. Almost all states have computerized police crash data. To request access to this data, contact the Governors' Highway Safety Representative in your state. For information collected by insurance companies, contact your state's insurance commissioner or your local insurance agent. When making your request, you should specify that you are seeking data on injuries sustained by school-age children (5 to 18) in traffic crashes during normal school transportation hours.

- **Data on fatal injuries** can be highly persuasive when it comes to galvanizing community support for safety programs, even though fatal injuries are far less common than non-fatal injuries. Contact your local police department or medical examiner's office to request data on fatalities among school-age children in traffic crashes during normal school transportation hours. If your community is a town or county, you can also find information on fatal injuries in Vital Statistics reports issued by the Department of Health and available in the reference department of your local library.
- **Demographic information** can help you determine whether certain groups in your community may be at risk for transportation related injuries. The U.S. Census Bureau and your local government can provide general demographic data, such as family income and level of education. For specific information regarding the student population in your community, contact your local school system.
- **People who are directly involved with school transportation** can provide useful information regarding safety issues. School crossing guards can give you an estimate of the speeding problem near your school. School bus drivers can give examples of unsafe behavior at bus stops and can report the number of illegal passing incidents.
- **The PTA at your school** is another excellent source of information. Parents whose children walk to school know where sidewalks, stop signs,

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or crossing guards are needed to increase safety for pedestrians; those who drive their children to school know whether there are safety issues at the drop-off point or with the traffic pattern near the school. Such input can be invaluable in identifying which issues are of greatest concern to the community and in gauging the potential level of support for your program.

Teamwork is essential at this stage, because data can be difficult to get, there may be costs involved, and you may need special software or training to analyze the data. As mentioned earlier, you should join an existing Safe Communities Coalition, SAFE KIDS Coalition, or similar organization in your community if at all possible. These groups may already have collected relevant data from various sources, and they may have identified important obstacles to data collection. Even if they cannot provide you with the data you need, they can give you advice on collecting data in your community and may be able to assist you with data analysis. If there is no such group in your community, you may have to form a team of your own to share this work.

Designing Your Program

Once you have identified the major school transportation safety problems in your community, it's time to design your program. The first step is to review the list of problems you identified through your data collection and select a key target issue that your program will address.

Having selected your target issue(s), the next step is to specify the overall goal of your program. Your goal statement establishes the big picture: it sets out what you want to accomplish through the activity or program you are sponsoring and provides a general direction for your activities. An example of a goal for a school transportation safety program would be to reduce illegal passing of school buses stopped to load or unload students.

Keeping your overall goal in mind, the next step is to define the specific objectives that will help you achieve that goal. This step is critical, because the success of your program will be determined by how well you meet your stated objectives. Program objectives should be SMART (Specific, Measurable, Action-oriented, Reasonable, and Time-specific.)

Be sure to circulate a draft of your objectives to those who are in a position to determine the fate of your program. It's important to obtain the support of key decision makers from the outset and to make sure that all parties agree about the purpose of the program.

Program Components

Now that you have established a strong foundation, you can begin to build your program. To a great extent, your target issue and objective will determine the nature and duration of your program. For example, if your issue is illegal passing of school buses and your objective is to increase citations, you may need to conduct a community-wide public education campaign combined with increased enforcement by local police over a period of several months.

Most transportation safety programs include four basic components: enforcement, education, engineering, and policy/legislation.

- **Enforcement:** Activities in this component are designed to increase compliance with traffic laws. School-related enforcement programs generally focus on increasing compliance with school zone speed limits and laws governing passing of school buses. Law enforcement agencies may increase enforcement of such laws at the beginning of the school year or at specific times throughout the year to reinforce the importance of these laws and increase motorists' adherence to them.

Selective Traffic Enforcement Programs (STEP programs) have been found to be especially effective. These programs are implemented in waves. The first wave consists of a public education and publicity to raise awareness of the law and inform the public about the upcoming period of increased enforcement. The second wave is a period of increased enforcement, possibly including checkpoints. This is followed by a period of normal enforcement combined with another wave of publicity to inform the public about the results of the increased enforcement. These waves (education/publicity-enforcement/publicity) can be repeated as necessary.

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- **Engineering:** Although many programs overlook this component, the design and construction of roads, sidewalks, and bike paths has a strong influence on student safety. Other aspects of engineering that affect safety include signage (for example, signs for school bus stops, pedestrian walkways, and school zones), the location of stop signs and traffic lights, markings for pedestrian crosswalks, the length of time traffic lights allow for street crossing, and the condition of sidewalks or bike paths.
- **Education:** This is a major component of nearly every transportation safety program. It can encompass a broad range of methods and activities, depending on the objective of your program and the audience you are trying to reach. The methods you would use to increase general public awareness of an issue are different from those you would use to influence a specific behavior within a particular group of people.

Many programs incorporate a variety of methods to reach different audiences. For example, a program to reduce illegal passing of school buses might utilize a public education campaign targeting parents, students, teachers, and administrators and the general public to increase their awareness of the dangers of this situation. Specific activities might include (1) providing teachers with materials they can use to help students learn the importance of looking for passing cars before they cross the street at the school bus stop, and (2) sending information to educate parents about the danger of passing, to alert them to help their children look for illegally passing cars at the school bus stop, and to remind them about their obligations as motorists to observe the law.

- **Policy/Legislation:** This component includes activities aimed at getting legislation passed or policies established at the state or local level to increase student transportation safety. Your program may include a grassroots campaign promoting legislation to increase fines or points for cars that illegally pass school buses, or to increase penalties for speeding in a school zone. Or you may choose to lobby the local school



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board to establish a policy to specify where motorists can drop students off or pick them up on school property or to define acceptable student behavior on school buses.

