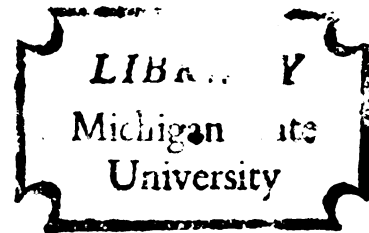


A NATIONAL SURVEY OF THE STATE DEPARTMENTS
OF EDUCATION AND SELECTED SCHOOL SYSTEMS
TO DETERMINE METHODS OF STUDENT ACCIDENT
REPORTING FOR THE PURPOSE OF DESIGNING
A MODEL STATEWIDE STUDENT ACCIDENT
REPORTING SYSTEM

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
ROBERT EUGENE COSTANTE
1971



This is to certify that the

thesis entitled

A National Survey of the State Departments of
Education and Selected School Systems to Determine
Methods of Student Accident Reporting for the Purpose
of Designing A Model Statewide Student Accident
Reporting System **presented by**

Robert Eugene Constante

**has been accepted towards fulfillment
of the requirements for**

PhD. degree in Secondary Education
(Traffic)

Major professor

Date 11/12/71

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ABSTRACT

A NATIONAL SURVEY OF THE STATE DEPARTMENTS
OF EDUCATION AND SELECTED SCHOOL SYSTEMS
TO DETERMINE METHODS OF STUDENT ACCIDENT
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By

Robert Eugene Costante

Statement of the Problem

The purpose of this research was to determine the principal procedures and methods being used in statewide and systemwide student accident reporting programs in order to assess the most frequently used and most effective elements. This information obtained was utilized as the basis for designing a model statewide student accident reporting system.

The essential objectives of this investigation were to determine the procedures, methods, and techniques employed by selected school systems throughout the United States in developing programs for the collection, processing, analysis, and utilization of student accident information.

The subordinate objectives of the study were:

(1) to assess the degree and type of accident reporting

being conducted at state and local school system levels, (2) to assess the uses made of summarized and analyzed accident data, (3) to assess processing procedures and data analysis used by school systems for accident reporting, and (4) to assess specific information included on state and local school systems' accident reporting forms.

Research Methods and Techniques

The primary methods used in researching this study were an extensive review of the literature related to student accident reporting, and development of the survey questionnaire.

The research survey was limited to the 50 state departments of education and 78 local school systems. Sixty-five of the local school systems were chosen from those school systems reporting student accident summaries to the National Safety Council for the period of 1965-68. The remaining local school systems were selected by the 13 state departments of education having no school system reporting to the National Safety Council.

Two survey questionnaires (state and local) were designed and used as the instruments to obtain information relevant to all phases of student accident reporting programs that would be necessary for designing a model systemwide accident reporting program. They requested data concerning: (1) general safety education

information, (2) accident reporting procedures, (3) program uses of analyzed data, and (4) accident report form information.

Pretesting the survey instrument took place in large school systems in the state of Michigan.

The questionnaires were distributed by mailing survey packets to the 128 selected educational agencies. The initial mailing and subsequent follow-up brought a total of 100 returns, or 78.1 per cent.

The data were tabulated as separate percentages of state and local school system responses, and carried to the nearest 1/10 per cent. A narrative analysis accompanied each tabulation comparing the responses of state and local school systems, and evaluating the meaning of the data.

Major Findings and Conclusions

Within the stated limitations of this study, the following major conclusions were made:

1. Research supports the premise that accident reporting systems demonstrate through analysis ways to reduce the number of accidents.

2. The majority of surveyed systems have legal authority to establish accident reporting programs.

3. Data revealed that accident reporting is presently conducted in all surveyed local school systems,

and by 27.9 per cent of the responding state departments of education.

4. There is need to provide more qualified staff to organize, administer, and supervise accident reporting programs.

5. There is need to develop and implement viable administrative and curriculum guides in accident prevention and reporting.

6. Inservice programs in accident reporting procedures need to be increased.

7. Accident reporting must include all schools and all students, staff, and employees involved in the educational system.

8. Governmental immunity laws should be abolished in order to improve the quality of accident prevention programs.

9. There is need to establish more effective accident prevention support groups.

10. State departments of education need to design statewide accident reporting systems for the collection, processing, and analysis of accident data for accident prevention and reduction and for curriculum planning and improvement.

11. There is need to incorporate the use of computers for processing and analyzing systemwide accident

data, but it was found that manual tabulation is acceptable for small systems.

12. The use of analyzed data to do special studies is an effective method for assessing the causes of accidents; however, data revealed that special studies are seldom done.

13. Data revealed that annual summaries are most practical for the majority of systems that use manual tabulation. It was further shown that monthly and semi-annual summaries of accident data are the most feasible way of providing the information to assist in developing procedures for reducing accidents.

14. It was shown that approximately two years are needed for the planning, design, development, and implementation of a statewide student accident reporting system.

15. It was shown that greater effort should be made to effectively use analyzed data by students, professional, and nonprofessional staff, and to distribute the data to other state, local, and national governmental and nongovernmental organizations.

16. It was shown that the most common use of analyzed accident data is for insurance purposes and possible legal defense against negligence litigations.

17. Findings indicate that an overwhelming majority of systems which have or are planning accident reporting forms include the minimal information

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By

Robert Eugene Costante

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1971

DEDICATION

This study is dedicated to the memory of my father, John Costante, who passed away August, 1966, and my mother, Mary Piccalo Costante, who both made this all possible through their love and dedication.

ACKNOWLEDGMENTS

This study could not have been undertaken without the cooperation and encouragement of many fine people at Michigan State University.

Special appreciation is extended to Dr. Robert O. Nolan, Professor at Michigan State University, College of Education, and Highway Traffic Safety Center whose continual encouragement and guidance as academic advisor have been a constant source of inspiration throughout all phases of my doctoral program.

Many thanks to Dr. William A. Mann of the College of Education for his personal dedicated support, and to Dr. Robert E. Gustafson of the College of Education and Highway Traffic Safety Center for his efforts in providing constructive criticisms.

An expression of sincere gratitude to Dr. Joseph Dzenowagis, Department of Health, Physical Education and Recreation, for his valuable support during this study.

The data for this dissertation was generously supplied by state departments of education and selected school system officials throughout the country. Without their unselfish cooperation, this study could not have been completed.

The patience, understanding, unending support, and typing and editing assistance from my wife, Carol, are gratefully acknowledged; and to Gina and Robb, who missed the companionship of their dad on many days.

TABLE OF CONTENTS

	Page
DEDICATION.	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	viii
LIST OF APPENDICES	xi
VITA.	xiii
 Chapter	
I. NATURE OF THE PROBLEM	1
Introduction	1
Statement of the Problem	10
Justification for the Study	12
Definition of Terms	15
Assumptions Upon Which the Research is Based.	18
Delimitations of the Study.	19
Overview.	21
II. REVIEW OF LITERATURE.	23
Introduction	23
Purposes of a Systemwide Student Accident Reporting Program.	26
Uses of Accident Reporting, and Adminis- trative Procedures in Accident Reporting	30
Negligence and Liability	35
Student Accident Report Forms.	42
Accident Report Summarization and Data Analysis.	46
Present Funding and Status of State Level Accident Reporting Programs	52
Summary	55

Chapter	Page
III. PROCEDURES AND METHODS EMPLOYED IN THE STUDY.	58
Scope of the Study	58
Selecting the Population and Samples . .	58
Instrument Design.	61
Pretesting the Instrument	65
Survey Distribution and Response. . . .	66
Follow-up Procedure	66
Methods for Data Tabulation and Analysis .	67
Summary	68
IV. ANALYSIS AND PRESENTATION OF SURVEY DATA . .	70
Introduction	70
PART I: GENERAL SAFETY PROGRAM INFORMATION	
Legal Authority to Include Accident Pre- vention Programs	73
Staff Persons Responsible for the Various Types of Accident Prevention Programs .	75
Number of Staff Persons Responsible for Accident Prevention Programs	78
Budgeting Funds for Accident Prevention Programs.	82
Administrative Guides for Accident Pre- vention Programs	84
Curriculum Guides for Accident Prevention.	87
Inservice Programs in Accident Prevention.	90
Methods of Including Safety Education in the Curriculum.	92
Governmental Immunity Status Laws . . .	94
Support Groups for Accident Prevention. .	97
Federal Funds for Accident Prevention Programs.	99
Administration of Accident Prevention Programs Defined in Job Descriptions .	101
Educational Levels at Which Accident Reporting Should be Conducted. . . .	104
PART II: ACCIDENT REPORTING PROCEDURES	
Types and Degrees of Accident Reporting .	106
Scope of Accident Reporting	109
Types of Accident Report Forms	112
Number of Surveyed Systems and the Per- centage Having Student Accident Reporting Programs	114
Methods of Processing Accident Data. . .	119

Chapter	Page
Manual Tabulation of Accident Data . . .	121
Distribution of Accident Report Summaries.	124
Projections for Systemwide Accident Reporting	126
Recipients and Quality of Accident Data .	129
PART III: PROGRAM USES OF ANALYZED DATA	
Uses of Analyzed Student Accident Data. .	132
Special Studies Using Analyzed Accident Data	139
Significant Areas Omitted from the Questionnaire	139
PART IV: ACCIDENT REPORT FORM INFORMATION	
Items Included on Report Forms	145
Problems with Accident Report Forms. . .	155
Summary	158
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. .	160
Introduction	160
Summary	160
Major Findings.	165
Conclusions.	176
Discussion	183
Recommendations for Future Research. . .	187
Statewide Student Accident Reporting Model.	188
BIBLIOGRAPHY	210
APPENDICES.	227

LIST OF TABLES

Table	Page
1. Number and percentage of questionnaire returns	67
2. Responses of state and local school systems surveyed, expressed in percentages: Question #1	74
3. Responses of state and local school systems surveyed, expressed in percentages: Question #2	76
4. Responses of states and local school systems expressed in percentages: Question #3	79
5. Responses of state and local school systems surveyed, expressed in percentages: Question #4	83
6. Responses of state and local school systems surveyed, expressed in percentages: Question #5	85
7. Responses of state and local school systems surveyed, expressed in percentages: Question #6	88
8. Responses of state and local school systems surveyed, expressed in percentages: Question #7	91
9. Responses of state and local school systems surveyed, expressed in percentages: Question #8	93
10. Responses of state and local school systems surveyed, expressed in percentages: Question #9	95
11. Responses of state and local school systems surveyed, expressed in percentages: Question #10.	98

Table	Page
12. Responses of state and local school systems surveyed, expressed in percentages: Question #11.	100
13. Responses of state and local school systems surveyed, expressed in percentages: Question #12.	102
14. Responses of state and local school systems surveyed, expressed in percentages: Question #13.	105
15. Responses of state and local school systems surveyed, expressed in percentages: Question #14.	108
16. Responses of state and local school systems surveyed, expressed in percentages: Question #15.	110
17. Responses of state and local school systems surveyed, expressed in percentages: Question #16.	113
18. Responses of local school systems expressed in totals and percentages: Question #17 . .	115
19. Responses of state departments of education expressed in totals and percentages: Question #17.	116
20. Responses of states and local school systems expressed in totals and percentage . . .	117
21. Responses of state and local school systems surveyed, expressed in percentages: Question #18.	120
22. Responses of state and local school systems surveyed, expressed in percentages: Question #19.	122
23. Responses of state and local school systems surveyed, expressed in percentages: Question #20.	125
24. Responses of state and local school systems surveyed, expressed in percentages: Question #21.	127

Table	Page
25. Responses of state and local school systems surveyed, expressed in percentages: Question #22.	130
26. Responses of state and local school systems surveyed, expressed in percentages: Question #23.	133
27. Responses of states and local school systems expressed in percentages: Question 24 . . .	140
28. Responses of states and local school systems expressed in percentages: Question 25 . . .	141
29. Responses of local school systems expressed in percentages: Questions #26 to #56 . . .	146
30. Responses of state school systems expressed in percentages: Questions #26 to #56 . . .	147
31. Responses of state and local school systems expressed in percentages: Question #58. . .	157

LIST OF APPENDICES

Appendix	Page
A. Letter to Chief State School Officer . . .	229
B. Letter to Superintendents of Schools . . .	231
C. Cards Sent to State and Local Superintendents to Assess the Name of the Person Selected to Respond to the Questionnaire	233
D. Letter to Chief State School Officers of States not Reporting to the National Safety Council	235
E. Letter to State and Local Survey Respondents Designated to Complete the Questionnaire . .	237
F. Letter to State Respondent Designated to Complete the Questionnaire in Those States Not Reporting to the National Safety Council.	239
G. Survey Questionnaire for State Departments of Education	241
H. Survey Questionnaire for Selected School Systems	248
I. Follow-up Letter to State and Local Super- intendents	256
J. Thank-you Letter to State and Local Super- intendents and Designated Respondents . . .	258
K. State and Local Responses to Openended Questions on Survey Questionnaire	260
L. Definitions.	280
M. Classifications and Population of Selected School Systems.	284
N. Questionnaire Survey Return Chart	289

pend

C.

F.

Appendix	Page
O. L. F. Edward's Findings on Public School District Immunity Status in the United States	292
P. Questionnaire Respondents and their Titles .	294

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

The consequences of the accident problem in this nation are staggering. In terms of loss of human life, more than 115,000 human beings were killed in 1970 due to accidents. In addition, over 10,800,000 people suffered disabling injuries during this 12-month period.¹

Aside from all the human losses and disabilities, there is still another loss, the economic loss to this nation--a total of over \$25 billion in the past year.² These are not problems that have just happened this year or last; this slaughter has been going on for the past half century. The accidental death toll for the past ten years totals well over one million lives; of this number, approximately half, or 500,000 deaths, can be attributed to motor vehicle accidents.³ The economic loss to this country in the last ten years due to accidents has been \$180 billion.⁴

¹National Safety Council, Accident Facts (Chicago: National Safety Council, 1970), p. 1.

²Ibid.

³Ibid.

⁴Ibid.

What the United States needs is a national commitment toward the elimination of these senseless losses. However, this is not the way of the American people; they are often indifferent and apathetic. One wonders how long this nation can go on ignoring the loss of its people and resources. The National Commission on Safety Education emphatically brought this out when it asserted that at the present rate, "It is estimated that one out of every two people will be killed or injured in an automobile accident during his life time."⁵

The problem lies in the difficult task we face in changing the attitudes of people toward the seriousness of this national problem. There needs to be an effective way to make each citizen realize that accidents do not happen; they are caused by carelessness and inattention.

Research indicates that if a student is afforded an effective safety education program that prepares him with the proper knowledge, skills, and attitudes, he will make more responsible decisions in unsafe situations.⁶ Research also shows that these basic attitudinal concepts, if learned early enough, are enduring and will continue into adult life.⁷

⁵National Commission on Safety Education, Driver Education (Washington, D.C.: National Education Association, 1961), p. 1.

⁶National Safety Council, "Why Teach Safety?" School Safety (Sept.-Oct., 1965), 7.

⁷Ibid.

The need to understand attitudes in relationship to the accident problem affects all human beings. Behavior is based upon attitudes, and guides the actions a person makes in a given situation. If we are to influence students' behavior to prevent accidents, we need a program of instruction from infancy through the pre-school period, followed by strong influence from the elementary grades through secondary school. Rather than trying to change a behavior, we must instill in the children behavioral responses that invoke low-risk decisions, rather than the high-risk ones that cause most accidents.

We must design educational programs that will prepare our children to make safe decisions based on the concept of self-preservation. At the same time, we do not want to create educational programs that are void of adventure and true life experiences.

A valid concept of safety does not mean banning potentially dangerous activities from which students can obtain valuable knowledge and real world experience. We merely desire to eliminate an unsafe adventure and substitute one of higher quality that will be more efficient and no less fun; in other words, an enjoyable, low-risk activity.⁸

An accident rarely has one cause. Most often it is caused by a combination of factors, and the accident would not have occurred if any one factor had not been

⁸Richard Bishop, "A Realistic Concept of Safety for the School Age Child" (paper presented at the National H.D.C. Conference, Michigan State University, February 7, 1961).

present; a sort of chain of events causes the accident. Therefore, the aim of an accident reduction program should be to break the chain of events which contributes to an accident.

Some of the basic human causes of accidents are: (1) lack of attention, (2) lack of knowledge, (3) inadequate perception, (4) a reduction of physical or mental capacities, and (5) projection of undesirable personal traits.⁹ An accident reduction program will have the greatest effect if there is an investigation of all facets of the accident and an attempt is made to eliminate those controllable factors in an accident.

Understanding the human causes of accidents and designing programs and methods toward the eradication or reduction of this human dilemma are imperative needs. More than 50 years ago, Albert Whitney challenged the N.E.A. Delegate Assembly to provide all students with safety education programs to instill the proper attitudes about human preservation.¹⁰ The one effective method of providing these programs, it appears, is through our educational system. Many school officials, parents, and

⁹William Mann, "The Nature of the Problem Drivers" (paper presented at the Driver Improvement Conference, Michigan State University, December 15, 1965).

¹⁰Herbert Stack and J. Elkow, Education for Safe Living (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 4.

community leaders have become increasingly aware of the need for schools to assume the responsibility in the effort to conserve human resources through an effective program of accident prevention in our schools.

The dimensions of our task, as educators in the field of accident prevention, require that we reassess our responsibility in administering, instructing, and protecting the 60 million students in our educational systems, with whose well-being we are entrusted for approximately 25 per cent of a student's day.¹¹

Many administrators would argue that there is neither the time nor the justification for the inclusion of accident prevention programs in education. The reasons for, and responsibility of, accident prevention programs were presented in the first broad study of importance in this area of safety, a two-year study of procedures in the field, published by the Association of School Administrators.¹² The findings of a study committee of the Safety Education Supervisors section of the National

¹¹U.S., Dept. of Health, Education and Welfare, Public School Attendance, Teachers and Expenditures (Washington, D.C. Government Printing Office, 1970), p. 1.

¹²American Association of School Administrators, Safety Education, Eighteenth Yearbook of the American Association of School Administrators (Washington, D.C.: National Education Association, 1940), pp. 356-361.

Safety Council further justified the inclusion of accident prevention programs in the curriculums.¹³

Accident prevention programs have been in the curriculum since 1919, as shown by Stack and Elkow.¹⁴ Despite this early beginning and the proven validity of their effectiveness, accident prevention programs have not had total acceptance in the public schools. This failure has been caused by general apathy of school administrators at all levels as they have failed to provide the necessary support for developing comprehensive programs of accident prevention throughout the school systems.

If educators were to lose their governmental immunity and be held accountable for their actions, or the lack of them, they would be more responsive to the nation's need for safety education. In essence, this means educational administrators would be required to design workable programs of accident prevention to meet students' needs. This would include primary prevention--averting accidents entirely, and secondary prevention--reducing the seriousness of an accident or injury after it has occurred.

The accident problem demands both individual and collective effort to meet the responsibility of developing

¹³National Safety Council, "Basic Principles for Safety Education," Safety Education (December, 1955), 12-13.

¹⁴Stack and Elkow, op. cit., p. 9.

viable programs so that students will have the ability to cope with existing and potential hazards in their environment.

To evaluate whether an educator lives up to his responsibilities in providing for the safety and welfare of his students perhaps can best be accomplished through an assessment of the students' personal injuries. There is no more effective way of doing this than through a student accident reporting system, be it accountability of the educator at the school, district, or state level.

In order to establish an effective student accident reporting system, there must be a plan to organize, design, and execute a systemwide program. That is the purpose of this study--to determine the present student accident reporting systems at the state and local levels in order to design a model statewide student accident reporting system.

In designing a program to attack the accident problem, the educator must know some of the causes of accidents in the school environment. Harper provided three primary classifications of accident causes: (1) unsafe conditions, (2) unsafe acts or practices, and (3) unsafe personal factors.¹⁵ To further support these,

¹⁵George Harper, "Campus Accident Problems," Safety Education (February, 1955), 13-14.

Lawson compiled an extensive list of frequent sources of accidents.¹⁶

The design of a systemwide accident reporting program must be approached as a management responsibility, and scientific methods utilized for accident reduction assessment. This can best be accomplished through an effective system of data collection of all accidents that occur throughout the system. Thus, another purpose of this study is to demonstrate the need for designing a computer-managed system for data collection, processing, and analysis for the improvement of accident prevention programs in the schools. Ultimately, the proposed computer-managed accident reporting system would provide educators with instant data on various activities in the curriculum as to their accident frequency and potential. The availability of this information would enhance the probability that educational decisions would be based on objective data. This proposed method would be used to integrate curriculum change for accident prevention and reduction by providing educators with essential information on student accidents.

Stack and Elkow supported the need for objective accident data by reporting that, "If agencies secured more

¹⁶Douglas Lawson, School Administration Procedure and Policy (New York: Odyssey Press, 1953), pp. 49-51.

accurate and more reliable data, it would be possible for the researcher to delve more deeply into the basic causes of accidents."¹⁷ The functions of an accident reporting program are to collect, summarize, and analyze the system's accident reports in order to assess the causes of accidents for the purpose of preventing or reducing needless accidents. Accident data can be analyzed further for curriculum modification and improvement.

Adequate accident prevention programs must be designed by educators to eliminate or reduce student accidents, if not because of their special in loco parentis responsibilities, then for their own protection. As indicated by Stack and Elkow, a student accident reporting system can be used as a defensive system in case of lawsuits resulting from an accident or injury, or as a protective device in the sense that teachers and school boards are provided with a basis for an effective defense if a negligence suit is brought against them.¹⁸

Further support for the development of a systematic procedure for collecting, processing, analyzing, and utilizing student accident data for the prevention of

¹⁷Stack and Elkow, op. cit., p. 33.

¹⁸Ibid., p. 65.

accidents was provided in studies by Aaron,¹⁹ Gilliland,²⁰ Kralovec,²¹ Miskow,²² and Williams.²³

Statement of the Problem

Purpose

The purpose of this study is to survey State Departments of Education and selected school systems to determine their methods of student accident reporting for the purpose of designing a model statewide student accident reporting system.

Essential Objectives

1. To determine the procedures, methods, and techniques employed by state departments of education in program development for the collection, processing, analyzing and utilization of student accident information.

¹⁹James Aaron, "A Study of Supervisory Practices in Safety Education in Selected Cities in the United States" (unpublished Ph.D. dissertation, New York University, 1960), pp. 100-107.

²⁰Lonnie Gilliland, "Practices in Safety Education in Systems of Selected Cities in the United States" (unpublished Ph.D. dissertation, University of Oklahoma, 1955), p. 3.

²¹Dalibor Kralovec, "The Role of the Building Safety Coordinator," Safety Education (December, 1958), 6-7.

²²Frank Miskow, "You're in Charge," School Safety (Jan. and Feb., 1970), 12-13.

²³J. Williams, C. Brownell, and E. Vernier, The Administration of Health and Physical Education (New York: W. B. Saunders Co., 1964), p. 51.

2. To determine the procedures, methods, and techniques employed by selected school systems in collecting, processing, analyzing, and utilizing student accident data.

3. To design a model student accident reporting system that may be incorporated as a statewide program.

Subordinate Objectives

1. To assess the types of student accident reporting being conducted at state and local levels.
2. To assess the uses made of summarized and analyzed data of student accidents.
3. To assess specific information obtained on student accident reporting forms.
4. To assess processing procedures and data analysis.
5. To make specific research assessments of the essential variables that are included on the survey instrument.
 - a. Is there legal authority to include accident prevention programs in the systems?
 - b. Is there adequate professional staff responsible for the activity of accident prevention through data analysis?
 - c. What are the methods of funding the various programs?

- d. Are the various programs mandatory or voluntary?
- e. Are there administrative and curriculum guides available within the systems?
- f. What are the variables within the system--wide programs?
- g. What kinds of inservice programs are provided throughout the various selected state and local school systems?
- h. What are the various methods of including the programs of accident prevention within the systems?
- i. What is the status of state and local school systems regarding governmental immunity doctrine laws?
- j. What are the variables of accident reporting procedures?
- k. What are the variables of administrative responsibilities?

Justification for the Study

The justification for the inclusion of a statewide student accident reporting program is quite evident, when one understands the accident problems that affect school age youngsters. In the age group 5 to 9 years, accidents cause more deaths than the next seven causes combined. In

the next age group, 10 to 14 years, accidents cause three times as many deaths as the next cause. In the age group 15 to 19 years, accidents cause more than six times as many deaths as the next cause of death. In a year's time, more than 24,000 school children in this country lose their lives in needless accidents.²⁴

Educational institutions can reduce the number of accidental deaths and injuries among children and staff, but a systematic, vigorous, and effective accident prevention program is necessary. Not all accidents can, or will be prevented, but present accident prevention programs throughout the country attest to the value of an organized program in reducing injuries and deaths in the nation's schools. The problem requires leadership with vision and organizational teamwork; these are the effective ingredients for a successful program.

The most important element of an accident prevention program is the system for reporting accidents. Its prime importance is in the areas of prevention and correction. It is also significant when there is need for a legal accounting for the causes of accidents. An important component of any program to reduce or eliminate accidents was effectively stated:

²⁴National Safety Council, Accident Facts, p. 89.

One of the most effective devices in plotting to eliminate accidents is an accident reporting system. Accident reporting services establish accident facts which provide the impetus for corrective action, thereby helping to insure against the repetition of accidents.²⁵

The reasons for establishing a statewide accident reporting system were eloquently stated by J. W. Edgar, Commissioner of Education in Texas, in 1968:

The school administrator of today has a major goal in accident prevention, along with the reduction of injuries and accidents. The use of an accident reporting system, established as a part of a well-balanced safety program, can decidedly help attain this goal, for accident reporting is the keystone of all safety programming.

The schools of Texas must take an active role in accident prevention and there should be a well-planned and comprehensive program for accident reporting with data properly evaluated. The safety education curriculum must be designed in relation to this program's findings.

Improvement in the school environment and effective and realistic curriculum planning, will help reduce the number of accidents and injuries. The schools have the opportunity to reduce accidents and to coordinate school, home and community cooperation toward an improved, total safety program.

It is important to provide the best possible preparation for accident reporting, safety procedures, and safety education for the school system and the community.²⁶

Texas now has a statewide accident reporting program involving over 1,200 school districts. It is this type of

²⁵Joseph Dzenowagis, "An Accident Reporting System, Why Bother?" Journal of Health, Physical Education and Recreation (Feb., 1962), 2.

²⁶D. L. Hunt, "Quantitative Paradigms of Administrative Rates for Accident Prevention in Selected Texas Public Schools" (unpublished Ph.D. dissertation, Texas Techn. College, 1969), Appendix.

commitment that must be made by all educational leaders in this country. The administration must formulate and actively support the program, create interest among the teachers, and guide program procedures.

It is hoped that through effective analysis of present programs, sufficient information can be obtained for the design of an effective model for states to use in implementing statewide student accident reporting programs in their systems to reduce the number of accidents.

Definition of Terms

Accident. An unforeseen event or occurrence that happens without the will or design of the person or persons involved in the event; an unusual, unexpected, or undesigned happening.

Full-time Staff in Safety Education. The person who is hired by the educational system, who may be titled "Safety Director, Supervisor, or Coordinator," who devotes 100 per cent of his time to supervising, directing, coordinating, and administering the total school safety educational program.

Governmental Immunity. Immunity from tort actions enjoyed by governmental subdivisions in common-law states.

Injury. A wrong or damage done to another, either to his person, rights, reputation, or property.

In Loco Parentis. Being charged with some of the parents' rights and responsibilities in the place of the parent.

In-service Programs. Educational programs conducted by the state or local educational agency, designed to provide informational programs that may be offered in the areas of administrative, instructional, or protective programs. These programs could be offered to professional staff, nonprofessional staff, and/or students (such as student aides or crossing guards).

Liability. The state of being bound in law and justice to do something which may be enforced by legal action.

Liable. Bound or obliged in law or equity; responsible; chargeable; answerable; compelled to make satisfaction, compensation, or restitution.

Negligence. The omission of doing something which a reasonable or prudent man, guided by those normal considerations which ordinarily regulate human affairs, would do; or the doing of something which a reasonable or prudent man would not do.

Nonschool Jurisdictional Accidents. Includes all accidents not occurring under the jurisdiction or sponsorship of the school.

Part-time Staff in Safety Education. A staff person who is hired by the educational agency to perform

the same activities as a full-time person, but who only contributes a portion of his time to these responsibilities.

Planned. A program that is designed or is being prepared to be implemented into the system.

Recordable Accident. An accident which (1) results in a pupil injury severe enough to cause the student to lose one-half day or more of school time, (2) is severe enough to cause the loss of one-half day or more of pupil activity during nonschool time, or (3) does property damage as a result of a school jurisdictional accident.

Reportable Accident. (1) Any school jurisdictional accident that results in any injury to a pupil and/or property damage, or (2) any nonschool jurisdictional accident which results in injury causing restriction of activity to the pupil.

Safety Coordinator. Staff person located within a particular school, who is responsible for carrying out the administrative policies and procedures of the school and the system. His work in the school is to work with teachers, students, and the administration in all areas and facets of safety and accident prevention programs.

Safety Education. The coordination of administrative practices and instructional techniques in a comprehensive program designed to reduce accidents and conserve human and material resources.

School Jurisdictional Accidents. Those accidents which occur on school property, to pupils enroute to or from school, or during school-sponsored activities away from school property.

Staff Member in Safety Education Administration. A staff person responsible for the development or determination of administrative policy and procedures, regarding the over-all safety education program for the entire state or local school system. He directs the safety activities within his system.

State Department of Education. Includes all chief state educational agencies in each state; this is due to the many titles of the 50 state educational agencies in the United States.

System. Refers to: (1) a statewide educational organization and all of its local subsystems, or (2) the local school district including all of its schools.

Tort. A legal wrong committed to the person or property of another.

Assumptions Upon Which the Research is Based

1. Accident prevention programs are a necessary part of a student's educational experience.
2. Accident prevention programs should be integrated into the general curriculum offerings of K through 12 in this country.

3. Student accident reporting programs are a necessity if a true evaluation of the accident prevention programs is to be made. Student accident reporting is an effective method of assessing the causes of accidents, and can be used to develop methods of prevention or reduction of school accidents.

4. A model accident prevention program can be designed through the assessment of present student accident reporting programs.

5. A model student accident reporting program can be developed from the relevant literature and the data analyzed in the survey.

Delimitations of the Study

One hundred twenty-eight survey questionnaires were sent to 50 state departments of education, and to a group of 78 selected school systems. The following specific delimitations were within the scope of the survey.

1. The study was limited to data provided by the responding state departments of education and selected local school systems.

2. Data from the responding state departments of education and local school systems was that presented by authorized staff members designated by various state and local superintendents.

3. The selected local school systems were chosen from those reporting to the National Safety Council's summary of student accidents for 1965-68.

4. The selection of school systems was limited to one from each of three classifications for each state. The three classifications were based on the population of the area in which the school system was located: (a) 500,000 and above; (b) 100,000 to 499,999; and (c) 99,999 and below. The largest school system within each of the three classifications was selected.

5. In the 13 states not having a community reporting to the National Safety Council, a copy of the local questionnaire was sent to the state department of education, along with the state copy. In turn, the designated state respondent was asked to select a school system in his state which he felt had the most efficient student accident reporting system.

6. Only public school systems in the 50 states were included in the study.

7. Only data collected from the survey questionnaire and information gained from the literature reviewed were included in the study.

8. The study was limited to data collected during the summer of 1971.

9. Within the survey questionnaire, some questions provided for an option of more than one response. Therefore, some tables showing percentage totals will exceed 100%.

Overview

Chapter I has included an introduction to the problem to be researched, including the importance of the study, the purpose, objectives, and justification of the study, definition of terms used, assumptions upon which the research was based, and limitations of the study.

Chapter II is an extensive review of the literature related to student accident reporting systems and functions.

Included in Chapter III are the methodology and procedures utilized in the various phases of the preparation of the survey instrument and its revision, the survey technique, and the investigation. Included are procedures used for mailing and follow-up of the survey questionnaire, a complete review of methods used in data tabulation and analysis, and a summary.

A presentation of data collected and a complete analysis of the four survey areas of both studies and their results are found in Chapter IV. The four program areas are: (1) general safety program information, (2) state and local school systems' accident reporting procedures, (3) program uses of analyzed data, and (4) accident reporting form information. The chapter concludes with a summary of specific findings.

Chapter V contains the summary, major findings, conclusions, discussions, implications for future research, and a recommended model program plan for a statewide student accident reporting system.

CHAPTER II

REVIEW OF LITERATURE

Introduction

An extensive search was made into the literature related to student accident reporting. It was found that few research studies have been conducted in the area of student accident reporting, and the few that were done were not directly related to developing systems of accident reporting.

It is not the purpose of this chapter to review the field of safety education, but rather to examine several areas related to school accidents which appear significant to this research, particularly student accident reporting programs and the procedures for designing them.

The majority of literature related to this investigation was found to be other than research based. The major portion of literature was found to be in the form of reports and speeches, and recommendations arising from professional meetings, conferences and seminars. A few theses, dissertations, survey studies, and other like research contributions were reviewed.

Throughout much of the literature reviewed, reference was made to the need for establishing student accident reporting programs in public school systems in order to assess the accident prevention programs in effect, or to eliminate or reduce the accident rate. Less obvious in the literature reviewed was information on specific existing programs in student accident reporting. This indicates the need and the justification for this study.

To design an effective accident reporting system, we must first understand and define what constitutes an accident. Wynn said, "An accident is an unexpected event which occurs to an individual as he engages in normal pursuits, and which leads to physical injury or property damage."¹

Hadden and others presented this definition:

An accident is the chain of events and circumstances leading to unintended injury. Injuries resulting from known or obvious intent on the part of either the injured or another person are not counted as accidental injuries. When no injury results, the event is not considered an accident.²

The American Standards Association stated briefly, "An accident is an event which results in physical harm to a person." It went on further to include traumatic

¹Willis Wynn, "An Epidemiological Analysis of Student Accidents" (unpublished Ph.D. dissertation, University of Utah, 1968), Abstract.

²W. Hadden, E. Suchman, and D. Klein, Accident Research (New York: Harper Row, 1964), p. 148.

injury and disease, as well as adverse mental, neurological, or systemic effects resulting from exposure or circumstances encountered in the course of employment or activity.³

A definition that is widely accepted is, "An accident is an unplanned and uncontrolled event in which the action or reaction of an object, substance, person, or radiation results in personal injury."⁴

As quoted by Stack and Elkow, "An accident [is] an unplanned not necessarily injurious or damaging event, which interrupts the completion of an activity, and is invariably preceded by an unsafe act and/or unsafe conditions."⁵

A Columbia University-sponsored safety research project devised this interpretation of an accident, as reported by Wynn:

By an accident we generally mean an event which is unintended, unexpected and which generally hurts somebody. Accidents are caused--and the cause will, more than not, involve an action by the victim himself; but, while accidents have causes, it is seldom that these causes are readily apparent to the victim or anyone else prior to the accident. We are seldom able to foresee with certainty that an injurious event will occur. We see rather, that there is probability that it will occur. This uncertainty is fundamental to the accident problem.⁶

³Stack and Elkow, op. cit., p. 293.

⁴Ibid.

⁵Ibid.

⁶Ibid.

Thus far we have presented a definitive framework for accidents; next we must move toward designing a system of accident reporting. Since the educational system is responsible for students 25 per cent of the day, then it is morally and legally the duty of the system to design and manage a program of protection for them while in the schools' custody. Presented in the following section are some of the purposes of a total systemwide accident reporting program.

Purposes of a Systemwide Student
Accident Reporting Program

A total systemwide accident prevention program must include the following four functions if it is to operate effectively: (1) the administration of the system's accident prevention program must concern itself with adequate leadership in a systemwide accident reporting program; (2) the instruction program should cover all areas of accident prevention; (3) a protection system should provide protection through adequate safeguards by coordinated planning, engineering, inspection, and evaluation through analysis; and (4) the total program should be based upon a well-planned and coordinated accident reporting system, which would provide an evaluation of the effectiveness of the prevention program.⁷

⁷Dalibor Kralovec, "A Total School," Safety (Nov.-Dec., 1965), 8-10.

Presented next are the views of some of the outstanding leaders in accident prevention, concerning the need for a systemwide approach toward evaluation of accident prevention programs within the curriculum and the elements in designing and implementing a systemwide accident reporting and analysis program.

Dr. Yost, of the University of West Virginia, felt that:

Basic to any safety program is an adequate system of accident reporting. Only through a sound investigation and reporting system can leadership be exerted to guide in the formation of administrative policy, to improve facilities and equipment, to allow for program development and evaluation, to serve as a legal protection, and above all, to prevent recurrences of accidents through corrective action.⁸

Jean Proetsch, formerly of the National Commission on Safety Education, stated that:

Accident record keeping is more than busy work; its basic purpose is to provide information for support of a safety education program for all children and school employees. Accident reports are necessary for the safe and efficient operation of school systems as well as for the protection and education of the students. In addition to the use of such reports to reduce and prevent needless accidents, carefully analyzed reports have far-reaching implications for buildings, equipment, and school management, as well as for curriculum practices.⁹

⁸Peter Yost, "Better Leadership, The Key to Safety in Athletics," Safety (Jan.-Feb., 1967), 8-11.

⁹Jean Proetsch, "An Analysis of Accident Report Forms Used by Public School Systems" (unpublished Master's thesis, American University, 1965), p. 50.

Accident reporting is the element within the total accident prevention system which will provide a basis upon which to evaluate the program. It tells the what, who, when, where, how, and why of each accident that occurs within the system. It is an effective method for curriculum improvement and change, and is undoubtedly the most effective method for accident reduction in the schools.

Jewett cited accidental trauma as being the most common cause of death in school age children, and stated that it is extremely important to collect further factual data in the epidemiology of injuries, so that further gains can be made in accident prevention.¹⁰

The systematic accumulation of school and non-school jurisdictional accident and injury data can provide the school superintendent with information upon which to base: (1) curriculum guidance to educate the child for safe living; (2) a realistic evaluation of safety programs' efforts on a regular basis; (3) changes in building structure and facilities, or procedures to improve the environment of the school system; (4) organizational and administrative improvements to strengthen the management aspects of the safety program; (5) a strong public relations program, thus lessening public demands for crash

¹⁰Theodore Jewett, M.D., "Accidental Trauma in the School Age Child," The Journal of School Health (June, 1962), 203.

programs of little value if an unusual incident occurs;
 (6) a strong leadership role in community safety efforts;
 (7) an assessment of the costs of accidents and injuries
 and their relationship to the operating expenses of the
 school system.¹¹

Stack and Elkow further supported this view by
 stating that accident rates provide a base from which to
 measure the effectiveness of a safety education program
 and serve as a basis for revision of the program or cur-
 riculum.¹²

Herman Rosenthal pointed out that completion of
 accident reports is the function and duty of the teacher.
 He further focused attention on the fact that a teacher
 should not attempt to color or distort and indicated that
 the report should be submitted within 24 hours and not
 later than 48 hours, unless extenuating circumstances
 arise.¹³

Accident records are an important element of the
 accident prevention program. The records need to be

¹¹National Safety Council, Student Accident
 Reporting Guidebook (Chicago: National Safety Council,
 1966), p. 1.

¹²Stack and Elkow, op. cit., p. 29.

¹³City of New York Board of Education, Proceed-
 ings of the City Wide Conference with Principals' Repre-
 sentatives of Men and Women Chairmen of Health Education
 (New York: Bureau of Health Education, 1953), p. 23.

maintained and tabulated for studying the causes of accidents, and for planning and updating the accident prevention programs in the curriculum.

Marshall, in his study, found that the majority of school systems have a complete accident reporting system that includes professional staff and nonprofessional members.¹⁴

Uses of Accident Reporting, and
Administrative Procedures in
Accident Reporting

At the 1959 National Safety Congress, George Silverwood, one of the early leaders in the accident prevention and reporting movement, stated a number of facts that should be considered in administering the accident reporting system.¹⁵

In order to have an effective accident reporting system, there must be a well-coordinated organizational and administrative plan. Stack and Elkow presented some administrative procedures that are fundamental in developing a systemwide accident reporting program.¹⁶

¹⁴Robert Marshall, "Analysis of Safety Education Programs in Selected Public Schools of the United States" (unpublished Ph.D. dissertation, Kansas University, 1961), p. 67.

¹⁵George Silverwood, "The Most Important Accident Facts," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1959), p. 64.

¹⁶Stack and Elkow, op. cit., p. 292.

The success of a systemwide student accident reporting program lies in the hands of the safety supervisor. Zaun presented a job analysis of the activities necessary for the collection, analysis, and use of data from accident reports as based on the findings of a study conducted by the National Safety Council and was reviewed for possible use.¹⁷ Some responsibilities of the safety supervisor in developing a systemwide accident reporting program were presented by Nevin Wasson, Safety Supervisor of Kansas City Public Schools.¹⁸

The following suggestions were recommended for principals in using accident statistics to implement the accident prevention program.

1. As the basis for talks to parent groups.
2. As informational background for articles in the school newspaper.
3. As a source of information in developing a safety handbook for parents, teachers and students.
4. As the basis for lists of safety regulations for the school shop and gymnasium.
5. As a guide for incorporation of safety instruction into the school curriculum.
6. To assist teacher understanding of good supervisory practices as related to the protection of the child.
7. As the basis for projects for the junior safety patrol or the student council.¹⁹

¹⁷Cecil Zaun, "Wanted: A Job Analysis for Safety Supervisors," Safety Education (April, 1957), 22-23.

¹⁸Nevin Wasson, "Supervisors in Safety Education," Safety (March-April, 1966), 16-18.

¹⁹National Safety Council, "It's More Than a Report," Safety Education (March, 1965), 27.

The following are recommended responsibilities of the safety coordinator in accident prevention and accident reporting programs.

1. Assist the principal in organizing a safety program in their respective schools.
2. See that safety assemblies are presented in each school building at least three times a year.
3. Provide first aid and safety lectures and courses for administrators, staff, and other school personnel.
4. Inspect school buildings three to four times a year for safety hazards and/or unsafe conditions.
5. Obtain from each school building a thorough annual record of the number of accidents, their causes and locations.
6. Investigate the causes of these accidents.
7. Formulate recommendations from accident data.
8. Follow up on these recommendations by eliminating hazards and/or causes and by establishing safety rules and regulations for all school buildings.²⁰

D. L. Hunt presented five areas in which the administrator is involved in accident reporting:

1. Accident prevention planning through student accident reports.
2. Administering the accident report system.
3. Improving the safety features of the environment by analyzing accident data.
4. Improving the accident prevention programs through analysis of school accidents.

²⁰Marlene Bieber, "The Causes and Prevention of Safety Hazards and Accidents and the Liability Involved in the Public School Systems Throughout the U.S.," National Safety Congress Transactions (Chicago: National Safety Council, 1967), p. 102.

5. Improving community relations and their support efforts through effective use of accident summaries and their analysis.²¹

The teacher's responsibility in accident reporting is most crucial, and there should be an organized plan of execution in the event of an emergency injury or illness to a student. Following is a suggested plan of action:

- (1) have and know your plan of action; (2) maintain a supply of accident report forms and prepare them after the situation has been controlled and when time permits;
- (3) assess the situation and remain calm; (4) give aid to the injured and provide comfort and aid--medical or other--within your capabilities and responsibilities; (5) send for assistance if needed, such as the administrator, nurse, equipment, etc.; (6) control or correct the accident scene, be it students or the environment; (7) completely fill out the accident report form and return to predesignated person within 24 hours; (8) make curriculum or environmental changes, whatever was the cause of the accident. Fill out a report for needed repairs, if the accident report form does not provide for this; (9) be sure to provide adequate follow-up after each accident analysis to prevent recurrence of the mishap; (10) if the

²¹D. L. Hunt, "Quantitative Paradigms of Administrative Responsibilities for Accident Prevention in Selected Texas Public Schools" (unpublished Ph.D. dissertation, Texas Technological College, 1969), pp. 76-79.

immediate cause of the accident is unknown, a special study of the occurrence may provide some insight as to the cause; (11) make note to replenish your first aid supplies if used and if you are responsible for them; (12) it should be your plan to do a safety check of your teaching area each morning; for laboratory teachers-- physical education, science, home economics, shop, etc.-- this should be very thorough and include all machines and equipment; (13) the teacher in leadership capacity at the time of the accident should maintain a file and record of report forms on all personal injuries for future corrections in curriculum or environment, or for possible negligence suits brought against him due to injury.

Dr. Joseph Dzenowagis, of Michigan State University's Health, Physical Education and Recreation Department, suggested that teachers be more aware of the frequency of accidents in their activity. He listed the accident information that should be known:

Instructors should know the accident frequency of each activity that he teaches or supervises. These are: A) the injury frequency rate; B) the injury severity rate; C) the parts of the body most frequently injured; D) the types of injury most likely to occur; E) the probable causes of injury. The instructors and supervisors should then be prepared to employ appropriate accident

prevention measures for the accidents that are likely to occur in the activity they teach.²²

A publication by Byrd stated the ways that student participation could immeasurably improve a school accident prevention program: (1) program planning for accident reduction, (2) student accident prevention leadership, (3) safety inspections for causes of accidents, (4) hazard hunts through the use of analyzed accident data, (5) accident reporting procedures, (6) analysis of accidents and near accidents, and (7) correcting physical hazards found through data analysis. "Beyond having the administration and the faculty set an example of concern and leadership in accident prevention, the most effective contribution schools can make is to actually involve the students."²³

The administrator, for his own protection as well as for those within his organization, must become acutely aware of his professional liability due to negligence. This topic will be explored next.

Negligence and Liability

The review of literature in the area of student accidents and liability involved in public educational

²²Joseph Dzenowagis, "Accidents and Injuries in College Physical Education Programs for Men," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1962), p. 111.

²³Oliver Byrd, School Health Administration (New York: W. B. Saunders Co., 1964), pp. 422-424.

systems in this country is an important aspect of this study, and the area that shows the greatest depth of research in accident reporting.

The great concern of educators in accident reporting programs stems from two major causes. One is the physical welfare of pupils; the second is liability. It is a disturbing thought to be liable for hundreds of thousands of dollars due to a lawsuit for personal injury and property damage, which may happen when an accident occurs in the execution of one's duties as an educator doing public service.

These are frightening concerns of educators today, who are faced with the changing attitude of the public regarding the accident situation in the nation's public schools. A greater responsibility than ever before is being placed on the schools and their professional staff for providing increased safety for children. Providing safety is becoming increasingly more difficult with the extended programs, a larger percentage of the student body taking part in more vigorous activities, the use of more mechanized equipment in the schools, and the overcrowding in the classrooms. All these elements go into making the school environment a much more dangerous place in which to be.

Research findings by Bieber indicated that a higher rate of accidents to school-age children occur

under the jurisdiction of school than any other place.²⁴ Although educators have long been concerned about pupil injuries, a study of the accident situation in many school systems shows that there needs to be renewed effort to cope with the accident problem.²⁵

The question is asked, "Why is there a greater tendency to hold educators financially liable for injuries to the pupils with whom they are entrusted?" The present philosophy is that when a tort is committed, it is expected that the person who was responsible or negligent will be ruled to pay for such damages as may be deemed appropriate by the courts.

The philosophy of compensating those receiving the damage in an accident really began to take hold in this country when the state of Maryland passed the first Workmen's Compensation Law in 1902.²⁶ This law made it mandatory for industry to compensate the employee for an accident that had occurred while in performance of his duty.

The public is now holding the educator responsible for his acts, and if he is considered negligent in the performance of his duties, he will be brought before a

²⁴Bieber, op. cit., p. 2.

²⁵Ibid.

²⁶Stack and Elkow, op. cit., p. 6.

civil court for the purpose of defending himself against a case of negligence. If it can be proven that the defendant (the educator) failed to act as a reasonably prudent person would act under similar circumstances, he can be held liable.