Strategy, Timeline, and Sources of Support

The final steps in the planning process are developing a strategy for implementing your program - including a timeline - and identifying sources for support and possible funding. The nature of your program will determine how complex your strategy and timeline need to be and how much support you will require. For example, implementing a one-day Operation Safe Stop program will require a shorter timeline and possibly fewer financial resources than a campaign to encourage more children to ride the bus, though both will require support from a number of groups in the community.

Measuring Success

Whether you are implementing a one-time event or a longer-term program, it's important to conduct some type of evaluation to measure the impact of your efforts. The evaluation process yields a wealth of information that can help you justify the program's existence and improve it in the future. By conducting a well-designed evaluation, reviewing the results carefully, and applying the lessons learned, you can save time, money, and frustration the next time around. Evaluation results can also be used to

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publicize success, obtain resources, and gain community support, and they give reinforcement and credit to those who supported, participated in, or funded your effort.

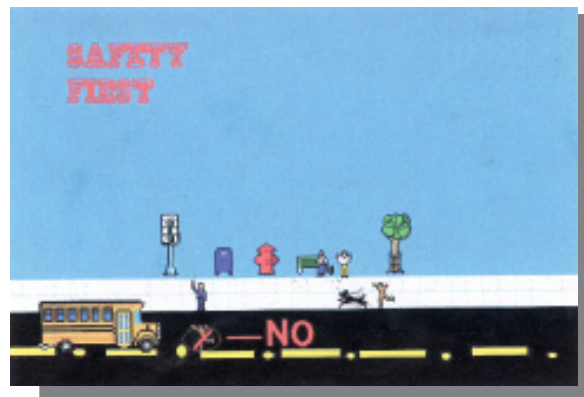
There are three main types of evaluation studies: process evaluation, outcome evaluation, and cost-benefit analysis. To get a complete assessment of your program, you may want to include all three types of studies in your evaluation plan, because each measures different things and provides different information. The following summary illustrates how each type of study is used.

1. Process evaluation compares the objectives and planned activities for the program with what is actually being done. It assesses whether the program was implemented as planned, whom the program reached, what resources were spent, what problems were encountered, and how those problems were addressed. Process evaluation is useful in determining how a program should be modified to improve its effectiveness and in documenting any changes that are made. For example, if you are implementing an *Operation Safe Stop* initiative, you can keep track of the number of citations that are written from year to year. Pay particular attention to when and where the tickets are written. This data will help you identify particularly troublesome areas and enable you to focus on finding a solution in this area the next time you implement the program

2. Outcome evaluation measures the extent to which the program met its objectives and created changes in knowledge, attitudes, and/or behavior. Because outcome evaluation is much more complex and costly than process evaluation, you will probably need to bring in outside expertise. The evaluation specialist will design the evaluation, develop sampling plans and data collection forms, recruit and train data collectors, collect the data, provide interim feedback to you during the implementation of the program, analyze the data and present the findings, and provide input to you as you draw conclusions from the findings. He or she can also help you determine what can be measured and what types of questions you will be able to

answer. A specialist in public health or social science research and evaluation would be well qualified to provide such assistance, and graduate students in these fields can help with data collection. Your NHTSA Regional Office or the Governors' Highway Safety Representative in your state may be able to provide names of evaluators in your area. Local colleges and universities, academic research institutes, and public health agencies are also good sources of evaluation expertise.

If program limitations make it difficult for you to conduct a full-scale outcome evaluation, there are other ways you can measure the impact of your program. Observational surveys are one way to measure the impact of a program. If you are planning to conduct an "Operation Safe Stop" program, you can count the number of times that



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cars pass a stopped school bus at a particular place to obtain a baseline, or starting point. Following the program, you can count again to determine whether the number has decreased.

Anecdotal observations can be helpful in providing information that may be missing from numerical data. For example, data on traffic-related injuries or fatalities will not include near misses, yet these incidents can be critical in determining where problems exist. Ask people in your community if they have seen any dangerous situations as children travel to and from school in their neighborhoods. Their stories can be compelling evidence of the types of problems that

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exist, and soliciting their input will help you gain support for your program.

3. Cost-benefit analysis is used to compare the costs of a program to the benefits derived from that program. Although this type of evaluation is often overlooked, the results of a cost-benefit analysis can be a significant factor in deciding whether to expand or continue a program. If you plan on conducting a cost-benefit analysis, you will need to gather baseline cost data before you implement your program so that you can determine whether your initiative actually reduced costs or increased benefits to the community.

Because evaluation is an integral part of program implementation, it should be built into the program design from the start. As soon as you have identified your target issue and determined your goal and objectives, you should develop a plan for measuring the results of your program. Your evaluation plan should include:

- What you will measure
- How and when you will measure it
- How you will analyze your results
- How you will report the evaluation results to your funding source, the media, and the general public

Programs often go without evaluation because of a perceived or real lack of resources. One way to overcome this problem is to work with partners in your community. Check with the individuals and organizations participating in your program to see if you can pool resources for an evaluation. Ask local colleges or universities if they can help you identify graduate students who could help you design and conduct an evaluation study. Some students may be able to design and conduct the evaluation as part of a course requirement. Contact the agencies that fund your programs and urge them to allocate more resources for evaluation, because evaluation can help them identify good programs that should be replicated as well as ineffective programs that should no longer be funded.

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