The courts are beginning to rule in favor of the injured person. This is chiefly because the law requires children to attend school, and neither the parent nor the student has any individual control over the school environment.²⁷ This was also shown by Knaak as he described a New Jersey Supreme Court ruling in 1967:

It must be borne in mind that the relationship between the child and school authorities is not a voluntary one, but is compelled by law. The child must attend school and is subject to school rules and discipline. In turn, the school authorities are obligated to take reasonable precautions for his safety and well-being.²⁸

A greater number of cases are brought before the court each year by persons seeking damages for alleged negligent acts of school districts and their personnel.²⁹ However, in most cases the plaintiff is confronted with the age-old rule that school districts are not liable for the negligence of their employees while acting in a

²⁷Harry Rosenfield, "School Liability," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1962), p. 8.

²⁸William Knaak, School District Tort Liability in the 70's (St. Paul, Minn.: Morris Publishing Co., 1970), p. 1.

²⁹Ibid.

governmental capacity. This governmental immunity in the United States originated from the English common law that "the King can do no wrong." It is ironic that the English courts abrogated governmental immunity years ago, but it still exists in the majority of the states today.³⁰

However, there is a growing trend throughout the country by both the courts and the state legislatures that governmental immunity be abrogated and that the individual injured in a school accident, due to the willful act or negligence of the school district or its employees, should have an equal right of restitution as one injured due to the negligent acts of a private enterprise or its employees.

In an effort to assess the immunity status of public school systems in the United States, L. F. Edwards conducted a nationwide survey of state departments of education in 1969 to determine their particular status of immunity in five specific areas. Listed are questions assessed on the survey.

1. Do the public school districts in your state have governmental immunity for liability?
2. Does this immunity apply only to governmental activities or does it apply also to any proprietary activities of school districts?
3. Are board members and employees immune?
4. Was the immunity created by the legislature or is it maintained by court decision?

³⁰ L. F. Edwards, Public School District Immunity Status in the United States (Chicago: Kemper Insurance Group, 1969), p. 1.

5. Does your immunity apply to pupil transportation?³¹

In summarizing Edwards' findings of public school governmental immunity, a total of 35 states have immunity; 21 also grant proprietary immunity. In 27 states, the immunity status is defined by statute. Of the 27, 11 states have no immunity. Of these 11, 8 are defined by statute and the courts have abrogated immunity in 3 of the states.³² A complete listing of states and how they responded to his survey is included in Appendix O.

In view of the fact that losing governmental immunity in the public school systems correlates to a greater need for establishing a systemwide student accident reporting program, the need for a model plan is imperative.

The administrator holds a less vulnerable position than the teacher in liability cases. Although court cases involving pupil injuries are not uncommon, seldom is legal responsibility charged to the school administrator; this covers the positions of the superintendent through the other administrative staff such as the supervisor and the principal. The lawsuits instigated by injured pupils usually name the person directly concerned with the mishap, such as the teacher or a nonprofessional school

³¹Ibid.

³²Ibid., p. 2.

employee. Many times the school board is joined with the teacher as co-defendant, due to the board's position as the employer and its responsibility for the teacher's act.³³

Like a teacher, an administrator can be held liable for his own personal acts of negligence or wrongdoing under general principles of tort law. If he is responsible for promulgation of rules or regulations of adequate supervision and fails to implement or design such action, he may be negligent. However, liability is not imposed on an administrator due to negligent or wrongful acts of a subordinate, even though he may hire teachers and other school employees, and supervise their performance and activities. It has been established that the school board is the employer of the teacher.³⁴

The professional responsibility of the educator is to provide his pupils and his staff with a safe school environment which is free of hazards, and to initiate procedures and practices that promote accident prevention programs to reduce or eliminate pupil and employee accidents. This can be accomplished by: (1) requiring all school accidents to be promptly reported

³³National Commission on Safety Education, Who is Liable for Pupil Injuries? (Washington, D.C.: N.E.A., 1963), p. 29.

³⁴Ibid.

and investigated, and (2) initiating a complete system of accident reporting and analysis.³⁵

It is felt that using accident data for legal purposes is indeed valid and necessary. However, it should not be the sole or main purpose for collecting accident data. The most important reason is for analyzing the causes of accidents in order to prevent future accidents. Proetsch supported this view in her study:

Much more emphasis is placed on accident record keeping for insurance purposes or to protect school personnel in case of litigation than to improve the safety education program. In my opinion, this is an appalling indictment against administrators of the involved schools. Schools that follow such head-in-the-sand practices simply miss the point of accident reports.³⁶

Student Accident Report Forms

In order to analyze school jurisdictional accidents completely, a complete report must be made on every accident that occurs within the school jurisdiction. Such reports are a means of improving and revitalizing the accident prevention curriculum. It will also assist the administration in making desirable modifications in the use, maintenance, and structure of equipment, buildings, and play areas.

Dzenowagis stated that:

The form to use for accident reporting is the form which best suits the needs of the particular

³⁵Ibid., p. 32.

³⁶Proetsch, op. cit., p. 10.

school or department. Standard forms may be limiting, but whether a standard form is selected or is especially prepared, it should be done by the people intimately involved in the accident reporting system. . . . In the final analysis of an accident, the who, what, when, where, and how have little meaning without the why. The nature of an accident report is limited unless the last action is included in the report. It is upon the evaluation of the factual information derived from accident reports that the findings are established and conclusions are based.³⁷

Proetsch found that:

No matter how simple or complex the report form is, the use to which it is put is the key factor in improving safety in the schools. If the form is not used, it will provide no information. It matters not how accurately the forms are filled out, the reporting system will have missed its mark if the information is not analyzed and the findings applied to curriculum and physical plant changes.³⁸

In Proetsch's study of report forms used by public schools, 80 school systems were surveyed. Each was asked to supply a sample of the form they used. Of those contacted, 39 sent report forms; of this number, about 25% (10) were forms prepared by nonschool agencies, and many of these were specific forms for insurance purposes.³⁹

Proetsch felt that if accident reports are to provide information on school activities and to support safety education and accident prevention programs,

³⁷ Dzenowagis, op. cit., p. 111.

³⁸ Jean Proetsch, "Accident Reporting," Safety (Nov.-Dec., 1967), 9.

³⁹ Ibid., p. 10.

reporting procedures must be designed with and by the schools to meet their needs.⁴⁰ Diane Imhulse, in Lutheran Education, also provided support for developing a reporting form that meets the needs of the students.⁴¹

Wynn, in his study, indicated the circumstances under which filing an accident report would be necessary.

1. Accidents resulting in any injury which caused the student to be absent from school or which seriously curtailed his school participation.
2. Accidents which required treatment by licensed medical personnel.
3. Accidents which required the administration of first aid.
4. Accidents which occurred due to the presence of an environmental hazard.⁴²

Concerning accident report forms, the National Safety Council said:

It is recognized that there is no one report form that will satisfy the needs of every school system. There is no one format that can be said to be better than any other. But, there is a required body of information which is basic to the analysis and utilization of accident and injury data, if the information is to have any value for accident prevention purposes. In addition, the report form should appear to be simple and should be easy as possible to complete. There is no short cut to an adequately completed report; it does take time and effort.⁴³

⁴⁰Ibid.

⁴¹Diane Imhulse, "Safety Education is Relevant," Lutheran Education (Jan., 1970), 228.

⁴²Wynn, op. cit., p. 21.

⁴³National Safety Council, Student Accident Reporting Guidebook, p. 8.

The need for standardization is a must in maintaining an effective systemwide accident reporting system; this cannot be emphasized enough. The National Safety Council and its Committee on Student Accident Reporting have worked years to establish and maintain a nationwide standard in reporting accidents. The greater the standardization of reporting, the more effective and valuable the data collected become toward assessing the causes and methods of prevention of accidents within the school.

In reviewing the literature, it has become quite apparent that there is no student accident reporting form with which to supplant the present student accident form which was designed and approved by the Safety Supervisors Section of the National Safety Council, comprised of over 800 members. So, in a sense, this is the instrument that the professional safety educators have designed, tried, and changed over the years and will, more than likely, revise again as the need arises.

Of course, different school districts may want additional kinds of information on their reports, but in establishing district and statewide reporting systems, there must be standardization concerning the realm of accidents reported. It is most important that there be a complete understanding of the definitions used in accident reporting. It is the only way that comparisons can

be made when analyzing data within the system, in the state, or across the country. For this reason, the definitions of minimum content of the National Safety Council's Standardized Reporting Form are presented in Appendix L. These 21 items cover one of the four sections of the questionnaire in this study.

Accident Report Summarization and Data Analysis

The summarization of accident reports requires effective planning and maximum utilization of all resources available, be it staff, secretary, or facilities such as computers and office machines. Every attempt should be made to derive maximum utilization from the collected data. It is a complex task that takes time, and it may require several summaries in order to come to specific conclusions.

In review of accident report analyses from school systems from all over the United States, it became apparent that safety supervisors need to obtain assistance from professional people in the area of publication design techniques in presenting their summaries and analyzed data. A great deal of effort is required on the part of many people to collect data over a year's time, and it is poor management to lose the meaning of all these data by failing to prepare them in an effective fashion so that the facts will sell themselves to those responsible for

implementing curriculum changes. It would behoove safety supervisors to budget additional funds for data publication or to solicit professional help within the school system.

Some recommendations which could assist the supervisor who is beginning to analyze his data were made by Florio in a study on accidents and injuries. He indicated that accident reports must be accurately kept and uniformly analyzed. He stated that the analysis of data should be done periodically, at least annually, to determine the course of action in accident prevention. He further pointed out that the primary objective of summarizing and analyzing accident records is to assess potential hazards and plan programs to minimize their frequency.⁴⁴

DeMauro stated that keeping good records and conducting an effective analysis of student and employee accidents can, with relative speed, answer questions that may arise, such as: "Is this or that safety program worthwhile?" or "Is this safety equipment accomplishing its intended task?" These are the kinds of questions a safety supervisor should ask himself before analyzing his data.⁴⁵

⁴⁴H. E. Florio, "Accidents and Injuries in College Physical Education," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1962), pp. 109-110.

⁴⁵Dan DeMauro, "Utilization for Special Studies," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1967), p. 44.

It is important to keep in mind that accident information is the tool that the supervisor uses in order to assess the accident prevention program's effectiveness. These data tools are only as useful as the judgment and skill of the supervisor is in drawing meaningful implications from the summarized data.

The procedure of systems analysis of accident reporting programs is the process whereby the evaluation of the total program of accident prevention is accomplished through data processing of accident reports. In surveying the literature in the area of data processing of accident reports, only two short articles in the National Safety Congress Transactions of 1965 and a chapter in the National Safety Council's Standard Student Accident Reporting Guidebook were found. Therefore, as expected, not many school systems are using computers for data analysis. In the opinion of the leaders in the field, in order to have an effective statewide student accident reporting system, the existing computers available in most state educational agencies must be utilized.

The method most frequently used by school systems is manual tabulation of its reports. Many school systems, large and small, continue to use this procedure even though they may have computer availability as some are afraid of computers. It is felt by some that the system they have has served them well over the years, so they see no reason

to change. If they could overcome this fear of using the new technique, they would see how simple data processing with computers is. In most cases, it is volume that forces most school systems to move toward computer assistance in accident data analysis. Once the safety supervisor has used computer assistance for data analysis, he usually becomes a disciple of its use.

The use of computers in data analysis is a heaven-sent device for the safety supervisor and his staff. Before the arrival of data processing assistance, the safety supervisor spent entirely too much time processing his reports by hand; therefore, little use was made of the final results of this effort.

In many cases this procedure enslaved the overworked person to the point that the real objectives of accident reporting were never quite accomplished. This time-consuming ordeal caused many people in the field just to give up on accident reporting; or as is commonly done in many school systems, reports are collected only for possible legal purposes, retained for a few years, and then destroyed--all too often because of the seemingly insurmountable tasks of hand-tabulating accident reports.

Today this need not be, for most large school systems have their own computers--if not, they are renting them. If on-site computer use is not possible, the safety supervisor should budget funds to buy computer time from

a private concern. In some instances, the use of facilities at some local college or university can be arranged. Actually, very little time is required to tabulate even a large school system's accidents; it amounts to only a few hours of computer time.

Philip Barad, of I.B.M. Data Processing Division, said that the use of data processing will do much to free the professional educator from being a records clerk, to better utilize his experience and knowledge, and keep him free to think. Computers are robots and they need the intelligence of man to use them effectively. The only limits of data processing are those of man himself.⁴⁶

As stated before, computer processing of accident information will provide the safety supervisor with much-needed time to devote to the total accident prevention program. The supervisor should question the adequacy of the data he is currently processing.

Norman Patterson said that in preparing accident data, the concern is not whether we use hand tabulation or data processing; but the most urgent consideration is support for much-needed programs that include nationwide

⁴⁶Philip Barad, "What Data Processing Can Do for the School," National Safety Congress Transactions (Chicago: National Safety Council, 1965), p. 32.

reporting, tabulating, and analyzing of accident data, and standardized programs of accident prevention.⁴⁷

In making data available to the selected groups in the system, it must be remembered that the success of annual summaries in calling attention to the accident problem is one of identifying major hazards within the educational system, be it in the area of services, facilities, or instruction. The success or failure of accident prevention programs will hinge on the ability to present, to all concerned, the pertinence of the findings and conclusions that have been drawn from the accident records. As stated by one of our accident prevention leaders, "The variety of improvements that can result from the analysis of accident problems is as diverse as the variety of accidents that occurs."⁴⁸

A total system of accident reporting takes the whole support of many people if it is to be successful. It is one of three distinct but closely related systems within a total system of accident prevention.

First, there is the Accident Data System. Its function is to gather and process the facts of accidents happening to persons in the given organization--say, a school district. Two major procedures make up this system. One is reporting, including whatever investigations are

⁴⁷ Norman Patterson, "Hand Tabulating of Student Accident Reports," National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1965), p. 28.

⁴⁸ Dzenowagis, op. cit., p. 111.

required to compile the facts. The other could be called processing. In other words, tabulating, categorizing, analyzing, and interpreting the facts. Operation of the data system depends upon personnel, established policies, regulations, and definitions, as well as upon printed forms, hardware, and orderly routines.

Second, is the Feedback System. This is the connecting link. It is dedicated to furnishing appropriate information from the accident data so as to trigger, support, and guide the accident prevention process. Procedures in this system include selecting significant data, preparing this information in a form useable to the appropriate elements of the accident prevention system, and communicating effectively. The feedback system is dependent upon the adequacy and interpretation of accident data, upon personnel, and upon the avenues of communication services available. Included in the latter of course, is creative exploitation of current communication services, and developing new ones.

Third, is what may be called the Accident Prevention System. This is the pay off. It is supposed to turn information and know-how about hazards and accident events into safe environment and safe people. It is the culmination of everything safety work is all about. In a school district, this system must include everyone involved in curriculum, building, instruction, policy making, rule and procedure drafting, maintenance, plant planning, and administration. It, too, will depend materially upon communication, both internal and external.⁴⁹

Present Funding and Status of State Level Accident Reporting Programs

There has been a recent movement throughout the country to develop statewide accident prevention programs, due to federal monies that are being allocated for this purpose. During 1966 the Louisiana State Department of

⁴⁹ Lewis Clark, "Feedback of Accident Data," National Safety Congress Transactions (Chicago: National Safety Council, 1968), p. 76.

Education made plans for a statewide student accident reporting system with the use of title V, E.S.E.A. Federal funds. From those plans, they designed and implemented an effective statewide reporting system.

The second type of federal funding of accident prevention programs is the 1966 Highway Safety Act, which was created to establish standards in the area of accident prevention. The Maryland State Department of Education initiated a statewide accident prevention program in 1967 for its public schools. This state program included a plan for a statewide accident reporting system which is to go into effect in the fall of 1972.

Some states are using these federal acts as vehicles for funding their accident prevention and reporting programs. One school system reported utilizing Model Cities Act funds for a safety program on a local level.

Other states having statewide student accident reporting systems included Texas, Wisconsin, Delaware, Kansas, Hawaii, Illinois, Pennsylvania, Idaho, Minnesota, Missouri and Utah.

The main purpose of establishing a statewide student accident reporting system is to provide state-level summaries and analyses for the benefit of all school systems within the state. Basically, the principles that apply to establishing a student accident reporting system at the local level also apply at the state level. John

Urlaub presented the following guidelines that should be followed in establishing a statewide system: (1) the collection agency should be broad enough in scope to furnish a comprehensive picture of the accident problem; and (2) there should be direct liaison between the collection agency and the local administration, to insure personal and immediate attention.⁵⁰ A statewide student accident reporting system will reflect the quality of local accident reporting. It is here that the state agencies can provide leadership and assistance toward improving their accident prevention programs.

Glenn Peavy, Program Director of Safety Education with the Texas Educational Agency, who coordinates the largest student accident reporting system in the country, pointed out three important factors for developing and maintaining a successful accident reporting program. All three are predicated on the agency's ability to communicate them: (1) accident reporting and accident record keeping; (2) giving local supervisors a workable technique that they understand and are able to employ in their systems; and (3) pointing out the advantages for them

⁵⁰John Urlaub, "Can Student Accident Reports Collected for a State Agency be Positively Utilized Locally?" National Safety Congress Transactions, Vol. 23 (Chicago: National Safety Council, 1968), p. 79.

if they compile and report their accidents to the state agency.⁵¹

Leonard Rollins, as chairman of the Accident Reporting Committee for the Illinois State Department of Instruction, reported at the 1967 National Safety Congress that:

If a safety program is to meet the needs of the pupils, the school must secure all available information on the type and frequency of student accidents. In order to insure complete and accurate data that can be used as a basis for a valid analysis, the entire school system should adopt and uniformly follow an accepted reporting procedure. Until we know where, when, to whom and why accidents happen, there is little the school can do to prevent them.⁵²

Student accident reporting is a proven and effective program worth the effort to design, initiate, and maintain for the reduction of student accidents within the school system.

Summary

An extensive search was made into the literature related to accident prevention, and specifically in the area of student accident reporting. The review was conducted and presented within the framework of the total

⁵¹Glenn Peavy, "Can Student Accident Reports Collected for a State Agency be Profitably Utilized Locally?" National Safety Congress Transactions (Chicago: National Safety Council, 1969), p. 82.

⁵²Leonard Rollins, "At the State Level," National Safety Congress Transactions (Chicago: National Safety Council, 1967), pp. 42-43.

needs of education toward establishing a systemwide accident reporting program.

It was found that very few research studies have been conducted in the area of student accident reporting. Specifically, those contributing most to a better understanding of student accident reporting were: Student Accident Reporting Guidebook, a publication of the National Safety Council which covers the area of student accident reporting; Proetsch's Master's thesis, "An Analysis of Accident Report Forms Used by Public School Systems," which presented the information requested on various report forms throughout the country; Wynn's dissertation, "An Epidemiological Analysis of Student Accidents," assessed the causes of accidents; and Bieber's doctoral study, "The Causes and Prevention of Safety Hazards and Accidents and the Liability Involved in the Public School Systems Throughout the United States" covered the broad area of student accident reporting.

In review of the educators' role in accident prevention and student accident reporting, some excellent research has been conducted by James Aaron, R. L. Marshall, and Lonnie Gilliland to show the administrators' role in accident reporting. An exceptional doctoral study was done in this area by Hunt--"Quantitative Paradigms of Administrative Responsibility for Accident Prevention."

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In the area of educators' responsibilities for student accidents, several up-to-date studies have been conducted by Kraak, and Edwards on negligence and liability. In reviewing these studies, it was found that one of the basic reasons that many school systems have accident reporting is the threat of being found negligent in student accidents. All too often, the program is a protective device for educators, rather than a program for the protection of the students.

Throughout much of the literature reviewed, reference was made of the need to establish student accident reporting programs in the public school systems, but very little information was found on actual program development of such systems. The major portion of the literature was found to be in the form of reports, speeches and recommendations made at conferences, and articles written for journals.

CHAPTER III
PROCEDURES AND METHODS EMPLOYED
IN THE STUDY

The procedures used in researching this study consisted of: determining the scope of the study, selecting the population and samples, instrument design, pre-testing the instrument, survey distribution and follow-up, and data tabulation and analysis.

Scope of the Study

The scope of this study includes the purpose and specific objectives of the research, as listed in Chapter I. Succinctly, it is "A National Survey of the State Departments of Education and Selected School Systems to Determine Methods of Student Accident Reporting for the Purpose of Designing a Model Statewide Student Accident Reporting System."

Selecting the Population and Samples

In order to adequately survey a selected group of school systems, a procedure for selecting the sample population had to be established. It was decided at the inception of this study that data would be sought on a

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national basis from the state departments of education, rather than from a sampling of states. This was important because of the alleged qualitative and quantitative differences between programs from state to state due, in part, to the great differences in needs and state governments.

As for the local school systems, surveying a complete population of some 18,000 school districts would not serve the needs of, nor be practical to, this study. Therefore, a method and procedure were needed to select a sample of school districts throughout the United States in order to assess their programs of student accident reporting.

It was suggested that the school systems making annual reports to the National Safety Council would be the most desirable population from which to obtain a sample. The National Safety Council has been collecting student accident data since 1922. It was felt by the advisory committee for the study that if a model was to be designed for systemwide student accident reporting programs, a survey should be conducted of those school systems which presently are involved in student accident reporting so as to learn from their experience in program design and development. Therefore, all school systems reporting accident injuries on standard summary forms to the National Safety Council for the school years 1965-68

were used as the population from which a majority of sample was selected. It was stated by Council authorities that the list of reporting schools is compiled for a three-year period; therefore, the most current list at the time of the request was that listed above.

The procedure of selecting a sample from the population was to design classifications of three different sized school systems from each of the states having school systems reporting to the National Safety Council. The classifications consisted of all these school systems that were located in cities or counties having populations of: (1) 500,000 and above--classification A; (2) 100,000-499,999--classification B; (3) 99,999 and below--classification C. From each classification the largest school system within the largest district was selected as the sample from that particular state. The city and county populations were obtained from the 1970 Federal Census.¹ In those states not having a school system in each classification, no attempt was made to include a school system from a lower classification to fill the vacancy. Listed in Appendix M are the school districts from each state according to classification and states, with the populations noted.

¹Leeman H. Long, ed., The World Almanac and Book of Facts (New York: Newspaper Enterprise Assoc. Inc., 1970), p. 264.

In the 13 states not having a community reporting to the National Safety Council, a copy of the local questionnaire was sent to the state department of education, along with the state copy. In turn, the designated state respondent was asked to select a school system in his state which he felt had the most efficient student accident reporting system.

Instrument Design

Before designing the questionnaire, an extensive search was conducted on the methods of instrument design and survey questionnaire development. As indicated by educational research authorities such as Good and Scates:

The questionnaire is a major instrument for data gathering in descriptive survey studies and is used to secure information from varied and widely scattered sources. The questionnaire is particularly useful when one cannot really see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally. This technique may be used to gather data from any range or size territory, sometimes national or international.²

It is the prime purpose of descriptive research in education to tell "what is" of a specific problem.

Descriptive studies serve many very important functions within the field of education. Under certain conditions it is of tremendous value just to merely know what the current state of the activity is. Descriptive research provides us with a starting point and is, therefore, often carried out

²Carter Good and Douglass Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 606.

as a preliminary step to be followed by more rigorous research control technique.³

The validity of the questionnaire in a descriptive survey was pointed out by Spar and others.⁴ The use of the questionnaire approach was endorsed by Perten.⁵ One need not justify descriptive research any further, for a great many descriptive studies are the direct source of much of the knowledge gained in education.

In view of what was learned from the survey literature, it was decided to utilize the questionnaire method in seeking and assessing information from both the state departments of education and local education systems.

A comprehensive outline was developed of the kinds of information needed in order to meet the purpose and objectives of the study. Using this outline as a guide, questions were written requesting the vital data in the area of accident prevention in general and specifically in student accident reporting. From the original material, extensive elimination and combining of groups of questions was done.

Two survey questionnaires were designed; one for the state departments of education and the other for the

³Walter Borg, Educational Research (New York: David McKay, Inc., 1967), p. 202.

⁴Walter Spar and Rinehart Swenson, Methods and Status of Scientific Research (New York: Hoya and Breth, 1930), p. 232.

⁵Mildred Perten, Survey, Polls and Samples (New York: Harper Brothers, 1950), p. 57.

local school systems. The questions were basically the same, except for additional responses per question and slight changes to include specific agency distinctions and needs. The basic approach in questioning was to determine the procedures and various elements related to the student accident reporting activities conducted by the state and local educational systems.

The questionnaires were divided into four parts: Part I--General Safety Program Information; Part II--Accident Reporting Procedures; Part III--Program Uses of Analyzed Data; and Part IV--Accident Reporting Form Information.

Part I requested information in the area of general program elements in organization, administration, and services such as: (1) legal authority, (2) staff, (3) funding, (4) administrative and curriculum guides, (5) in-service programs to lower systems, (6) legal aspects of the program, (7) administrative responsibilities toward the program, and (8) federal aid to the program.

Part II included some specific student accident reporting information such as (1) the extent of the student accident reporting in the system, (2) types of accident information recorded and reported, (3) the type of form used, (4) the number of school systems reporting student accidents, (5) the methods of accident data

processing and why the method was used, (6) how often the data was reported, (7) projections for program development, and (8) the collection and distribution of data.

Part III surveyed program uses of the analyzed data such as: (1) to encourage program improvement; (2) to evaluate the program; (3) to assess the cost of accidents; (4) to determine who receives the data; (5) to use for curriculum planning and improvement; (6) to demonstrate preventive measures; (7) to analyze the total accident picture such as causes, trends, high-risk areas, and special studies to gain public acceptance; (8) to provide the public with information and statistics, and (9) to use for legal purposes.

Part IV was designed to evaluate the information included on accident reporting forms. The items included on the questionnaire sought to determine the minimum accident fact information requested by the National Safety Council and others.

The instrument underwent three revisions. The original copy, which will be called copy 1, was reviewed by the committee and a group of selected individuals in the areas of accident prevention and education. A revision of copy 1 was made to regroup several questions. Copy 2 was presented to the study committee, and copies also were sent to several state and local safety supervisors throughout the country. The copy was reviewed by

the Educational Research Department of Michigan State University and the Research and Planning Division of the Maryland State Department of Education. Additions and deletions were made, based on several suggestions. The third copy was prepared and presented to the study committee. They suggested that additional choices and options be provided the respondent. Therefore, copy 4 was prepared with open-ended responses such as "Specify others." All suggestions were valid and worthwhile, and helped improve the effectiveness of the survey instrument. The fourth copy of the instrument was used in the pretesting phase of the development of a survey questionnaire.

Pretesting the Instrument

A program of pretesting was suggested by the study committee, and with the assistance of the program advisor, a plan was designed to pretest the instrument in large school systems in the state of Michigan. The school systems were those that had extensive student accident reporting programs. Visits were made to each of the selected school systems; a half day was spent discussing the survey instrument with the safety supervisor, and having him complete the questionnaire and offer his opinion of its total effectiveness in meeting the objective. A complete statement of approval was voiced by all who were visited. One minor change was made in both questionnaires.

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Survey Distribution and Response

Prior to mailing the survey instrument to the selected superintendents, a cover letter was obtained from Dr. James Sensenbaugh, State Superintendent of Maryland Public Schools. His support was rendered, because the study would be used by Maryland to upgrade and revise its planned statewide student accident reporting program.

On June 10, 1971, a complete packet of survey materials was sent to each of the 128 educational systems included in the study. Copies of all survey material can be found in Appendices A-J.

As the completed questionnaires were received, a record was maintained--a thorough check of the completed questionnaires as they came in, a check on responses, and a check of the respondents' names and titles. One questionnaire was discarded due to incomplete information.

Follow-up Procedure

Due to the time of the year the survey was conducted, and considering a severe postal delay in mailing the questionnaires, the June 25 deadline for the return of the questionnaires was impractical. The follow-up questionnaire was mailed two weeks after the initial return deadline.

The responses from the initial mailing and from the follow-up are presented in Table 1. A

complete list of respondents can be found in Appendix P.

TABLE 1.--Number and percentage of questionnaire returns.

Type of Response	State Dept. of Educ.		Local Systems		Combined	
	No.	%	No.	%	No.	%
Initial Mailing	50	100	78	100	128	100
Initial Mailing Returns	35	70	33	42.3	68	53.1
2d Mailing Returns	8	16	24	30.8	32	25
Number not Respond- ing to Either Mailing	7	14	21	26.9	28	21.9
Total Responses	43	86	57	73.1	100	78.1

Methods for Data Tabulation and Analysis

The findings of this survey were obtained through the use of the questionnaire. Additional information was gained from an extensive search of the literature.

In presenting the methods used in tabulating the data, it must be remembered that the primary purpose of the study was to determine methods and procedures used in student accident reporting at the state and local levels. The study was conducted as two separate surveys, but responses are presented together in tabular form for more efficient evaluation of procedures used. The analysis and

percentages of responses by state and local agencies are presented in the same table, but located in different columns.

Each question asked on the questionnaires is presented and the percentage of response from state and local agencies provided. A total possibility of up to 14 responses could be made to a question; each of the responses were tabulated as percentage of response by totals of state and by totals of local school systems.

For all practical purposes, the questions in the state questionnaire were identical to those in the local questionnaire. The only differences were several additional responses for local school systems, such as "Do you follow the state administrative guide or curriculum guide?" These inquiries, of course, would not be applicable to the state departments of education.

It should be understood that the local school systems and the states are not compared to each other, except to show the frequency of responses to the identical questions on program procedure.

Several questions provide open-ended responses, where other activities or procedures were listed. A list of these is presented as general statements.

Summary

Presented in this chapter on procedures and methods used in the study was the scope of the study,

selecting the population and samples, instrument design, pretesting the instrument, survey distribution and follow-up, and data tabulation and analysis.

Chapter IV includes data tabulation and analysis presented as percentages of responses made by total state returns and total local system returns. The data are presented in tabular form and analyzed by percentage of total responses to the various question elements.

CHAPTER IV

ANALYSIS AND PRESENTATION OF SURVEY DATA

Introduction

The purpose of this chapter is to report the findings of the national survey of state departments of education and the selected school systems regarding their programs of student accident reporting. In the preceding chapter, methods for data analysis of research findings were presented. Contained in this chapter will be an analysis of the data and presentation of the findings.

The study was designed to identify and describe significant elements within the accident reporting systems of the selected populations. The instrument that was used to gather this data was the survey questionnaire, sample copies which can be found in Appendices G and H.

Questionnaires were mailed to the fifty state departments of education and seventy-eight local school systems. Forty-three state departments of education (86%) and fifty-seven local school systems (73.1%) completed the survey questionnaires. This was an overall return of one hundred questionnaires (78.1%).

The respondents completing the questionnaire were designated by the respective state and local superintendents of the selected school systems. The designated respondents had various titles which ranged from Director of Safety Education to State Superintendent of Schools. The administrative titles consisted of Administrator, Director, Supervisor, Coordinator, Chief, Consultant, and Specialist attached to the specific areas of safety, health, physical education, transportation, driver education, aviation, recreation, athletics, pupil services, research, health services, security and nursing personnel. The non-curricular, or service areas, that were included in the respondents' titles were: State and Local Superintendent, Deputy and Assistant Superintendent, Research Director, Auxillary Service Director, Legal Affairs Officer, and Business Administrator. A complete list of all respondents and their titles can be found in Appendix P. Question 3 of the questionnaire will further present the accident prevention staff picture.

This chapter is divided into four parts, as was the survey questionnaire. Part I assesses the general program elements in the accident prevention programs of each of the survey groups. It requests information pertaining to:

- 1) legal authority to include accident prevention programs;
- 2) staff persons responsible for these programs; 3) number of administrative staff available for these programs;

4) means of funding; 5) types of administrative and curriculum guides for accident prevention programs; 6) how accident prevention is included in the curriculum (if at all); 7) inservice programs provided; 8) governmental immunity laws covering its system; 9) system supported professional organizations in the field of safety; 10) federal assistance for safety programs; 11) whether administrative responsibility is defined; and 12) opinion as to who should conduct reporting programs.

Part II assesses the specific accident reporting elements and procedures of the surveyed systems. It questions: 1) whether there is student accident reporting in the system--the type and scope; 2) the type of reporting form used; 3) the number of districts (or schools) within the system and the number having accident reporting programs; 4) the method of data tabulation used and whether it is satisfactory; 5) how often accident data summaries are distributed and to whom; 6) projections for a system-wide reporting program; and 7) the quality of collected data.

Part III evaluates the specific uses of analyzed student accident data at the state and local educational levels. It asks: 1) the purpose, objective and uses of analyzed data; 2) whether there have been any special studies done in the system using analyzed accident data; and 3) what significant areas of concern in student accident reporting were omitted from this questionnaire.

Part IV assesses the accident information included on the report forms of the various respondents. It requests answers on: 1) specifically what items are included on their report forms; and 2) any problems they have had with their reporting forms.

The survey findings of the state department of education's programs, and those of the selected school systems' student accident reporting systems will be presented together, but tabulated separately. The findings will be listed in tabular form and expressed in percentages to the nearest tenth. Within the survey questionnaire, some questions provided for an option of more than one response. Therefore, some tables showing percentage totals will exceed 100%. A narrative analysis will immediately follow each table.

PART I

GENERAL SAFETY PROGRAM INFORMATION

Legal Authority to Include Accident Prevention Programs

Table 2 presents the percentage of response of state departments of education and selected local school systems to survey question 1--Does your system have legal authority to include:

A. Safety education in the public schools?

Data in Table 2 reveal that 94.7% of local school systems and 83.7% of the responding states have legal authority to include safety education in the curriculum.

TABLE 2.--Responses of state and local school systems surveyed, expressed in percentages: * Question #1.

Question #1: Does your state or school district have legal authority to include:

Possible Responses	A B C D E F G						
	A	B	C	D	E	F	G
Local School Systems	Y	94.7	94.7				
	N	5.3	5.3				
	P	1.8	1.8				
State Departments of Education	Y	83.7	88.4				
	N	16.3	11.6				
	P	0.0	0.0				

safety educa-
 tion in
 public schools?
 driver educa-
 tion in
 public schools?
 is it an
 assumed
 authority for
 (A)?

26.3
 73.7
 1.8
 30.2
 69.8
 0.0

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

It is also shown that 1.8% of the local systems plan this authority.

B. driver education in the public schools?

Data in Table 2 reveal that 94.7% of local school systems and 88.4% of the state departments of education report legal authority for including driver education in the public schools. It is also shown that 1.8% of the local systems plan this authority. This question was asked to differentiate between safety and driver education as separate subject areas.

C. Is it an assumed authority for safety education?

Data in Table 2 reveal that 26.3% of local school systems and 30.2% of the state agencies indicate that it is an assumed authority. It is noted that 1.8% of the local systems plan an assumed authority. This question was asked in order to assess if safety education is spelled out in school law, or if it is an assumed responsibility of chief school officials to provide for the welfare and protection of their students.

Staff Persons Responsible for the Various
Types of Accident Prevention Programs

Table 3 presents the percentage of response of state departments of education and selected local school systems to survey question 2: Is there a staff person responsible for:

TABLE 3.--Responses of state and local school systems surveyed, expressed in percentages:* Question #2.

Question #2: Is there a staff person at your system level responsible for:

A B C D E F G

Possible
Responses

safety
education?
driver
education?
combined
duties of
(A) and (B)?
student
accident
reporting
activities
only?
other,
specify?*

Local School
Systems

Y 75.4 87.7 40.4 21.1 15.8
N 24.6 12.3 59.6 78.9 84.2
P 1.8 1.8 - - -

State
Departments
of Education

Y 74.4 100 65.1 - 16.3
N 25.6 - 34.9 100 83.7
P 9.3 - - 6.9 -

* Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

key: Y = Yes; N = No; P = Planned program.

A. safety education?

The data in Table 3 reveal that 75.4% of the local school districts and 74.4% of the state departments of education reported having at least one staff member responsible for safety education in a full-time or part-time capacity, (this will be assessed in greater depth in question 3).

The data further reveals that 1.8% of the local school systems and 9.3% of the responding states indicate that they plan to add additional staff for the activity of safety education.

B. driver education?

Data in Table 3 reveal that 87.7% of the local school systems and 100% of the state departments of education have at least one staff member responsible for the subject area of driver education who is working full-time or part-time in this curriculum area. It is further shown that 1.8% of the local systems plan staff for this area.

C. combined duties in safety education and driver education?

Data in Table 3 reveal that 40.4% of the local school system personnel and 65.1% of the state respondents report that the person responsible for supervising the driver education program is also held accountable for safety education. The findings also indicate that 1.8% of the local systems plan to combine the duties.

D. student accident reporting activities only?

Data in Table 3 reveal that only 21.1% of the local school districts and none of the state educational agencies indicate that they have a staff person responsible for accident reporting activities only.

The data in Table 3 further reveal that 6.9% of the states do plan to add additional staff who would be responsible only for accident reporting.

E. If your system has other staff arrangements, specify.

Data in Table 3 reveal that 15.8% of the local school systems and 16.3% of the state departments of education provide additional responses. A complete list of these responses can be found in Appendix K.

Number of Staff Persons Responsible
for Accident Prevention Programs

Table 4 presents the percentage of response of state departments of education and selected local school systems to survey question 3--What is the number of administrative staff in your office responsible for (A) safety education and (B) driver education?

A-1. Safety education, full-time staff.

The data in Table 4 reveal that 71.9% of the local school systems and 81.4% of the state departments of education have no staff working full-time in safety

TABLE 4.--Responses of states and local school systems expressed in percentages:* Question #3.

Question #3: What is the number of administrative staff in your office responsible for programs in (A) safety education, and (B) driver education?											
Number of Persons	0	1	2	3	4	5	6	7	8	9	10
<u>Local School Systems (A) and (B)</u>											
Safety Education--Full Time %	71.9	15.8	7.0	3.5	-	-	-	-	-	-	1.8
Safety Education--Part Time %	40.4	54.3	5.3	-	-	-	-	-	-	-	-
Driver Education--Full Time %	57.8	31.6	7.0	1.8	-	-	-	1.8	-	-	-
Driver Education--Part Time %	47.4	52.6	-	-	-	-	-	-	-	-	-
<u>State Depts. of Education (A) and (B)</u>											
Safety Education--Full Time %	81.4	16.3	-	2.3	-	-	-	-	-	-	-
Safety Education--Part Time %	44.1	41.9	4.7	4.7	-	2.3	2.3	-	-	-	-
Driver Education--Full Time %	23.4	46.5	6.9	9.3	4.7	2.3	6.9	-	-	-	-
Driver Education--Part Time %	62.8	32.5	4.7	-	-	-	-	-	-	-	-

*Actual computed percentages to the nearest tenth.

education. The data further indicates that 15.8% of local school systems and 16.3% of the states have 1 staff member working full-time in safety education. The data also shows that 7% of the local school systems and the state departments of education have two persons working full-time in safety education. It is further reported that 3.5% of the local school systems and 2.3% of the states have three personnel responsible only for safety education. The analysis also shows that one local school system (1.8%) has 10 full-time staff members in safety education (Los Angeles, California, one of the largest school systems in the country).

B-1. Driver education, full-time.

Data in Table 4 reveal that 57.8% of local school districts and 23.4% of the states have no full-time employee in driver education. Table 4 further indicates that 31.6% of the local school systems and 46.5% of the state departments of education have one full-time driver education staff member. The data also shows that 7% of the local school systems and 6.9% of the states have two full-time driver education personnel. The findings indicate also that 1.8% of the local school systems and 9.3% of the state agencies have three full-time members on the driver education staff. The local school systems report no additional staff members in driver education on a full-time basis other than one school system having seven staff members, but the

state department of education data reveals 4.7% have four full-time staff persons, 2.3% report five full-time staff members, and 6.9% indicate six full-time persons in driver education.

A-2. Safety education, part-time staff.

The data in Table 4 reveal that 40.4% of local school systems and 44.1% of state departments of education report no staff members working part-time in safety education. The Table further indicates that 54.3% of the local school systems and 41.9% of the states report having one person working part-time in safety. It is also shown that 5.3% of local school districts and 4.7% of the state agencies indicate having two employees devoting part of their time to safety activities. The data further reveals that local school systems report no additional part-time staff, but it was indicated by state department of education responses that 4.7% have three persons working part-time in safety, and 2.3% have five and six staff members devoting partial time to safety activities.

B-2. Driver education, part-time staff.

The data in Table 4 reveal that 47.4% of the local school systems and 62.8% of the state departments of education report having no staff working part-time in driver education. It is further indicated in the tabulation of driver education staff, that 52.6% of the local school

districts, and 32.5% of the states report one person working part-time in this area. The findings also show that no local school system has more than one part-time staff member, whereas, 4.7% of the state respondents indicate having two driver education personnel devoting partial time to its activities.

Budgeting Funds for Accident Prevention Programs

Table 5 presents the percentage of response of state departments of education and selected local school systems to survey question 4--Does your system budget funds for:

A. safety education?

The data in Table 5 reveal that 57.9% of the local school systems and 34.9% of the state departments of education indicate that they budget funds for safety education activities within their educational systems.

It was further reported that 3.5% of the local school systems and 2.3% of the states plan to include budgeting in the area of safety education.

B. driver education?

The data on Table 5 reveal that 84.2% of the local school systems and 83.7% of the state departments of education report that they budget funds for their driver education programs, and that 2.3% of the states plan to budget funds.

TABLE 5.-- Responses of state and local school systems surveyed, expressed in percentages:* Question #4.

Question #4: Does your state or school district budget funds for:									
		A	B	C	D	E	F	G	
Possible Responses		safety education?		driver education?		other funding,*			
Local School Systems	Y	57.9	84.2			8.8			
	N	42.1	15.8			91.2			
	P	3.5	0.0			0.0			
State Departments of Education	Y	34.9	83.7			32.6			
	N	65.1	16.3			67.4			
	P	2.3	2.3			2.3			

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

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C. Does your system have other funding methods for safety and driver education? Specify.

The data in Table 5 reveal that 8.8% of the local school systems, and 32.6% of the state departments of education indicate other funding procedures, and 2.3% of the responding states are planning to budget for these program areas. A complete list of these responses can be found in Appendix K.

Administrative Guides for
Accident Prevention Programs

Table 6 presents the percentage of response of state departments of education and selected local school systems to survey question 5--Does your system have an administrative guide for:

A. safety education?

The data in Table 6 reveal that 45.6% of the local school systems and 30.2% of the state departments of education have an administrative guide for safety education. The data further indicates that 8.8% of the local school systems and 13.9% of the state departments of education are planning to develop guides in this area.

B. driver education?

The data in Table 6 reveal that 63.2% of the local school systems and 95.3% of the state departments

TABLE 6.--Responses of state and local school systems surveyed, expressed in percentages: * Question #5.

Question #5: Does your state or school district have an administrative guide for:

Possible Responses	A		B		C		D		E		F		G	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	45.6	54.4	63.2	36.8	8.8	91.2	54.4	45.6	71.9	28.1	22.8	77.2	7.0	93.0
	8.8	8.8	0.0	0.0	1.8	1.8	1.8	1.8	0.0	0.0	0.0	0.0	1.8	1.8
	30.2	69.8	95.3	4.7	9.3	90.7	0.0	0.0	0.0	0.0	0.0	0.0	16.3	83.7
	13.9	13.9	2.3	2.3	2.3	2.3	0.0	0.0	0.0	0.0	0.0	0.0	2.3	2.3

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

of education have administrative guidelines in the area of driver education. It is further reported that one state (2.3%) plans an administrative guide in the near future.

C. the combined areas of safety education and driver education?

Data in Table 6 reveal that only 8.8% of the local school systems, and 9.3% of the states combine safety and driver education in one guide. It is further shown that 1.8% of the local agencies and 2.3% of the states plan to combine the areas into one guide.

D. Does your system follow the state guide in safety education?

The data in Table 6 reveal that 54.4% of the local school systems follow the state administrative guide in safety. One local school system (1.8%) reports plans to use the state guide.

E. Does your system follow the state guide in driver education?

Data in Table 6 reveal that 71.9% of the local school system use the state administrative guide in driver education.

F. Does your systems follow the state combined guide for both safety education and driver education?

Data in Table 6 reveal that 22.8% of the local school systems do follow the state combined guide in both areas of Safety Education and Driver Education.

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This low figure reflect the fact that only 9.3% of the states report having a combined administrative guide in these areas.

G. Does your school system follow guides other than those mentioned?

Data in Table 6 reveal that 7% of the local school systems and 16.3% of the state departments of education respond that they have other administrative arrangements. It is further indicated that 1.8% of the local school systems and 2.3% of the state agencies plan to use other administrative procedures.

K. A complete list of responses can be found in Appendix

Curriculum Guides for Accident Prevention

Table 7 presents the percentage of response of state departments of education and selected local school systems to survey question 6--Does your system have a curriculum guide for:

A. safety education?

Data in Table 7 reveal that 43.9% of the local school systems and 34.9% of the state departments of education report having a curriculum guide in the area of safety education.

TABLE 7.--Responses of state and local school systems surveyed, expressed in percentages: * Question #6.

Question #6: Does your state or system have a curriculum guide for:									
A		B		C		D		E	
Possible Responses		safety education?		driver education?		combined areas of (A) and (B) ?		use the state guide in safety education	
		state guide in driver education		use the state combined guide in both areas?		other, specify? *			
Local School Systems	Y	43.9	26.3	8.8	49.1	57.9	24.6	7.0	88
	N	56.1	73.7	91.2	50.9	43.1	75.4	93.0	
	P	5.3	3.5	0.0	1.8	0.0	1.8	1.8	
State Departments of Education	Y	34.9	90.7	9.3	N/A	N/A	N/A	13.9	
	N	65.1	9.3	90.7				86.1	
	P	11.6	4.7	2.3				2.3	

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

It is further indicated that 5.3% of the local school systems and 11.6% of the states report that a safety education curriculum guide is planned.

B. driver education?

Data in Table 7 reveal that 26.3% of the local school systems and 90.7% of the state departments of education report having a curriculum guide in driver education. The findings also show that 3.5% of the local systems and 4.7% of the states are planning a curriculum guide in this area.

C. the combined areas of safety education and driver education?

Data in Table 7 reveal that only 8.8% of the local school systems, and 9.3% of the states combine safety and driver education into one curriculum guide. One state (2.3%) plans a combined guide in these areas.

D. Does your system use the state curriculum guide in safety?

Data in Table 7 reveal that 49.1% of the local school systems report that they follow the state curriculum guide in safety education, and 1.8% indicate that they plan to use their state guide.

E. Does your system use the state curriculum guide in driver education?

Data in Table 7 reveal that 57.9% of the responding local school systems use the state curriculum guide in driver education.

F. Does your system follow the state combined curriculum guide in safety and driver education?

Data in Table 7 reveal that 24.6% of the local school system follow the state combined guide in these areas. One system (1.8%) plans to use the combined curriculum guide of its state.

G. Does your system have curriculum guide arrangements, other than those specified?

Data in Table 7 reveal that only 7% of the local school systems and 13.9% of the state departments of education report any other arrangements for their curriculum guide. A complete list of responses can be found in Appendix K.

Inservice Programs in Accident Prevention

Table 8 presents the percentage of response of state departments of education and selected local school systems to survey question 7--Does your staff provide inservice programs in:

A. safety education?

Data in Table 8 reveal that 63.2% of the local school systems and 53.5% of the state departments of education provide inservice programs in safety education. It is further indicated that 3.5% of the local systems and 9.3% of the states plan inservice programs in this area.

TABLE 8.--Responses of state and local school systems surveyed, expressed in percentages:* Question #7.

Question #7: Does you staff provide inservice programs to the local schools:

A B C D E F G

Possible Responses

in safety? in education? in driver education? non-applicable ** explain

Local School Systems	Y	63.2	63.2	63.2	N/A		
	N	36.8	36.8	36.8			
	P	3.5	5.3	5.3			
State Departments of Education	Y	53.5	95.3	95.3	N/A		
	N	46.5	4.7	4.7			
	P	9.3	0.0	0.0			

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

Based upon the number of systems indicating staff responsible for safety education, 12.2% of the local administrators and 20.9% of state staff are not providing this vital service.

B. driver education?

Data in Table 8 reveal that 63.2% of the local school systems and 95.3% of the state departments of education provide inservice programs in driver education. It is also shown that 5.3% of the local systems plan to institute inservice programs.

Methods of Including Safety
Education in the Curriculum

Table 9 presents the percentage of response of state departments of education and selected local school systems to survey question 9--Does your system include safety education as:

A. a separate course in the curriculum?

Data in Table 9 reveal that 3.5% of the local school systems and 9.3% of the state departments of education include safety education as a separate course. No respondents indicate plans to incorporate this approach of teaching safety.

B. included with other subjects?

Data in Table 9 reveal that 96.5% of the local school systems and 97.7% of the state departments of education include the teaching of safety with the other subjects. It is further shown that 2.3% of the state systems plan this approach to safety.

C. not provided at all in the schools?

Data in Table 9 reveal that 1.8% of the local school systems and none of the state departments of education responses indicate exclusion of safety in the curriculum, and one local system (1.8%) plans to delete it from the curriculum.

D. left up to the individual schools or school systems?

Data in Table 9 reveal that 61.4% of the local school systems leave the instruction of safety to their schools, and 90.7% of the state departments of education leave safety education to the discretion of the individual school systems. It was reported by one local school system (1.8%) that they plan to leave the matter to the schools.

Governmental Immunity Status Laws

Table 10 presents the percentage of response of state departments of education and selected local school systems to survey question 9--Does your educational system have:

TABLE 10.--Responses of state and local school systems surveyed, expressed in percentages:* Question #9.

Question #9: Does your educational system have:

	A	B	C	D	E	F	G
Possible Responses	for liability?	governmental immunity doctrine laws?	if not, explain your situation?*				
Local School Systems	Y 59.6 N 40.4 P 0.0	47.4 52.6 0.0	8.8 91.2 0.0				
State Departments of Education	Y 67.4 N 32.6 P 0.0	41.9 58.1 0.0	6.9 93.1 0.0				

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

A. Tort liability?

Data in Table 10 reveal that 59.6% of the local school systems and 67.4% of state respondents report that they do have tort liability.

These school systems are held accountable for their acts of negligence in the performance of their responsibilities; as they have lost their governmental immunity and can be sued for their negligent acts. In certain states, suits can be brought against those with governmental immunity by permission.

Data in Table 10 reveal that 47.4% of the local systems and 41.9% of the state departments of education responded that they still have governmental immunity, at least as a governmental agency, and can not be sued.

The status of each state regarding governmental immunity can be better assessed from Edward's findings on the subject; his information was obtained from the legal branch of the state governments. A copy of his conclusions can be found in Appendix O.

C. If your system has neither of these, explain your situation.

Data in Table 10 reveal that 8.8% of the local school systems and 6.9% of the state departments of education reported other legal arrangements. A complete list of responses to this question can be found in Appendix K.

Support Groups
For Accident Prevention

Table 11 presents the percentage of response of state departments of education and selected school systems to survey question 10--Does your educational system have:

A. a state or district safety council or committee?

Data in Table 11 reveal that 47.4% of local school systems and 76.7% of the state departments of education state that they do have a safety council or committee to support their safety and accident prevention activities. It is further indicated that 2.3% of the states are planning such safety groups.

B. a state or district driver education association?

Data in Table 11 reveal that 40.4% of the local school systems and 95.3% of the state departments of education report having a driver education association.

C. a state or district safety association?

Data in Table 11 reveal that 12.3% of the local school systems, and 30.2% of the state departments of education indicate that they have a safety association. It is further reported that 6.9% of the states are planning a safety association.

D. a combined safety and driver education association?

Data in Table 11 reveal that 17.5% of the local school systems and 32.6% of the states report having a

TABLE 11.--Responses of state and local school systems surveyed, expressed in percentages:* Question #10.

Question #10: Does your educational system have:							
	A	B	C	D	E	F	G
Possible Responses	a state or district safety council or committee?	a state or district driver education association?	a state or district safety association?	a combined safety and driver education association?	other, specify?*		
Local School Systems	Y 47.4	40.4	12.3	17.5	8.8		
	N 52.6	59.6	87.7	82.5	91.2		
	P 0.0	0.0	0.0	0.0	0.0		
State Departments of Education	Y 76.7	95.3	30.2	32.6	13.9		
	N 23.3	4.7	69.8	67.4	86.1		
	P 2.3	0.0	6.9	4.7	0.0		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for the complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

combined safety and driver education association. The findings further indicate that 4.7% of the state agencies are planning a combined association.

E. combinations of groups other than those specified?

Data in Table 11 reveal that 8.8% of the local school systems, and 13.9% of the state departments of education report other groups. Most other arrangements combine safety with health or physical education. A complete list of all responses can be found in Appendix K.

Federal Funds for Accident
Prevention Programs

Table 12 presents the percentage of response of state departments of education and selected local school systems to survey question 11--Has your system received federal funds for safety programs? If so, list from what laws or acts.

A. Safety education? Specify source.

Data in Table 12 reveal that only 5.3% of the local school systems, and 30.2% of the states have received federal funds for their safety education programs. It is also shown that 2.3% of the responding states are planning to obtain federal funds for these programs.

TABLE 12.--Responses of state and local school systems surveyed, expressed in percentages:* Question #11.

Question #11: Has your state or school system received federal funds for safety programs, and if so, list from what laws or acts:							
	A	B	C	D	E	F	G
Possible Responses							

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

The majority of these funds came from the Highway Safety Act of 1966. The next most frequent source was the Elementary and Secondary Education Act, and one from the Model Cities Program. A complete list of responses can be found in Appendix K.

B. Driver education? Specify source.

Data in Table 12 reveal that 31.6% of the responding local school systems and 93.1% of the state department of education respondents, report receiving federal funds for the development of their driver education programs.

The impact of the Highway Safety Act is well demonstrated here, for all but few responding systems received their funds from this act. The law 89-564 defines the use of these funds in driver education. A complete list of responses can be found in Appendix K.

Administration of Accident Prevention
Programs Defined in Job Descriptions

Table 13 presents the percentage of response of state departments of education and selected local school systems to survey question 12--Are the administrative duties defined in your job description?

TABLE 13.--Responses of state and local school systems surveyed, expressed in percentages:* Question #12.

Question #12: Are the administrative duties defined in your job description?							
	A	B	C	D	E	F	G
Possible Responses	non-applicable?	student accident reporting and analysis?	accident prevention in the curriculum?	administering the safety education program?			
Local School Systems	Y	49.1	47.4	56.1			
	N	28.1	22.8	24.5	15.8		
	P		0.0	0.0	0.0		
State Departments of Education	Y	16.3	30.2	37.2			
	N	23.3	60.4	46.5	39.5		
	P		2.3	0.0	2.3		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

A. Non-applicable?

Data in Table 13 reveal that 28.1% of the local school systems and 23.3% of states indicate that (B) student accident reporting, (C) accident prevention in the curriculum, and/or (D) administering the safety education programs, were not listed in their job descriptions. Thus, the question was non-applicable to them.

B. Student accident reporting and analysis?

Data in Table 13 reveal that 49.1% of the local school systems and 16.3% of the state departments of education report that the duties of student accident reporting and analysis were included in their job descriptions. It is also shown that 2.3% of the states plan to include this in administrative job descriptions.

C. Accident prevention in the curriculum?

Data in Table 13 reveal that 47.4% of the local school systems and 30.2% of the state departments of education report curricular accident prevention contained in their job descriptions.

D. Administering the safety education program?

Data in Table 13 reveal that 56.1% of the local school systems and 37.2% of the states respond that administering the safety education program is included in their job descriptions. It is noted that 2.3% of the state respondents indicate that it is planned to include this activity in their job description.

Educational Levels at Which Accident
Reporting Should be Conducted

Table 14 presents the percentage of response of state departments of education and selected local school systems to survey question 13--Should student accident reporting be conducted:

A. at the state level?

Data in Table 14 reveal that 54.4% of the local school systems and 83.7% of the state departments of education are of the opinion that student accident reporting should be conducted at the state level. It was further indicated that 3.5% of the local school systems, and 2.3% of the states responded a "planned" to this question.

B. at the school district level?

Data in Table 14 reveal that 96.5% of the local school systems and 100% of the state respondents indicate that accident reporting should be an activity that is conducted at the local level. One local school system (1.8%) responded "planned" to this question. This is an inaccurate statement in two respects: 1) this is an opinion question; and 2) 100% of the local respondents reported having a student accident reporting program in question 17.

TABLE 14.--Responses of state and local school systems surveyed, expressed in percentages:* Question #13.

Question #13: Should student accident reporting be conducted:								
	A	B	C	D	E	F	G	
Possible Responses	at the state level?		at the school district level?	as an educational activity at both levels?		other, explain. *		
	Y	54.4	96.5	80.7	1.8			
	N	45.6	3.5	19.3	98.2			
	P	3.5	1.8	3.5	0.0			
Local School Systems								
State Departments of Education	Y	83.7	100	90.7	6.9			
	N	16.3	0.0	9.3	93.1			
	P	2.3	0.0	0.0	0.0			

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

C. as an educational activity at both levels?

Data in Table 14 reveal that 80.7% of the local school systems and 90.7% of the state respondents consider accident reporting as an educational activity of both agencies. It is further shown that 3.5% of the local systems are planning the activity at both levels.

D. arrangements other than those listed? Specify.

Data in Table 14 reveal that only 1.8% of the local school systems and 6.9% of the states report other arrangements for accident reporting. One notable exception that has proven very effective, is that student accidents in the state of Kansas are reported to the State Health Department for summary and analysis. A complete list of the responses to this question can be found in Appendix K.

PART II

ACCIDENT REPORTING PROCEDURES

Types and Degrees of Accident Reporting

Table 15 presents the percentage of response of state departments of education and selected local school systems to survey question 14*--Is the student accident reporting in your system?

* State level responses for question 14-D and 15-A show an inconsistency, due possibly to the options.

A. systemwide?

Data in Table 15 reveal that a 100% of the local school systems, and 27.9% of the state departments of education report having a systemwide program of accident reporting. It is also shown that 9.3% of the states are planning to institute a statewide system of reporting.

The overwhelming response from the local school systems is due to the fact that these systems were selected from those reporting summaries to the National Safety Council.

B. standardized and required?

Data in Table 15 reveal that 94.7% of the responding local school systems and 20.9% of the state departments of education report having a standardized and required student accident reporting program. The findings also show that 9.3% of the states are planning standardized and required reporting.

C. voluntary?

Data in Table 15 reveal that only 5.3% of the local school systems and 39.5% of the states permit voluntary reporting. It is further indicated that 2.3% of the states plan to make their program voluntary.

D. non-applicable?

Data in Table 15 reveal that no local school system, and 37.2% of the state departments of education indicate that this question is non-applicable to their

TABLE 15.--Responses of state and local school systems surveyed, expressed in percentages: * Question #14.

Question #14: Is the student accident reporting in your state or district:

		A	B	C	D	E	F	G
Possible Responses		systemwide?	standardized and required?	voluntary?	non-applicable?	other, explain, **		
Local School Systems	Y	100	94.7	5.3		1.8		
	N	0.0	5.3	94.7	0.0	98.2		
	P	0.0	0.0	0.0		0.0		
State Departments of Education	Y	27.9	20.9	39.5		6.9		
	N	34.9	41.9	23.3	37.2	55.9		
	P	9.3	9.3	2.3		0.0		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

situations. This means that these states do not conduct any degree of accident reporting on the state level.

E. conducted any way other than specified?

Data in Table 15 reveal that 1.8% of the local school systems and 6.9% of the state departments of education provide other arrangements for student accident reporting. A complete list of these responses can be found in Appendix K.

Scope of Accident Reporting

Table 16 presents the percentage of response of state departments of education and selected local school systems to survey question 15--Does your system have accident reporting for:

A. non-applicable?

Data in Table 16 reveal that no local school system and 62.8% of the states report that this question is non-applicable to their situations. This would mean that they do not have a program that reports student, professional or non-professional accidents.

B. student accidents?

Data in Table 16 reveal that 98.2% of the local school systems and 30.3% of the state departments of education indicate that they have reporting of student

TABLE 16.--Responses of state and local school systems surveyed, expressed in percentages:* Question #15.

Question #15: Does your system have accident reporting for:

Possible Responses	A		B		C		D		E		F		G	
	Y	N	P	non-applicable?	student accidents?	professional staff?	24 hour student accident reporting?	during the summer months?	non-professional staff accidents?					
Local School Systems	Y			0.0	98.2	86.0	82.5	42.1	31.6					
	N				1.8	14.0	17.5	57.9	68.4					
	P				0.0	0.0	0.0	1.8	1.8					
State Departments of Education	Y			62.8	30.3	23.3	20.9	0.0	11.6					
	N				6.9	13.9	16.3	37.2	25.6					
	P				2.3	4.7	4.7	6.9	6.9					

*Actual computed percentage rounded to the nearest tenth.

**See appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

accidents. It is further shown that 2.3% of the states plan to include reporting of student accidents.

There is only one local school system that reports not having systemwide reporting of student accidents. This is inconsistent with question 12 in which all school systems reported having systemwide student accident reporting.

C. professional staff?

Data in Table 16 reveal that 86% of the local school systems and only 23.3% of the state departments of education report professional staff accidents. The data further indicates that 4.7% of the states plan reporting of professional staff accidents.

D. student accident reporting on a 24 hour basis?

Data in Table 16 reveal that 82.5% of the local school systems and 20.9% of the state departments of education respond that they report student accidents around the clock. It is also shown that 4.7% of the states plan 24 hour reporting.

E. accidents occurring during the summer months?

Data in Table 16 reveal that 42.1% of the local school systems and none of the state departments of education include reporting of accidents during the summer months. It is further shown that 1.8% of the local systems and 6.9% of the states plan to incorporate the reporting of student accidents occurring during the summer months.

F. non-professional staff accidents?

Data in Table 16 reveal that 31.6% of the local school systems, and only 11.6% of the state departments of education report non-professional staff accidents. It is also shown that 1.8% of the local systems and 6.9% of the states plan to include the reporting of accidents of its non-professional staff.

Types of Accident Report Forms

Table 17 presents the percentage of response of state departments of education and selected local school systems to survey question 16--What type of reporting form do you use?

A. Non-applicable?

Data in Table 17 reveal that none of the local school systems and 60.5% of the state departments of education indicated this question non-applicable to their situations.

This high state response correlates closely to question 15-A where 62.8% of the states indicated that they had no reporting of student accidents.

B. The National Safety Council's Standardized Student Accident Report Form?

Data in Table 17 reveal 33.3% of the local school systems, and 13.9% of the state departments of education use the National Safety Council's form.

TABLE 17.--Responses of state and local school systems surveyed, expressed in percentages: * Question #16.

Question #16: What type of reporting form do you use?

Possible Responses	A	B	C	D	E	F	G
	non-applicable?	the National Safety Council's standardized form?	a variation of the Council's form?	a form designed by the State Dept. of Educ.?	a form designed by your system to meet your needs?		
Local School Systems	Y	33.3	26.3	5.3	63.2		
	N	0.0	73.7	94.7	36.8		
	P	0.0	0.0	0.0	0.0		
State Departments of Education	Y	13.9	13.9		23.2		
	N	60.5	25.6	N/A	16.3		
	P	0.0	0.0		0.0		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

C. A variation of the National Safety Council's form?

Data in Table 17 reveal that 26.3% of the local school systems and 13.9% of the states report use of a variation of the Council's form.

It was found from sample report forms sent by various school systems with the completed questionnaires, that those that are using variations of the Council's form, differ only slightly. In most cases, the changes were not in the area of data information on the accident but was additional information for individual system information or for coding purposes.

D. A form designed by the state department of education.

Data in Table 17 reveal that a mere 5.3% of the local school systems report that their forms were designed by the state departments of education.

E. A form designed by your system to meet your needs?

Data in Table 17 reveal that 63.2% of the local school systems and 23.2% of the states have designed an accident reporting form to meet their individual system needs.

Number of Surveyed Systems and the
Percentage Having Student Accident
Reporting Programs

Tables 18, 19, and 20 present the percentage of response of state departments of education and selected

TABLE 18.--Responses of local school systems expressed in totals and percentages:
Question #17.

Question #17: The (A) number of schools in your district and (B) the number having student accident reporting systems.					
School Systems	A--No. of Schools	B--% Reporting	School Systems	A--No. of Schools	B--% Reporting
Mobile, Ala.	84	100	Jackson, Miss.	55	100
Glendale, Ariz.	6	100	Tupole, Miss.	11	100
Little Rock, Ark.	43	100	Hannibal, Missouri	8	100
N. Little Rock, Ark.	25	100	Kansas City, Missouri	101	100
Glendale, Calif.	32	100	Springfield, Missouri	56	100
Los Angeles, Calif.	586	100	Elizabeth, N. J.	25	100
Greenwich, Conn.	17	100	Carlsbad, N. Mexico	15	100
Milford, Del.	8	100	Albany, N. Y.	NR*	100
Hillsborough Co., Fla.	130	100	Hastings-on-Hudson, N.Y.	3	100
Pinnellas Co., Fla.	NR*	100	Hettinger, N. Dakota	3	100
Putnam Co., Fla.	16	100	Cincinnati, Ohio	103	100
Boise, Idaho	38	100	Cleveland, Ohio	189	100
Chicago, Ill.	550	100	Lakewood, Ohio	14	100
Elkhart, Ind.	25	100	Oklahoma City, Oklahoma	110	100
Gary, Ind.	47	100	Medford, Oregon	17	100
Indianapolis, Ind.	124	100	Erie, Pa.	31	100
Iowa City, Iowa	21	100	Pittsburgh, Pa.	111	100
Kansas City, Kansas	71	100	Greenville, S. Co.	100	100
Jefferson Co., Kan.	91	100	Brookings, S. Dakota	4	100
Louisville, Kan.	68	100	Harlingen, Texas	16	100
Farmington, Maine	13	100	Houston, Texas	225	100
Baltimore, Md.	155	100	Brigham City, Utah	23	100
Springfield, Mass.	43	100	Salt Lake City, Utah	50	100
Waltham, Mass.	19	100	Rutland, Vermont	12	100
Detroit, Mich.	301	100	Richmond, Va.	73	100
Grand Rapids, Mich.	69	100	Spokane, Wash.	61	100
Lincoln Park, Mich.	17	100	Fairmont, W. Va.	49	100
Duluth, Minn.	49	100	Green Bay, Wisconsin	41	100
St. Louis Park, Minn.	14	100			

*NR--These school systems not listing its number of schools, but indicating that all of them had student accident reporting systems.

TABLE 19.---Responses of state departments of education expressed in totals and percentages:* Question #17.

Question #17: What are the number (A) of school districts in your state, and (B) of school districts having student accident reporting systems?

States	No. of School Systems	% with Reporting Programs	States	No. of School Systems	% with Reporting Programs
Alabama	125	UN	Missouri	461	18.9
Arizona	295	UN	Montana	UN	UN
California	UN	UN	Nebraska	1,720	UN
Colorado	181	23.8	Nevada	17	100
Connecticut	UN	UN	New Jersey	600	UN
Delaware	26	100	New Mexico	89	13.5
Florida	67	29.9	New York	753	UN
Georgia	191	UN	North Carolina	152	UN
Hawaii	UN	UN	North Dakota	300	UN
Idaho	115	100	Oklahoma	UN	UN
Illinois	1,315	UN	Oregon	345	UN
Iowa	452	UN	Pennsylvania	600	100
Kansas	312	100	Rhode Island	40	UN
Kentucky	192	UN	South Carolina	93	UN
Louisiana	66	97.0	South Dakota	201	UN
Maine	24	UN	Tennessee	150	UN
Maryland	24	100	Texas	1,021	100
Massachusetts	351	UN	Virginia	131	UN
Michigan	527	UN	Washington	320	UN
Minnesota	430	46.5	West Virginia	55	UN
Mississippi	150	UN	Wisconsin	384	100
			Wyoming	131	UN

*Actual computed percentage to the nearest tenth.

UN--The number of school systems is unknown to the State Department of Education.

TABLE 20.--Responses of states and local school systems expressed in totals and percentage.*

Question #17: The number (A) of schools in your district, and (B) of schools having student accident reporting systems; List according to types: elementary, junior high, senior high, and special.			
Types of Schools	No. of Schools	No. Reporting	%
Elementary Schools	2,924	2,924	100
Junior High Schools	475	475	100
Senior High Schools	405	405	100
Special Schools	86	86	100
Total Reporting	3,890	3,890	
Question #17: The number of (A) school districts in your state, and (B) the number of districts having student accident reporting systems.			
	No. of Districts	No. Reporting	%
States	12,406	2,982	24.0

*Actual computed percentages to the nearest tenth.

local school systems to survey question 17--What is the (A) number of schools or districts in your system, and (B) the number having student accident reporting systems?

Data in Table 18 reveal the number of schools in each responding local school system, and Table 20 indicates the total number of responding schools, and the number and percentage of those with reporting programs. It is readily seen that every responding local school system has 100% systemwide reporting programs. It is certainly one of the outstanding findings of this study. It is also a tribute to the programs of the selected schools used in this study--a total of 2,924 elementary schools, 475 junior high schools, 405 senior high schools, and 86 special schools--totaling 3,890 schools involved in the analysis of this question.

Table 19 reveal the number of school systems in each responding state and the percentage of those known to the state department of education as having student accident reporting systems. Table 20 indicates the total number of school districts in the responding states (12,406) and the number and percentage with known reporting programs, (2,982--24%). These tables clearly indicate the lack of statewide reporting systems, and even the lack of information as to the status of reporting on the local levels.

Methods of Processing Accident Data

Table 21 presents the percentage of response of state departments of education and selected local school systems to survey question 18--What method of data processing of student accidents is used in your system?

A. Manual tabulation?

Data in Table 21 reveal that 86% of the local school systems and 18.6% of the state departments of education manually tabulate their student accident data. It is further noted that 2.3% of the states are planning to use this method of data processing.

B. Computer assistance?

Data in Table 21 reveal that only 10.5% of the local school systems and 11.6% of the state departments of education report that they use computer assistance for data processing of student accident reports. It is further indicated that 7% of the local systems and 9.3% of the states plan the use of computer assistance.

C. A combination of both methods?

Data in Table 21 reveal that 7% of the local school systems and 11.6% of the state departments of education respond that they use a combination of manual tabulation and computer assistance in data processing of student accidents. It is further shown that 1.8% of the local systems and 6.9% of the states plan to combine the use of both methods for data processing.

TABLE 21.--Responses of state and local school systems surveyed, expressed in percentages:* Question #18.

Question #18: What method of data processing of student accidents is used?									
		A	B	C	D	E	F	G	
Possible Responses		manual tabulation?		computer assistance?		a combination of both methods?		non-applicable?	
		Y	N	Y	N	Y	N	Y	N
Local School Systems	Y	86.0	10.5	7.0	3.5	94.7	0.0		
	N	12.2	87.7	91.2	1.8	94.7	0.0		
	P	0.0	7.0	1.8					
State Departments of Education	Y	18.6	11.6	11.6	2.3	30.2	0.0		
	N	13.9	20.9	20.9	67.5	30.2	0.0		
	P	2.3	9.3	6.9					

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

D. Non-applicable?

Data in Table 21 reveal that only 1.8% of the local school systems and 67.5% of the state departments of education state that this question is non-applicable to their situations.

E. Methods other than those specified?

Data in Table 21 reveal that 3.5% of the local school systems and 2.3% of the state departments of education respond affirmatively to this question.

There are two local school systems that do not analyze their data and one state, Kansas, that indicate that the State Health Department collects and processes the accident data. A complete list of responses can be found in Appendix K.

Manual Tabulation of Accident Data

Table 22 presents the percentage of response of state departments of education and selected local school systems to survey question 19--If you use manual tabulation of accident data, is it:

A. non-applicable?

Data in Table 22 reveal that 8.8% of local school systems and 79.1% of the state departments of education indicate that this question is not applicable to their situations.

TABLE 22.--Responses of state and local school systems surveyed, expressed in percentages:* Question #19.

Question #19: If you use manual tabulation of accident data, is it:

Possible Responses	A	B	C	D	E	F	G
	non-applicable?	meeting your needs?	because you do not have available computers?	because your system is too small for other methods?	other, specify?*		
Local School Systems	Y	61.4	36.8	15.8	5.2		
	N	29.8	54.4	75.4	86.0		
	P	0.0	0.0	1.8	1.8		
State Departments of Education	Y	11.6	4.6	6.9	6.9		
	N	9.3	16.3	14.0	14.0		
	P	0.0	0.0	0.0	2.3		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

B. meeting your needs?

Data in Table 22 reveal that 61.4% of the local school systems and 11.6% of the state departments of education indicate that manual tabulation of accident data meets their needs.

C. because you do not have available computers?

Data in Table 22 reveal that 36.8% of the local school systems and 4.6% of the state departments of education indicate that they use manual tabulation because they do not have available computers.

D. because your system is too small for other methods?

Data in Table 22 reveal that 15.8% of the local school systems and 6.9% of the states report that their systems are too small for methods other than manual tabulation. One school system responded "planned" to this question.

E. for reasons other than those specified?

Data in Table 22 reveal that 5.2% of the local school systems and 6.9% of the states provide other responses to this question. It is further shown that 1.8% of the local systems and 2.3% of the states are planning other methods of processing data. A complete list of responses to this question can be found in Appendix K.

Distribution of Accident Report Summaries

Table 23 presents the percentage of response of state departments of education and selected local school systems to survey question 20--Are summaries of reported accident data distributed:

A. monthly?

Data in Table 23 reveal that 29.8% of the local school systems and 9.3% of the states report that they provide monthly summaries of their accident reports. It is further shown that 2.3% of the states are planning to distribute monthly summaries.

B. semi-annual summaries?

Data in Table 23 reveal that 14% of the local school systems and only 2.3% of the state departments of education indicate that they distribute semi-annual reports of analyzed accident data. It is further shown that 1.8% of the local school systems and 2.3% of the states are planning semi-annual summaries.

C. annually?

Data in Table 23 reveal that 68.4% of the local school systems and 32.7% of the state departments of education provide accident summaries on an annual basis. It is also shown that 6.9% of the states are planning annual accident summaries.

TABLE 23.--Responses of state and local school systems surveyed, expressed in percentages:* Question #20.

Question #20: Are summaries of reported accident data distributed:							
	A	B	C	D	E	F	G
Possible Responses		Monthly?	Semi-annually?	Annually?	Other, specifically?*	non-applicable	
Local School Systems	Y	29.8	14.0	68.4	10.5		
	N	68.4	84.2	29.8	87.7	1.8	
	P	0.0	1.8	0.0	0.0		
State Departments of Education	Y	9.3	2.3	32.7	11.6		
	N	27.9	34.9	4.5	25.6	62.8	
	P	2.3	2.3	6.9	2.3		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = planned program.

D. by means other than those specified?

Data in Table 23 reveal that 10.5% of the local school systems and 11.6% of the state departments of education indicate other ways of summarizing data. It is also shown that 2.3% of the states are planning other means. A complete list of all responses can be found in Appendix K.

E. non-applicable?

Data in Table 23 reveal that 1.8% of the local school systems and 62.8% of the state departments of education report that accident summaries are not applicable to their present accident prevention programs.

Projections for Systemwide
Accident Reporting

Table 24 presents the percentage of response of state departments of education and selected local school systems to survey question 21--What are your projections for a systemwide reporting program?

A. Do not consider implementing a program.

Data in Table 24 reveal that no local school system* and only 6.9% of the state departments of education indicate that they are not planning a reporting program.

* Previously reported that 100 percent of local school systems had a program in effect. See question 14-A.

TABLE 24.--Responses of state and local school systems surveyed, expressed in percentages:* Question #21.

Question #21: What are your projections for a system-wide reporting program?								
		A	B	C	D	E	F	G
Possible Responses			do not consider a program. a program now in effect.	1 to 2 Years away.	3 to 4 Years away	other, specify. **		
Local School Systems	Y	0.0	100	0.0	0.0	0.0		
	N	100	0.0	100	100	100		
	P	0.0	0.0	0.0	0.0	0.0		
State Departments of Education	Y	6.9	20.8	27.9	30.2	4.5		
	N	93.1	79.2	72.1	69.8	95.5		
	P	0.0	0.0	6.9	11.6	2.3		

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

The local response is in accord with 100% system-wide accident reporting already in effect, and the state response indicates that almost all states have, or are planning, reporting programs.

B. A program now in effect.

Data in Table 24 reveal that 100% of the local school systems and 20.8% of the state departments of education report systemwide reporting programs.

These are important findings gleaned from this study. However, there is some variation of the state response in correlation to question 14-A which virtually asks the same thing; that percentage is 27.9%. What the reasons are for this is unknown.

C. 1 to 2 years away.

Data in Table 24 reveal that no local school system and 27.9% of the state departments of education indicate they are planning a systemwide program in 1 to 2 years.

D. 3 to 4 years away.

Data in Table 24 reveal that no local school system, and 30.2% of the state departments of education indicate that they are planning a systemwide program in 3 to 4 years. It is also shown that 11.6% of the states indicate hopefully having such a reporting program in 3 to 4 years.

E. Projections other than those specified.

Data in Table 24 reveal that no local school system, and 4.5% of the state departments of education indicate other projections for a reporting program. Most plans are predicated on whether or not additional funds and staff will be made available. A complete list of responses can be found in Appendix K.

Recipients and Quality of Accident Data

Table 25 presents the percentage of response of state departments of education and selected local school systems to survey question 22--If you collect accident data:

A. is non-applicable?

Data in Table 25 reveal that 5.2% of the local school systems and 62.8% of the state departments of education indicate that this question is not applicable to their situations.

B. is sufficient data being collected?

Data in Table 25 reveal that 63.2% of the local school systems, and 23.3% of the state departments of education report that they are collecting data sufficient for their needs. It is also shown that one local school system responds "planned" to this question.

TABLE 25.--Responses of state and local school systems surveyed, expressed in percentages:* Question #22.

Question #22: If you collect accident data, is:

	A	B	C	D	E	F	G	H
Possible Responses	non-applicable?	sufficient data being collected?	it presented in a manner easily interpreted?	there adequate distribution of the data?	the data made available to students?	the data made available to professional staff?	the data made available to non-professional staff?	other, specify?*
Local School Systems	Y 5.2 N P	63.2 31.6 1.8	80.8 14.0 1.8	52.6 42.2 5.2	29.8 65.0 5.2	65.0 29.8 5.2	40.4 54.4 3.5	10.5 84.3 1.8
State Departments of Education	Y N 62.8 P	23.3 13.9 0.0	25.6 11.6 2.3	23.3 13.9 4.7	11.6 25.6 0.0	32.6 4.6 2.3	20.8 16.4 2.3	6.9 30.3 0.0

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

C. is it presented in a manner that is easily interpreted?

Data in Table 25 reveal that 80.8% of the local school systems and 25.6% of the state departments of education report that their data is presented in an easily interpretable manner. It is further shown that 1.8% of the local school systems, and 2.3% of the states are planning to improve the communicability of their accident data.

D. is there adequate distribution of the data?

Data in Table 25 reveal that 52.6% of the local school systems and 23.3% of the states feel that there is adequate distribution of the accident data. It is further indicated that 5.2% of the local systems and 4.7% of the state agencies are planning to increase their distribution.

E. is the data made available to students?

Data in Table 25 reveal that 29.8% of the local school systems, and 11.6% of the state departments of education make their data available to students. It is further noted, that 5.2% of the local systems are planning to provide their students with this data.

F. is the data made available to professional staff?

Data in Table 25 reveal that 65% of the local school systems and 32.6% of the states report that they make accident data available to professional staff. It is also shown that 5.2% of the local systems, and 2.3% of the state agencies make copies of analyzed data for their professional staff.

TABLE 26.--Responses of state and local school systems surveyed, expressed in percentages:* Question #23.

Question #23: Is your student accident data analyzed and used:

Possible Responses	A	B	C	D	E	F	G	H
	non-applicable?	to encourage schools or districts to summarize accident data?	as a means of evaluating ongoing safety programs?	to assess the cost of accidents in the schools?	to make available to all schools?	for curriculum planning and improvement?	to demonstrate preventive measures to the schools?	to analyze the overall system accident picture?
Local School Systems	Y	50.9	68.5	31.6	54.4	54.4	59.6	65.0
	N	43.9	26.3	63.2	40.4	40.4	35.2	29.8
	P	1.8	1.8	1.8	1.8	3.5	3.5	3.5
State Departments of Education	Y	25.6	32.7	13.9	23.3	30.3	27.9	25.6
	N	11.6	4.5	23.3	13.9	6.9	9.3	11.6
	P	4.5	4.5	4.5	4.5	6.9	4.5	6.9

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

G. is the data made available to non-professional staff?

Data in Table 25 reveal that 40.4% of the local school systems and 20.8% of the state departments of education distribute data to their non-professional staff. It is further shown that 3.5% of the local systems and 2.3% of the states are planning to do so.

H. is it presented in a manner other than those specified?

Data in Table 25 reveal that 10.5% of the local school systems and 6.9% of the state departments of education indicate other procedures for distribution of accident data. It is also shown that 1.8% of the local systems are planning additional methods. A complete list of these responses can be found in Appendix K.

PART III

PROGRAM USES OF ANALYZED DATA

Uses of Analyzed Student Accident Data

Table 26 presents the percentage of response of state departments of education and selected local school systems to survey question 23--Is your student accident data analyzed and used:

A. non-applicable?

Data in Table 26 reveal that 5.2% of the local school systems and 62.8% of the state departments of education indicate that this question is not applicable to their situations.

TABLE 26.--Responses of state and local school systems surveyed, expressed in percentages:* Question #23.

Question #23: Is your student accident data analyzed and used:								
Possible Responses	A	B	C	D	E	F	G	H
	non-applicable?	to encourage schools or districts to summarize accident data?	as a means of evaluating ongoing safety programs?	to assess the cost of accidents in the schools?	to make available to all schools?	for curriculum planning and improvement?	to demonstrate preventive measures to the schools?	to analyze the overall system accident picture?
Local School Systems	Y	50.9	68.5	31.6	54.4	54.4	59.6	65.0
	N	43.9	26.3	63.2	40.4	40.4	35.2	29.8
	P	1.8	1.8	1.8	1.8	3.5	3.5	3.5
State Departments of Education	Y	25.6	32.7	13.9	23.3	30.3	27.9	25.6
	N	11.6	4.5	23.3	13.9	6.9	9.3	11.6
	P	4.5	4.5	4.5	4.5	6.9	4.5	6.9

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

TABLE 26.--Continued.

Question #23: Is your student accident data analyzed and used:

Possible Responses	I	J	K	L	M	N	O
	to determine trends in state or district student accidents	to isolate special or high-risk activity programs?	to initiate special studies for accident reduction?	to build public support for school safety programs?	for other state governmental agencies?	able to the National Safety Council?	for insurance and possible legal uses?
Local School	Y 63.2	61.5	47.4	47.4	29.8	73.7	89.6
Systems	N 31.6	33.3	47.4	47.4	65.0	21.1	5.2
	P 3.5	5.2	10.5	1.8	1.8	0.0	0.0
State	Y 27.9	25.6	23.3	30.3	20.8	23.3	18.6
Departments	N 9.3	11.6	13.9	6.9	16.4	13.9	18.6
of Education	P 6.9	6.9	9.3	4.5	6.9	9.3	4.5

*Actual computed percentage rounded to the nearest tenth.

**See Appendix K for complete list of state and local responses.

Key: Y = Yes; N = No; P = Planned program.

Both percentages correlate with earlier responses to questions regarding analysis of student accident data.

B. to encourage schools or districts to summarize accident data?

Data in Table 26 reveal that 50.9% of the local school systems and 25.6% of the state departments of education utilize analyzed data to encourage their subsystems to summarize data. It is further shown that 1.8% of the local systems and 4.5% of the states plan to use analyzed data for this all important function.

C. as a means of evaluating ongoing safety programs?

Data in Table 26 reveal that 68.5% of the local school systems, and 32.7% of the state departments of education use analyzed accident data for evaluating and improving their accident prevention programs. It is further indicated that 1.8% of the local school systems and 4.5% of the states plan to use analyzed data for this purpose.

D. to assess the cost of accidents in the schools?

Data in Table 26 reveal that 31.6% of the local school systems and 13.9% of the state departments of education utilize their accident data to evaluate the cost of accidents. It is further shown that 1.8% of the local systems and 4.5% of the states plan to use analyzed data for this function.

E. to make available to all schools?

Data in Table 26 reveal that 54.4% of the local systems and 23.3% of the state departments of education make analyzed and summarized accident data available to all schools. It is also shown that 1.8% of the local systems, and 4.5% of the states are planning this function of accident data.

F. for curriculum planning and improvement?

Data in Table 26 reveal that 54.4% of the local school systems and 30.3% of the state departments of education utilize accident data for curriculum planning and improvement. It is also indicated that 3.5% of the local systems and 6.9% of the states are planning this use for accident data.

G. to demonstrate preventive measures to the schools?

Data in Table 26 reveal that 59.6% of the local school systems and 27.9% of the state departments of education use their analyzed accident data for demonstrating preventive measures to their schools. It is also shown, that 3.5% of the local school systems, and 4.5% of the states are planning this function for accident data.

H. to analyze the over-all system accident picture?

Data in Table 26 reveal that 65% of the local school systems and 25.6% of the state departments of

education analyze the over-all accident picture of the system through analyzed accident data. It is further indicated, that 3.5% of the local school systems, and 6.9% of the state departments of education are planning to use their accident data for this purpose.

I. to determine state or district trends in student accidents?

Data in Table 26 reveal that 63.2% of the local school systems and 27.9% of the state departments of education indicate that they use analyzed data to determine trends in student accidents. It is also shown that 3.5% of the local systems and 6.9% of the states are planning to utilize analyzed data for this purpose.

J. to isolate special or high-risk activity programs?

Data in Table 26 reveal that 61.5% of the local school systems, and 25.6% of the state departments of education use analyzed accident data to isolate special or high-risk activity programs. It is further indicated that 5.2% of the local systems, and 6.9% of the states are planning this activity for analyzed data.

K. to initiate special studies for accident reduction?

Data in Table 26 reveal that 47.4% of the local school systems and 23.3% of the state departments of education use analyzed accident data to initiate special studies

for accident prevention and reduction. It is further shown that 10.5% of the local systems, and 9.3% of the states are planning this function of analyzed data.

L. to build public support for school safety programs?

Data in Table 26 reveal that 47.4% of the local school systems and 30.3% of the state departments of education use accident data to gain public support for safety programs. It is further reported that 1.8% of the local systems, and 4.5% of the state agencies plan this use of analyzed accident data.

M. for other state governmental agencies?

Data in Table 26 reveal that only 29.8% of the local school systems and 20.8% of the state departments of education make their analyzed accident data available to other agencies. It is also shown that 1.8% of the local systems and 6.9% of the states are planning this use of accident data.

N. to make available to the National Safety Council?

Data in Table 26 reveal that 73.7% of the local school systems and 23.3% of the state departments of education supply the National Safety Council with their accident data. It is further indicated that 9.3% of the state agencies are planning to submit summaries to the Council.

O. for insurance and possible legal uses?

Data in Table 26 reveal that 89.6% of the local school systems, and 18.6% of the state agencies, report that they analyze accident data for possible legal reasons. It is also shown that 4.5% of the states are planning to incorporate this as a use of accident data.

Special Studies Using Analyzed
Accident Data

Table 27 presents the percentage of response of state departments of education and selected local school systems to survey question 24--Have there been any special studies done in your system using analyzed student accident data? Specify.

Data in Table 27 reveal that 19.3% of the local school systems and 16.4% of the states report that there have been special studies conducted in their systems using analyzed accident data. It is further indicated that 3.5% of the local school systems plan this use of analyzed data. A complete list of responses to this question can be found in Appendix K.

Significant Areas Omitted from
the Questionnaire

Table 28 presents the percentage of response of state departments of education and selected local school

TABLE 27.--Responses of states and local school systems expressed in percentages:* Question 24.

Question 24: Have there been any special studies done in your system using analyzed student accident data?**			
	%-Y	%-N	%-P
State Departments of Education	16.4	83.6	-
Local School Systems	19.3	80.7	3.5

*Actual computed percentages to the nearest tenth.

**A complete list of special studies can be found in Appendix K.

Key: Y = Yes; N = No; P = Planned program.

TABLE 28.--Responses of states and local school systems expressed in percentages:* Question 25.

Question 25: What significant areas of concern in student accident reporting were omitted from this questionnaire?			
	<u>%-Y</u>	<u>%-N</u>	
State Depts. of Education	23.3	76.7	Local School Systems
			<u>%-Y</u> <u>%-N</u>
			14 86

<u>Typical Items Reported**</u>	<u>Typical Items Reported**</u>
Pedestrian and bicycle safety	Separate areas for elementary schools
Use of special committees	Statement on degree of success in accident reporting
Accident review boards	How the facts are used in the schools
Other collection agencies, such as police and Dept. of Motor Vehicles	School bus accidents and data
Relationship of state and local educational agencies	Procedures employed in accident prevention programs
Specific areas where accidents occur	Student hours lost in school versus non-school accidents.

*Actual computed percentages to the nearest tenth.

**See Appendix K for a complete list of responses.

Key: Y = Yes; N = No;

systems to survey question 25--What significant areas of concern in student accident reporting were omitted from this questionnaire?

Data in Table 28 reveal that 14% of the local school systems and 23.3% of the state departments of education list items they feel were omitted from this questionnaire. It is also noted that typical responses to this question are listed.

The typical responses listed in Table 28 will be reviewed as to their value of inclusion in accident reporting systems.

State Response--It was stated that pedestrian and bicycle safety, and the use of special committees and accident review boards should have been included in this questionnaire. Pedestrian and bicycle safety is a specific area of accident prevention that concerns types of program inclusion such as fire safety, and recreational safety. It was not within the scope of this study to deal with these instructional areas. The use of committees and review boards were actually covered in question 10 which asked about groups of this type within the system. Specifically, 10-E was an open ended question where those special groups should have been listed by their respective systems.

As for "the use of other collection agencies, such as the police department and the motor vehicle department", this question was considered for possible inclusion in the questionnaire because of this researcher's prior knowledge of the state of Kansas' arrangement for collection of accident data. It was omitted due to the lack of space (six pages was to be the limit of length), and because this writer wanted to deal specifically with these activities of the educational systems themselves.

The inclusion of "relationship of state and local educational agencies" would have been an interesting question to survey. However, to tabulate and to make a meaningful analysis of individual relationships would not work well with the response plan of this questionnaire--Yes, No, and Planned. Also too, this was primarily a survey of types of student accident reporting programs.

As for "specific areas where accidents occur", this writer was interested in this aspect as an item on the accident report form (Part IV); not for the causes of accidents, but as an element in accident reporting programs.

Local School System Responses.--"There should have been separate areas for elementary schools". It must be restated again, that it was not the purpose of this study to isolate instructional program areas, such as those included in elementary, junior high, or senior high school, but to assess the systems' accident reporting procedures, regardless of what level.

A "statement on degree of success in accident reporting" was ruled out for inclusion because of the fact that it is an opinion question. Only one opinion question was included and that was to assess at what level accident reporting should be conducted--at the state, and local level, or at both levels.

An item that would have probably improved the questionnaire is "How the facts are used in the schools". These experiences would prove helpful in determining the use of accident data.

"School bus accidents and data" was not included because of its specific nature. It was not within the scope of this study to assess particular accident areas.

Again, it was not within the scope of this survey to assess specific "procedures employed in accident prevention programs". The section of questions on safety education (Part I) was included only as general background information for the accident reporting programs themselves.

The area of "student hours lost in school versus non-school accidents" would have probably proved most interesting. However, there would most likely be few systems researching this specific area, and if there were any, it should have been included in the question on special studies.

PART IV

ACCIDENT REPORT FORM INFORMATION

Items Included on Report Forms

Tables 29 and 30 present the percentage of response of state departments of education and selected local school systems to survey questions 26-57 indicating which of the listed items of the National Safety Council's Standard Student Accident Report Form they include on their report forms. If the systems do not have a report form they were requested to include those items they would include if they were to design a form. A brief statement will be presented concerning the analysis of the responses and of the state and local school systems.

26. Non-applicable.

Data in Tables 29 and 30 reveal that 1.8% of the local school systems and 58.1% of the state departments of education state that these questions are not applicable to their situations. These percentages correlate with earlier responses indicating systemwide reporting programs. There are slight variations with the state response from question to question.

27. Name.

Data in Tables 29 and 30 reveal that 78.9% of the local school systems and 30.3% of the state departments of education indicate that they include the name of the injured

TABLE 29.--Responses of local school systems expressed in percentages: *
Questions #26 to #56.

Part IV: Accident reporting form information; Questions #26 to #56.					
Report Form Items	%-Y	%-N	%-P	Report Form Items	%-Y %-N %-P
26. N/A**	1.8	-	-	43. Supervision (professional, non-professional)	89.5 8.7 -
27. Name	78.9	19.3	-	44. Agency involved (equipment etc.)	94.7 3.5 -
28. Address	91.2	7.0	-	45. Unsafe act	77.1 21.1 -
29. School	96.4	1.8	-	46. Unsafe mechanical physical condition	71.9 26.3 -
30. Sex	92.9	5.3	-	47. Unsafe personal factor	68.4 29.8 -
31. Age; month, day, yr.	84.2	14.0	-	48. Corrective action; taken, suggested	75.4 22.8 -
32. Grade or special program	91.2	7.0	-	49. Property damage	43.9 54.3 -
33. Date and time of accident, day of week.	96.4	1.8	-	50. Description	78.9 19.3 -
34. Nature of injury	96.4	1.8	-	51. Date of report	92.9 5.3 -
35. Part of body injured	96.4	1.8	-	52. Signature of person reporting	92.9 5.3 -
36. Degree of injury	85.9	12.3	-	53. Principal's signature	80.7 17.5 -
37. No. days lost	82.5	15.7	-	54. Signature of one giving first aid	82.5 15.7 -
38. Cause of injury	92.9	5.3	-	55. Reportable	80.7 17.5 -
39. Jurisdiction; school, non-school accident	82.5	15.7	-	56. Recordable	70.1 28.1 -
40. Location of accident	96.4	1.8	-	57. Other; specify***	10.5 87.7 -
41. Activity of person	96.4	1.8	-		
42. Status of activity	85.9	12.3	-		

*Actual computed percentages to the nearest tenth.

**Key: N/A = non-applicable to their particular program or situation; check these items you would include in a form
Y = Yes; N = No; P = Planned program

***See Appendix K for a complete list of local school systems' responses.

TABLE 30.--Responses of state school systems expressed in percentages: *
Questions #26 to #57.

Part IV: Accident reporting form information; Questions #26 to #57.					
Report Form Items	%-Y	%-N	%-P	Report Form Items	%-Y %-N %-P
26. N/A**	58.1	-	-	43. Supervision (professional, non-professional)	30.3 11.6 46.5
27. Name	30.3	11.6	43.8		
28. Address	32.6	9.3	41.9	44. Agency involved (equipment etc.)	34.9 7.0 48.8
29. School	41.9	-	48.8		
30. Sex	41.9	-	43.8	45. Unsafe act	27.9 14.0 46.5
31. Age; month, day, yr.	39.6	2.3	46.5	46. Unsafe mechanical physical condition	27.9 14.0 46.5
32. Grade or special program	41.9	-	43.8	47. Unsafe personal factor	27.9 14.0 48.8
33. Date and time of accident, day of week	41.9	-	48.8	48. Corrective action; taken, suggested	27.9 14.0 48.8
34. Nature of injury	41.9	-	48.8	49. Property damage	30.3 11.6 48.8
35. Part of body injured	39.6	2.3	48.8	50. Description	34.9 7.0 46.5
36. Degree of injury	32.6	9.3	44.2	51. Date of report	39.6 2.3 48.8
37. No. of days lost	39.6	2.3	48.8	52. Signature of person reporting	34.9 7.0 48.8
38. Cause of injury	39.6	2.3	48.8	53. Principal's signature	34.9 7.0 48.8
39. Jurisdiction; school, non-school accident	37.3	4.6	48.8	54. Signature of one giving first aid	25.6 16.3 48.8
40. Location of accident	37.3	4.6	48.8	55. Reportable	30.3 11.6 46.5
41. Activity of person	39.6	2.3	48.8	56. Recordable	23.3 18.6 46.5
42. Status of activity	30.3	11.6	41.9	57. Other; specify***	14.0 27.9 -

*Actual computed percentages to the nearest tenth.

**Key: N/A = non-applicable to their particular program or situation; check these items you would include in a form
Y = Yes; N = No; P = Planned program

***See Appendix K for a complete list of states' responses.

on their form. It is further shown that 48.8% of the states plan to include this item on their forms.

28. Address.

Data in Tables 29 and 30 reveal that 91.2% of the local school systems and 32.6% of the state departments of education include this item on their report forms. It was also shown that 41.9% of the states are planning to incorporate this item into their forms.

29. School.

Data in Tables 29 and 30 reveal that 96.4% of the local school systems and 41.9% of the state departments of education include this item on their report forms. It is further indicated that 48.8% of the states plan to include this item on their reports.

30. Sex.

Data in Tables 29 and 30 reveal that 92.9% of the local school systems and 41.9% of the state departments of education include the sex of the injured individual on the report form. It was further reported that 48.8% of the states plan to include this item as a possible response on their statewide report forms.

31. Age: month, day, year.

Data in Tables 29 and 30 reveal that 84.2% of the local school systems and 39.6% of the state departments of education include this item on their report forms. It is

also shown that 46.5% of the states are planning to include the age of the injured on their forms.

32. Grade or special level in non-graded school situations.

Data in Table 29 and 30 reveal that 91.2% of the local school systems and 41.9% of the state departments of education feel that it is necessary to include this item on report forms. It is also noted that 48.8% of the states plan to include this item in their future report forms.

33. Date and time of the accident; day of the week.

Data in Table 29 and 30 reveal that 96.4% of the local school systems and 41.9% of the state departments of education include the exact time and date of the accident. It is further indicated that 48.8% of the states are planning to incorporate this item in their report forms.

34. Nature of the injury.

Data in Table 29 and 30 reveal that 96.4% of the local school systems and 41.9% of the state departments of education include the nature of the injury on the report form. It was further reported by 48.8% of the states that they plan to include this item on their reports.

35. Part of the body injured.

Data in Table 29 and 30 reveal that 96.4% of the local systems and 39.6% of the state agencies indicate that they include this item on their accident report forms. It is also shown that 48.8% of the states plan to use this item on their report forms.

36. Degree of injury.

Data in Table 29 and 30 reveal that 85.9% of the local school systems and 32.6% of the state departments of education include the degree of injury in their report forms. It is also shown that 44.2% of the states plan to incorporate this in their reports.

37. Number of days lost.

Data in Tables 29 and 30 reveal that 82.5% of the local school systems and 39.6% of the state departments of education include the number of days lost in their report forms. It is also shown that 48.8% of the states plan to include this on their forms.

38. Cause of the injury.

Data in Tables 29 and 30 reveal that 92.9% of the local systems and 39.6% of the state agencies incorporate this item in their report forms. It is further reported by 48.8% of the states that they plan to include this item in their forms.

39. Jurisdiction; school or non-school accident.

The data in Tables 29 and 30 reveal that 82.5% of the local school systems and 37.3% of the state departments of education report that they include the jurisdiction of the accident in the report forms. It is also shown that 48.8% of the states plan to include this item on their report forms.

40. Location of the accident.

Data in Tables 29 and 30 reveal that 96.4% of the local systems and 37.3% of the state agencies consider the location of the accident an essential item on their report forms. It is further noted that 48.8% of the states indicate that they would include this item on a future report form.

41. Activity of the person at the time of the accident.

Data in Tables 29 and 30 reveal that 96.4% of the local school systems and 39.6% of the state respondents report this item on their forms. It is also shown that 48.8% of the states would include this item if they had a report form.

42. Status of the activity.

Data in Tables 29 and 30 reveal that 85.9% of the local school systems, and 30.3% of the state departments of education include the status of the activity on their report forms. It is also indicated that 41.9% of the states plan to include this item in their accident report forms.

43. Supervision; professional or non-professional.

Data in Tables 29 and 30 reveal that 89.5% of the local school systems and 30.3% of the state agencies report that it is important to determine supervision of the activity. It is also shown that 46.5% of the states report that they would include this item.

44. The agency involved (equipment, apparatus, etc.)

Data in Tables 29 and 30 reveal that 94.7% of the local school systems and 34.9% of the state agencies include the involved agency on their report forms. It is further indicated that 48.8% of the states report that they would include this item on their report forms.

45. Unsafe act.

Data in Tables 29 and 30 reveal that 77.1% of the local school systems and 27.9% of the state departments of education include this item on their report forms. It is further shown that 46.5% of the states are planning this item for their report forms.

46. Unsafe mechanical physical condition.

Data in Tables 29 and 30 reveal that 71.9% of the local systems and 27.9% of the state agencies include the physical condition of involved equipment in their report forms. It is further indicated by 46.5% of states that they would include this item.

47. Unsafe personal factor.

Data in Tables 29 and 30 reveal that 68.4% of the local systems and 27.9% of the state departments of education consider unsafe personal factors an important inclusion on report forms. It is further noted that 48.8% of the responding states would include this item on future forms.

48. Corrective action; taken, suggested.

Data in Tables 29 and 30 reveal that 75.4% of the local school systems, and 27.9% of the state departments of education include this item on their report forms. It is further supported by 48.8% of the states that they would include this item if they were to design their report forms.

49. Property damage.

Data in Tables 29 and 30 reveal that only 43.9% of the local school systems and 30.3% of the state agencies include this item on their forms. It is also shown that 48.8% of the states plan to incorporate this item in their reports.

50. Description of the accident

Data in Tables 29 and 30 reveal that 78.9% of the local school systems and 34.9% of the state departments of education include a description of the accident in the report form. It is further noted that 46.5% of the states would include this item if they had report forms.

51. Date of the report.

Data in Tables 29 and 30 reveal that 92.9% of the local school systems and 39.6% of the state agencies include the date of the report in the form. It is further shown that 48.8% of the states would include this item in a planned report form.

52. Signature of the person completing the form.

Data in Tables 29 and 30 reveal that 92.9% of the local systems and 34.9% of the state respondents indicate that they require the signature of the person completing the report form. It is also indicated by 48.8% of the states that they would include this item on their forms.

53. Signature of the principal.

Data in Tables 29 and 30 reveal that 80.7% of the local school systems and 34.9% of the state agencies consider the principal's signature important on the report. It is reported by 48.8% of the states that they would include this signature on the report.

54. Signature of the person providing first-aid.

Data in Tables 29 and 30 reveal that 82.5% of the local systems and 25.6% of the state agencies require the signature of the person administering first aid. It is also shown that 48.8% of the states plan to require this signature on their report forms.

55. Reportable.

Data in Tables 29 and 30 reveal that 80.7% of the local school systems and 30.3% of the state departments of education include this item on their accident report forms. It is further noted that 46.5% of the state systems would include this item.

56. Recordable

Data in Tables 29 and 30 reveal that only 70.1% of the local school systems and 23.3% of the states include this item on their report forms. It is further indicated that 46.5% of the states are planning to include this item on their report forms.

57. Items other than those listed.

Data in Tables 29 and 30 reveal that 10.5% of the local school systems and 14% of the state agencies report additional items on their forms. A complete list of these responses can be found in Appendix K.

Problems with Accident Report Forms

Table 31 presents the percentage of response of state departments of education and selected local school systems to survey question 58--Do you have any problems with your reporting form? Specify.

Data in Table 31 reveal that 36.8% of the local school systems and 27.9% of the states indicate that they have problems with their report forms. Some of the typical problems are listed.

Typical Local School System Responses

"Due to seasonable activities, most data is applicable only a year later". This could be rectified with monthly summaries.

"Too much leeway for variation in reports". Guidelines should be developed to accompany the forms, and inservice training provided for persons likely to complete the reports.

"Receiving reports on time". Pressure must be applied to enforce rules and regulations regarding report forms; principals could lend support to this action.

"Lack of personnel for program improvement". Facts supporting the need for additional staff must be presented to the controlling authorities. It can be shown how added personnel would actually save money in terms of cost of accidents if programs were improved.

"Form not designed for computer reading". Assistance can be sought from computer programming experts in redesigning forms for computer use.

Typical State Responses

"Negligence of persons completing form". Pressure must be brought to bear upon those who are not providing accurate data, and inservice programs provided to those likely to complete the forms.

"Keeping personnel informed of needs and changes". Provide monthly bulletins, or inform the principals to keep their staffs abreast of changes.

TABLE 31.--Responses of state and local school systems expressed in percentages:* Question #58.

Question #58: Do you have any problems with your reporting form; list if any?			
	<u>%-Y</u>	<u>%-N</u>	
State Dept. of Education	27.9	72.1	
Local School Systems	36.8	63.2	
<u>Typical Items Reported**</u>		<u>Typical Items Reported**</u>	
Negligence of persons completing form		Due to seasonal activities most data is only applicable a year later	
Keeping personnel informed of needs and changes		Too much leeway for variation on reports	
Determining when to report minor injuries		Receiving reports on time	
Impressing importance of complete form		Lack of personnel for program improvement	
Common interpretation		Form not designed for computer reading	
Getting reports on time			

*Actual computed percentages to the nearest tenth.

**See Appendix K for a complete list of responses.

Key: Y = Yes; N = No

"Determining when to report minor injuries".

Established guidelines would keep all informed of what is reportable and what is recordable.

"Impressing importance of a complete form". This can be accomplished through administrative assistance in this matter, at the school level and through inservice programs in this area.

"Common interpretation". Provide guidelines and follow systemwide and national standards.

"Getting reports on time". There must be direct administrative action here and inservice training programs provided.

A complete list of responses to this question can be found in Appendix K.

Summary

The purpose of this chapter was to present and analyze the data that was obtained by surveying the fifty state departments of education and seventy-eight local school systems to assess their program methods and procedures in student accident reporting.

The questionnaire method was used to determine the needed information. A total of 78.1% of the survey questionnaires were returned--86% response from state

departments of education, and 73.1% from the selected local school systems. Persons completing the questionnaire were designated by state and local school system superintendents. The respondents' titles ranged from Directors of Safety Education to State and Local Superintendents.

Throughout the chapter, the findings present evidence that supports the author's assumption that most student accident reporting programs now in effect in the surveyed systems need to be revised and redesigned so as to meet the changing needs of the educational systems. The data provides sufficient information on existing accident reporting programs for designing a model statewide student accident reporting system.

Chapter V will present the summary, major findings, conclusions, discussion and recommendations of the study, as well as a model for establishing a systemwide student accident reporting system.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The major purpose of this chapter is to present a summary of the study conducted, the major findings of the national survey, the conclusions derived from and a discussion of the study, recommendations for future research, and a recommended model statewide student accident reporting system.

Summary

Statement of the Problem

Purpose.--The purpose of the study was to determine methods of student accident reporting for the purpose of designing a model statewide student accident reporting system.

Specific Objectives

1. To determine the procedures, methods, and techniques employed by state departments of education and local school systems in developing programs for the collection, processing,

analysis, and use of student accident information.

2. To design a model student accident reporting system that may be incorporated as a statewide program.

Subordinate Objectives.--In order for the study objectives to be met, the following areas had to be assessed:

1. The type of student accident reporting being conducted at state and local levels.
2. The uses made of summarized and analyzed data of student accidents.
3. Specific information obtained on student accident reporting forms.
4. Processing procedures and data analysis.
5. Legal authority to include accident prevention programs in the curriculum.
6. The number of professional staff responsible for accident prevention programs.
7. Methods of funding accident prevention programs.
8. Whether accident reporting programs are mandatory or voluntary.
9. Whether there are administrative and curriculum guides for accident prevention programs within the systems.

10. The variables within the systemwide programs.
11. The kinds of inservices provided throughout the various state and selected local school systems.
12. The methods of including the accident prevention programs within the various systems.
13. The status of governmental immunity doctrine laws in state and local school systems.
14. The variables of accident reporting procedures.
15. The variables of administrative responsibilities.

Methods and Procedures

The Survey.--The primary method used in researching this study was the survey technique which consisted of six major research procedures: (1) determining the scope of the study, (2) selection of the population and description of the sample, (3) design and revision of the instrument, (4) pretesting the instrument, (5) distribution of the questionnaire and follow-up, and (6) tabulation and analysis of the data.

The research survey was limited to the 50 state departments of education and a sample of 78 local school systems, 65 of which were chosen from those school systems reporting student accident summaries to the National Safety Council for the period 1965-68. The local systems were selected from three size classifications within the total population of schools reporting to the Council. The

remaining 13 school systems were from states having no community reporting to the National Safety Council, and were chosen by their respective state departments of education.

The instrument that was designed and used was the survey questionnaire. The design of the questionnaire took place after extensive research and advice from several authorities in the field, and the study committee. The questionnaire (found in Appendices G and H) consisted of four parts: (1) general safety education information, (2) accident reporting procedures, (3) program uses of analyzed data, and (4) accident report form information. The questions in these four parts requested information relevant to all phases of student accident reporting programs, and necessary for designing a model systemwide accident reporting program.

Pretesting the survey instrument before release to the designated educational systems took place in large school systems in the state of Michigan.

Distribution of the questionnaire was accomplished by mailing survey packets to the selected educational agencies. The returns from the first mailing were: 35 state departments of education (70%), and 33 local school systems (42.3%), for an initial total of 68 completed questionnaires (53.1%).

Follow-up materials were sent to each of the educational systems not responding. The second mailing brought eight additional state returns, for a total of 43 (86%); the local school systems provided 24 additional returns for a total of 57 (73.1%). The initial mailing and subsequent follow-up brought a total of 100 returns (78.1%) out of a possible 128.

Review of Literature.--A secondary method used for determining the methods and techniques employed in student accident reporting systems was an extensive search of the literature related to accident prevention in general, and specifically to the area of student accident reporting. The review was conducted and presented within the framework of the total needs of education toward establishing a systemwide accident prevention and reporting program.

It was found that very few research studies have been conducted in the area of student accident reporting. Some studies justified the inclusion of accident prevention in the public schools. Other outstanding studies analyzed professional and administrative responsibilities and duties in accident prevention. In the area of educators' negligence and liability toward student accidents, several up-to-date studies have shown public school districts and educators' immunity status in the United States. In uncovering this area, which is extensive, it was found that one of the basic reasons many school systems have accident

reporting is due to the threat of being found negligent in student accidents. This is an indictment of American educators, who are primarily concerned about their own welfare, rather than that of their students.

Major Findings

Presented here is a summary of the major findings of the survey. They will be presented in four parts, which are those areas considered essential to assess in order to fulfill the ultimate objective of this study--to design a model statewide student accident reporting program.

Part I--General Safety Program Information

1. Ninety-four per cent of the local school systems and 83.7 per cent of the state departments of education report having legal authority to include safety education in the curriculum.
2. Seventy-five point four per cent of the local school systems and 74.4 per cent of the state departments of education report having at least one staff member responsible for safety education in a full-time or part-time capacity.
3. Twenty-one point one per cent of the local school systems and none of the state departments of education indicate

that they have a staff person responsible for accident reporting activities only.

4. Seventy-one point nine per cent of the local school systems and 81.4 per cent of the state departments of education have no staff working full-time in safety education. It was further shown that 28.1 per cent of the local school systems and 18.6 per cent of the states have one or more staff members engaged full time in safety education.
5. Fifty-seven point nine per cent of the local school systems and 34.9 per cent of the state departments of education indicate that they budget funds for safety education activities within their educational systems.
6. Forty-five point six per cent of the local school systems and 30.2 per cent of the state departments of education have administrative guides for safety education. The findings further indicate that 13.9 per cent of the states are planning a guide in this area.
7. Forty-three point nine per cent of the local school systems and 34.9 per cent of the state department of education report having curriculum guides in the area of safety education. It is further shown that 5.3 per cent of the local systems and 11.6 per cent of the states are planning a curriculum guide for safety.

8. Sixty-three point two per cent of the local school systems and 53.5 per cent of the state departments of education provide inservice programs in safety education.
9. Ninety-six point five per cent of the local school systems and 97.7 per cent of the state departments of education include the teaching of safety education with other subjects.
10. Sixty-one point four per cent of the local school systems leave safety education instruction to the discretion of the individual schools, and 90.7 per cent of the state departments of education leave the subject of safety education to the prerogative of the school districts.
11. Forty-seven point four per cent of the local school systems and 41.9 per cent of the state departments of education indicate their educational systems still have governmental immunity in legal suits incurred by school jurisdictional student injuries.
12. Forty-seven point four per cent of the local school systems and 76.7 per cent of the state departments of education have a state or district safety council or committee to support their safety and accident prevention activities.

13. Twelve point three per cent of the local school systems and 30.2 per cent of the state departments of education indicate they have state or district safety associations. It is further noted that 6.9 per cent of the states are planning a safety association.
14. Five point three per cent of the local school systems and 30.2 per cent of the state departments of education have received federal funds for safety education programs. It was found that the majority of these funds were obtained through grants from the Highway Safety Act of 1966.
15. Forty-nine point one per cent of the local school systems and 16.3 per cent of the state departments of education report that the duties of student accident reporting and analysis are included in the job descriptions of their administrative staff.
16. Fifty-six point one per cent of the local school systems and 37.2 per cent of the state departments of education include administering the safety education program in their job descriptions.
17. Eighty point seven per cent of the local school systems and 90.7 per cent of the state departments of education consider accident reporting as an educational activity of both state and local educational systems.

Part II--Accident Reporting
Procedures

1. One hundred per cent of the local school systems and 27.9 per cent of the state departments indicate they have systemwide student accident reporting.
2. Ninety-four point seven per cent of the local school systems and 20.9 per cent of the state departments of education report having a standardized and required student accident reporting system. The findings also show that 9.3 per cent of the states are planning such a program.
3. Ninety-eight point two per cent of the local school systems and 30.3 per cent of the state departments of education indicate they have reporting of student accidents.
4. Eighty-six per cent of the total school systems and 23.3 per cent of the state departments report professional staff accidents.
5. Eighty-two point five per cent of the local school systems and 20.9 per cent of the state departments report student accidents on a 24-hour basis.
6. Forty-two point one per cent of the local school system and none of the state departments of education report student accidents during the summer months.

7. Thirty-one point six per cent of the local school systems and 11.6 per cent of the state departments of education report nonprofessional staff accidents. It was further shown that 6.9 per cent of the states are planning to include these accidents as part of their responsibility.
8. Thirty-three point three per cent of the local school systems and 13.9 per cent of the state departments of education report accidents using the National Safety Council's Standardized Student Accident Report Form. It is further shown that 26.3 per cent of the local systems and 13.9 per cent of the states use some variation of the Council's form.
9. One hundred per cent of the 57 surveyed local school systems report that all of their 3,890 schools have student accident reporting systems.
10. Of the 43 responding state departments of education (which represent 12,406 school districts), only 24 per cent of their school districts have known student accident reporting programs.
11. Eighty-six per cent of the local school systems and 18.6 per cent of the state departments of education use manual tabulation in processing their student accident data.

12. Seventeen point five per cent of the local school system and 23.2 per cent of the state departments of education use computer assistance or a combination of both methods for the processing and analyzing of their accident data.
13. Sixty-one point four per cent of the local school systems and 11.6 per cent of the state departments of education which used manual tabulation in processing their accident data indicate it is meeting their immediate needs.
14. Twenty-nine point eight per cent of the local school systems and 9.3 per cent of the state departments of education provide monthly summaries of their accident reports.
15. Fourteen per cent of the local school systems and 2.3 per cent of the state departments of education summarize their accident data semi-annually.
16. Sixty-eight point four per cent of the local school systems and 32.7 per cent of the state department of education provide accident summaries on an annual basis.
17. Twenty-seven point nine per cent of the state departments of education are planning a statewide student accident reporting program within two years.

18. Sixty-three point two per cent of the local school systems and 23.3 per cent of the state departments of education feel sufficient data are being collected.
19. Eighty point eight per cent of the local school systems and 25.6 per cent of the state departments of education provide summarized data that they feel are easily interpreted.
20. Fifty-two point six per cent of the local school systems and 23.3 per cent of the state departments of education indicate they adequately distribute their accident data.
21. Twenty-nine point eight of the local school systems and 11.6 per cent of the state departments of education make their accident data available to students.
22. Sixty-five per cent of the local school systems and 32.6 per cent of the state departments of education make their accident data available to their professional staff.
23. Forty point four per cent of the local school systems and 20.8 per cent of the state departments of education distribute summaries to nonprofessional personnel.

Part III--Program Uses
of Analyzed Data

1. Sixty-eight point five of the local school systems and 32.7 per cent of the state departments of education use analyzed accident data to evaluate their accident prevention programs.

2. Thirty-one point six per cent of the local school systems and 13.9 per cent of the state departments of education utilize their accident data to evaluate the cost of accidents.
3. Fifty-four point four per cent of the local school systems and 23.3 per cent of the state departments of education make analyzed and summarized accident data available to all schools.
4. Fifty-nine point six per cent of the local school systems and 27.9 per cent of the state departments of education use their analyzed accident data to demonstrate preventive measures to their schools.
5. Sixty-five per cent of the local school systems and 25.6 per cent of the state departments of education evaluate the over-all accident picture of the system through analyzed accident data.
6. Forty-seven point four per cent of the local school systems and 23.3 per cent of the state departments of education use analyzed accident data to initiate special studies for accident reduction and prevention.
7. Fifty-four point four per cent of the local school systems and 30.3 per cent of the state departments of education utilize accident data for curriculum planning and improvement.

8. Sixty-three point two per cent of the local school systems and 27.9 per cent of the state departments of education use analyzed data to determine trends in student accidents.
9. Sixty-one point five per cent of the local school systems and 25.6 per cent of the state departments of education use analyzed accident data to isolate special or high-risk activity programs.
10. Seventy-three point seven per cent of the local school systems and 23.3 per cent of the state departments of education supply the National Safety Council with their accident data.
11. Eighty-nine point six per cent of the local school systems, and 18.6 per cent of the state departments of education analyze accident data for insurance or possible legal reasons.

Part IV--Accident Report
Form Information

1. A majority of all systems surveyed include the information that is contained in the National Safety Council's Standard Student Accident Report Form on their own report forms.
2. At least 72 per cent of all systems which did not have an accident report form indicate they would include the items on the National Safety Council's Form in developing their systemwide forms.

3. One point eight per cent of the local school systems and 58.1 per cent of the states indicate that the accident reporting form information listed on the survey is not applicable to their situations.
4. The highest percentage of response concerning the use of items listed on the National Safety Council's Standard Student Accident Report Form was 96.4 per cent from the local school systems, and 41.9 per cent from the state departments of education. The items most often selected as being included on the local school systems' accident report forms were: "the name of the school," "date and time of the accident," "nature of the injury," "part of the body injured," "location of the accident," and "activity of the injured person." The items most often selected as being included on the accident report forms of the state departments of education were: "the name of the school," "sex of the injured," "grade of the injured," "date and time of the accident," and "nature of the injury."
5. The lowest percentage of response concerning use of the Council's report form information was 43.9 per cent from the local school systems and 23.3 per cent from the states. The item least often mentioned as included on the local school systems' accident report forms was "property damage caused by the

accident." The item least often mentioned as being included on the accident report form of the state departments of education was "recordable accident."

6. Eighty point seven per cent of the local school systems and 30.3 per cent of the state departments of education indicate their accident report forms include "reportable accident."
7. Seventy point one of the local school systems and 23.3 per cent of the state departments of education state that their accident report forms include "recordable accident."
8. Sixty-three point two per cent of the local school systems and 72.1 per cent of the state departments of education report having no problems with their accident report forms.

Conclusions

The following conclusions are based upon the findings of this study.

1. Research supports the premise that accident reporting systems help demonstrate through analysis ways to reduce accidents. Therefore, administrators should take action toward the design, development, and implementation of accident reporting programs within their systems.

2. The data reveal that state and local school systems have the legal authority to establish student accident reporting programs. They should exercise this right by designing, developing, and implementing system-wide accident reporting programs.
3. The data indicate there is need to provide better qualified and more full time safety educators to organize, administer, and supervise systemwide accident reporting programs.
4. It was shown by the data that there is a need for greater financial support of accident prevention activities and programs at the state and local school system levels.
5. The survey findings indicate there is a need to design and develop state and local administrative guides in accident prevention programs which would include administrative procedures for systemwide accident reporting programs.
6. Revealed in the study is the need to design and develop viable curriculum guides in accident prevention that meet the demands of the changing future.
7. Findings show there is a need to provide inservice programs for all levels of personnel who are involved in accident prevention activities. This includes all levels of administrative staff, teachers, students, auxilliary staff, and resource personnel.

8. The study shows there is a need to provide accident prevention activities at all levels of education and to incorporate these activities in all subject areas in order to prepare the students for becoming participating members of this society.
9. The study shows there is a need to abolish the states' governmental immunity of educational agencies, so as to force educators to be more responsible for their educational programs and the youth in their custody.
10. The survey reveals a need to establish state and local accident prevention associations and support groups to further the safety activities of the community.
11. The data reveal a need for additional funds to be provided for the support of state and local accident prevention programs and activities.
12. The survey shows there must be more realistic job descriptions incorporated into the duties of those who administer and supervise the accident prevention activities, so as to define the administration of safety education and accident prevention in the curriculum and student accident reporting programs.

13. It is shown in the survey that specific policies must be established concerning who is responsible for accident reporting at the state and local levels of education.
14. The study shows there is need for more viable student accident reporting programs at the state and local school system levels. Such programs should be standardized, required, and systemwide, and should be designed for the purpose of meeting the needs of students for the prevention and reduction of accidents, rather than as possible protection against legal suits for negligence.
15. The data reveal that accident reporting programs should encompass accident prevention and reduction for all participating members of the educational system. This should include students and professional and nonprofessional staff, and should incorporate accident reporting analysis on a 24-hour-a-day, 12-month basis.
16. The findings support the need to analyze the basic causes of accidents at the local, state, and national levels. Thus, a student accident reporting form should be designed as a standardized, statewide form that would incorporate the needs of the state and local school systems. It should also include the elements needed to supply standardized data to the National Safety Council.

17. The survey indicates there is need for the state departments of education to better assess their status and responsibilities in the area of student accident prevention and reporting programs. The data reveal occasional total ignorance regarding state educational administrators' knowledge of the existence and needs of accident prevention and reporting programs in their states.
18. The data indicate that state and local school systems have not incorporated the use of computers for accident data processing for more efficiency, greater reliability, and more effective analysis. However, if it is shown that if a school system is entirely too small to use computers in accident data analysis (and some were found to be so), they should discover the best and most efficient methods of manual tabulation.
19. The findings show that annual summaries are the most practical form of accident reporting for most school systems. However, it was demonstrated that the most effective way of reducing accidents is to provide monthly and semi-annual summaries of accident analyses. With the use of computers, the additional time and cost of more frequent analysis is insignificant.

20. It is concluded from the findings that those state and local school systems which do not have system-wide accident programs now in effect, should allow approximately two years for planning, developing, and implementing such a program. This would provide ample time to conduct a pilot program in selected schools or systems to demonstrate its effectiveness.
21. It is shown that the collection of accident data should be evaluated in regard to the amount collected, and whether data summaries are presented in an easily interpretable manner.
22. The study reveals that when accident data are summarized and analyzed, every effort should be made to distribute the data adequately for educational and informational purposes. Recipients of the data should include students, professional and non-professional staff, other state and local educational and noneducational agencies, and the National Safety Council. The information presented should be viable and easily interpreted by each group to which it is distributed.
23. The findings reveal that program uses of analyzed data should include making it available to all schools for the purpose of evaluating, planning, and improving ongoing programs of accident prevention. Reports should provide information as to overall

school system trends, so that special studies can be conducted in high-risk activities for the purpose of demonstrating preventive measures for accident prevention and cost reduction. It is further shown that analyzed data could be used to support additional financial and public assistance in accident programs and activities.

24. The data indicate that the most common use of analyzed data is for insurance purposes and possible legal support against negligence litigations.
25. The survey shows that little use is being made of analyzed data to do special studies in the area of accident causes and for program improvement.
26. The survey respondents indicate that the survey questionnaire thoroughly covers the activity of student accident reporting and its procedures for the purpose of providing support information for the design of a model systemwide reporting program.
27. The survey findings indicate that an overwhelming majority of state and local school systems which have accident reporting forms include the basic minimal information that is requested on the National Safety Council's Standard Student Accident Report Form. This indicates that there would be little difficulty for states to establish a statewide student accident reporting system if they choose to

incorporate those items that are included on the Council's form. Most of those systems planning programs indicate they would do this.

28. The survey findings indicate that the most prevalent problems with accident report forms concern personnel's inadequacy in the use of the form. The problems center around lack of understanding, failure to complete the form or to follow directions for completion, failure to report all accidents and to meet reporting deadlines, and little concern for the accident reporting procedure.

Discussion

Presented in this section are the views of the writer on several underlying assumptions that were gleaned after reviewing the literature and analyzing the survey data. Though these assumptions cannot be supported factually by the survey data, they are nonetheless logical deductions based on the findings of this study.

1. An overwhelming majority of educational systems have the legal authority to design, develop, and initiate accident reporting systems at the state level, but have failed to implement such programs.

2. Administrative support is needed at the state level, in order to implement accident reporting programs. This means providing full time, qualified staff members with sufficient funds to coordinate a state-wide student accident reporting system.
3. State departments of education need to make greater efforts to obtain the needed monies (be it state or federal funds) to establish statewide accident reporting systems.
4. An increased effort is needed on the part of state and local school systems to design, develop, and implement administrative guides for systemwide accident prevention programs.
5. Greater effort and support are needed in establishing statewide safety education associations to provide assistance to the professional educator in safety activities at all levels and in all subject areas. The safety association should be a separate organization, and not a part of the state driver education association or any other area, such as physical education or health. Including safety education with these high accident frequency areas is not a justifiable reason for combined professional organizations. This, of course, does not imply that educators from these areas should not be members of, or support the activities of, a state safety association.

6. Specific accident prevention and reporting duties need to be defined in the job descriptions of the staff persons responsible for these administrative areas.
7. Written policy agreements are needed between state and local school systems to provide student accident data for the purpose of providing systemwide accident data analysis, in order to assess ways to reduce accidents within the state educational system.
8. A concerted effort is needed on the part of the state departments of education to establish required and standardized reporting procedures for their state educational systems. If there is to be an evaluation of the safety of the educational environment and to assess the safety curricula in order to reduce accidents, then there must be a program to analyze all accidents that occur within the systems to all students, professional and auxilliary staff. This should be done on a 24-hour basis, in order to provide more realiable and effective data.
9. Computers should be used for accident data processing and analysis on the local level, and must be utilized in a statewide accident reporting system.

10. Supervisors should seek professional help in designing and producing their systemwide accident summaries, in order to present their findings more effectively to the various recipient groups.
11. Educators should design accident reporting systems to meet the needs of the students for accident reduction and prevention, and not merely for the legal protection that it affords the system.
12. In the areas of instruction that have high-risk activities, an in-depth study of each activity in which students participate should be conducted, using analyzed accident data. These analyses will better prepare new teachers who conduct high accident frequency activities, and will help to upgrade the safety instruction of experienced educators.
13. College instructors in high accident frequency activities are not preparing new teachers for the various hazards of their fields; traffic safety education is the one exception. Greater emphasis in safety education needs must be made in health, physical education, recreation and in the vocational and science fields.
14. Insurance companies should establish a policy whereby they would have a differential rate for those school systems that do not have viable student accident reporting programs.

15. Insurance groups should establish scholarships to prepare and retain instructors in the field of accident prevention and reporting, conduct workshops and seminars in accident reporting procedures, and sponsor research studies in this area.

Recommendations for Future Research

Listed are some of the more important areas to be considered for future research, which became apparent during the course of this study.

1. How accident data are utilized in the various instructional areas.
2. Procedures in programming and data processing of student accidents with the use of computers.
3. Methods of conducting special studies using analyzed data.
4. How analyzed student accident data can effectively improve the curriculum for accident prevention or reduction.
5. Methods of preparing and presenting accident summaries for dissemination.

Statewide Student Accident
Reporting Model

On the basis of the findings in this study, and research conducted in the area of student accident reporting, the plan listed below is a model for establishing a systemwide accident reporting program.

Title of the Function

Statewide Student Accident Reporting System.

Scope of the Activity

This activity is designed to involve all public school systems in the state in the collection, processing, and analysis of data regarding all recordable accidents of all students and professional and nonprofessional staff in the educational system.

Legal Authority to Establish
the Program

Legal authority includes state laws or statutes permitting or requiring safety education as a part of the educational program of the state.

Assess whether the authority is directed or assumed:

- A. State laws requiring programs
- B. Statutes
 - 1. Regulations
 - 2. Standards

State and Local Agreement

A state and local school systems agreement should be made whereby: all local school districts will provide reports of all recordable accidents; and the state will be responsible for collecting, processing, analyzing, preparing, and disseminating accident data, and also for conducting research in accident causes using analyzed data.

Purpose of the Program

The primary purpose of establishing a statewide student accident reporting system is to systematically collect, summarize, and analyze reports of accident injuries that occur throughout the state's public schools to assess their causes in order to develop accident prevention procedures to prevent or reduce needless accidents, and to improve the curriculum to educate the child to make low-risk behavioral choices in his daily living. A total, systemwide accident reporting program is designed to evaluate the state and local school systems' ongoing accident prevention programs in view of the four functions of administration, instruction, protection, and evaluation. The design of an accident reporting system should be viewed as a continuing process that is to be modified and improved as experience is gained and as needs change.

Functions of a Statewide
Student Accident
Reporting System

I. Organization

A. Policy Statements

State departments of education should establish policy statements on safety education, and specifically a student accident reporting program for the state's entire educational system. The policy statements should emanate from the policy-making agency.

An example of a policy statement may read as such: there must be an accident reporting system within each school district of the state. The system will be required to collect, process, summarize, and analyze all accidents that cause the loss of one-half day of school activity for a student or employee, or an accident causing school property damage. It will be further required that all school districts take corrective action on the causes of known accidents. A complete record of local school district accident summaries will be forwarded annually to the state department of education for processing and summarizing for the purpose of providing a statewide analysis of all accidents. Copies of the state analyzed accident data will be distributed to each local school

district superintendent and his administrators of the accident reporting program, along with sufficient copies for each school within the district.

B. Budget Requirements

Adequate budgeting of funds should be allocated to support effectively a statewide student accident reporting system and all its functions; this would include organization, administration, supervision, and research and development programs.

An example of a budget for a statewide program would be the development of a fiscal budget which would provide specific funds for the needs of the program a year in advance. Such program needs would include staffing, equipment and facilities, materials, and publication costs, and consultant and personnel expenses.

C. Philosophy, Goals, Purpose, and Specific Objectives

A philosophy of accident prevention and student accident reporting should be established by the state educational agency. It is also necessary to establish goals and purposes of the statewide student accident reporting system. The philosophy, goals, and purposes should be based upon the assessed needs of the system, but developed primarily upon the needs of the students. Specific program objectives should be formulated in view of

the needs of the state in accident prevention and student accident reporting. The objectives should be designed with anticipated program needs and desirable outcomes in mind.

D. Staff Requirements and Responsibilities

Staffing requirements should be assessed and adequate personnel provided to support effectively the statewide student accident reporting system. The staff selected to administer and supervise the statewide program should meet the national standards of professional preparation in accident prevention. The staff's responsibilities should be consistent with the needs of the state, and should be on a full-time basis in the area of accident prevention.

It is vitally important that a professionally qualified staff be obtained to perform the functions listed below:

1. Be able to perform the tasks of coordinating, administering, and supervising the statewide student accident reporting program.
2. Be able to assess and evaluate accident causes and design preventive measures.
3. Be well versed in the field of accident prevention and reporting.

4. Know the best procedures in collecting, processing, and summarizing and be able effectively to analyze accident data.
5. Be able to conduct workshops, inservice programs, conferences, and seminars.

Aside from these responsibilities, the safety supervisor should meet the certification standards of the state in the area of accident prevention. He should have completed at least a Master's degree in the area of safety education or accident prevention, and have a minimum of three years of teaching experience, with various other experiences in the field.

E. Facilities and Equipment

In implementing and maintaining an efficient program, it is essential that adequate facilities and equipment be obtained. Many school systems lease equipment for their programs, including computer time from other state or private agencies. However, most state departments of education have computers available for their normal activities and the safety supervisor needs to plan a convenient time to program and analyze his accident injury data with the computer specialist. Other equipment that is needed is a key punch machine to prepare the coded accident information from the accident

report forms, and an optical scan reader to read the accident report form information. There is also need to provide adequate office space for the various staff activities in maintaining a statewide student accident reporting system.

II. Administration

A. Develop Immediate and Long-Range Goals

It is essential that immediate and long-range goals be planned for the accident reporting program, in order to determine better the present and future needs of the program in preparing the budget, staffing requirements, and other program needs.

B. Establish and Maintain Rules and Regulations

Rules and regulations should be established that will best meet the needs of administering and supervising the statewide student accident reporting system. The rules and regulations should be incorporated into an administrative guide that would be made available to all responsible for, or associated with, the statewide program.

C. Provide Program Assistance to Local School Systems

Provide assistance to local school districts and their school for the improvement of their accident prevention programs through the use of

the student accident reporting system. Specifically, the assistance would be to local administrators, supervisors, and teachers in regard to meeting the goals and objectives of the statewide program.

D. Coordinate Continuing Education

Coordinate the continuing education of teachers and supervisors by providing financial assistance for courses and advance graduate work in program elements of student accident reporting. The continuing education program would be one that would also require state and local school district safety administrators to attend annual workshops in student accident reporting procedures. Each local school district would be required to conduct at least two workshops a year for each of the in-school safety coordinators to prepare them better to assess and improve their accident prevention and reporting procedures. These workshops would be conducted by state and local educators in the field.

E. Establish and Maintain Communications

Maintain professional relations with state, local, and national organizations involved in accident prevention and reporting programs, such as the state and local safety associations

and the National Safety Council. Work with these groups to further the activities of accident prevention and reporting at the state, local, and national levels.

Methods that could be used in maintaining communications with the various groups are for the state staff to belong to state, local, and national safety associations; attend their meetings, workshops and conferences; and participate in their activities in accident prevention and reporting. The state staff should communicate their program needs and support the needs of the groups, invite the groups to state safety programs, provide them with state findings in student accident reporting, and solicit their available resource people in state programs or activities.

F. Conduct and Maintain an Evaluation System

Develop an evaluation system to assess the functions and activities of the statewide student accident reporting program. Maintain an ongoing and continuous system of evaluation to assess whether the program is meeting its goals and objectives and the needs of the students and the system.

A statewide accident reporting program is basically established to maintain better a

continuous evaluation of the safety of the educational environment, and whether the curriculum prepares the student to live his daily life in a safe manner. The role that each level of the educational system plays in this evaluation system is:

1. It is the state department of education's role to evaluate the quality of accident prevention of the local school system level by collecting, processing, and analyzing the local school system accident data. This evaluation can be maintained by administering and supervising an effective statewide accident reporting system.
2. The role of the local school systems in program evaluations is that their accident reporting systems provide the method for evaluating the safety of the individual schools' environments and the quality of the accident prevention programs within the curriculum of each school. This evaluation can be maintained by administering and supervising an effective accident prevention and reporting system at the local school district level.

G. Coordinate Federal and State Funding

Many federal and state funding programs for accident prevention designate the state department of education as the agency responsible for the maintenance and distribution of the funds. It is important that effective accounting procedures be used in handling these funds. The expenditures should be based upon program needs and established priority.

There are various ways to finance a statewide accident reporting program:

1. Most states use state appropriation funding procedures for the activity of accident prevention and reporting. Some states set up special funds for the program, and some budget funds as part of the state department of education's program expenses.
2. To support the local effort of accident prevention and accident reporting, various local appropriations are budgeted for the specific activities.
3. Federal grants are used by many states to fund accident prevention and reporting programs. The two most commonly used programs are the Highway Safety Act and the Elementary and

Secondary Education Act, specifically Titles II and IV.

H. Coordinate the Development of an Administrative Guide

It is the responsibility of the state department of education to plan and coordinate the development of administrative guidelines to manage better the statewide accident reporting system. The administrative guidelines should be designed as a tool to be used by state and local educators within their systems and should be designed by state and local educators in the field.

I. Coordinate Program Needs with Institutions of Higher Learning

The state department of education must maintain an effective relationship with the state colleges and universities to provide the needed training for new teachers in the field and to retrain experienced educators.

There should be a plan for coordinating the state program with institutions of higher learning. This could be done by including them in the state's program of continuing education, whereby the college and university staffs would be able to contribute their experience to state conferences, workshops, and seminars. In addition,

accident prevention needs should be communicated to them so that they may utilize this information in educating new and experienced teachers in order to prepare them adequately for the necessary tasks.

J. Establish and Coordinate State Accident Reporting Procedures

1. Establish a Standardized Accident Report Form

A standard, uniform accident report form must be used throughout the state, and should incorporate the vital elements of:

- a. Who was involved in the accident/
- b. What were the elements involved in the accident?
- c. When did the accident happen?
- d. Where did the accident happen?
- e. How did the accident happen?
- f. Why did the accident happen?

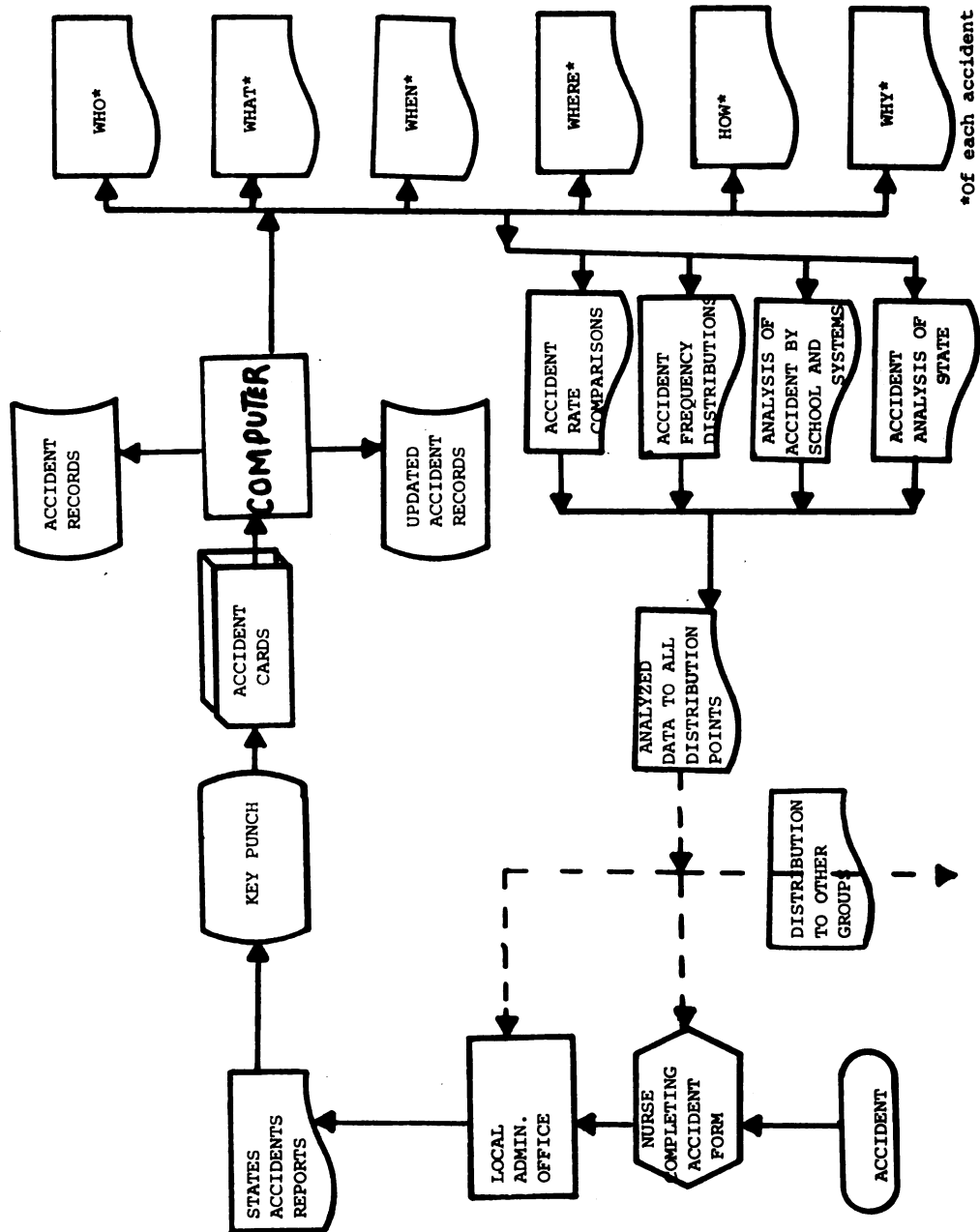
2. Establish Standardized and Required Reporting Procedure

In order to have an effective statewide student accident reporting system, there first needs to be an acceptable standardized reporting form that meets the needs of the state's school systems, and a uniform and required reporting procedure that all local school

systems in the state must follow. Such a procedure would be:

- a. Collect state accident injury data.
 1. In order to be meaningful, the information collected must be uniform.
 2. The collection tool, the report form, must be standardized throughout the state in order to be meaningful and useful for comparative studies, state and nationwide.
 3. In order to assess effectively the state's accidents, there needs to be required reporting of the accident injury data. This is necessary in order to eliminate or reduce gaps in information provided.
 4. In order to analyze effectively the state's accident injury reports, the incoming data must be coded for use and analysis.
- b. Process state accident injury data
 1. The most effective, efficient, and economical method is with the use of electronic data processing equipment. Provided on the next page is a flow chart on electronic data processing.

FLOW CHART OF ELECTRONIC DATA PROCESSING STATE-WIDE ACCIDENT REPORTING SYSTEM



2. Another method of processing accident injury data is manual tabulation.

This method is not recommended for a statewide accident reporting system, due to the tremendous volumes of data and the manpower needed to tabulate them.

3. Storing statewide accident data

The storing of statewide accident data should be accomplished through the use of electronic data processing. Three methods may be used: 1) magnetic tape, 2) paper tape, and 3) disc storage. All are used with modern electronic data processing computers. Manual storage of accident data is not recommended at the state level.

4. Statewide accident data analysis

The most effective method of analyzing the state's accident data is with high speed electronic computers. This method is necessary if reliable studies are to be conducted in the analysis of accident causes. Analysis made by manual methods is not recommended, due to the time and cost involved, not to mention the questionable validity of the results using this method.

5. Statewide preparation of analyzed accident summaries

It is of utmost importance that care be taken in the preparation of the analyzed summaries. In many cases in summarizing data, the reporter will provide detailed lists of accident data, the reporter will provide detailed lists of accident data that are meaningless and difficult to understand. An effort should be made to provide summaries that are easily interpreted and pertain to the group to whom they are presented. The purpose for collecting, processing, and analyzing the data can be lost due to poorly prepared summaries.

6. Distribution of analyzed accident data findings.

There needs to be a well-planned program of dissemination of the program's findings. There needs to be an assessment of what kinds of information will be sent to whom, and whether it will be prepared by the safety education section, computer and research section, or the publication and information section of the state department of education. It should be prepared by the safety education

section with assistance from the other groups. It should be remembered that the information prepared for the local school systems may not be the same as that sent to other groups, for there may be misinterpretation of the data that can hinder the state program.

7. Research of analyzed accident data.

The main purpose of collecting, processing, and analyzing the state's accident data is to provide certain basic information needed to develop and improve the curriculum.

- a. To identify high-risk activities and areas in the educational environment.
- b. To determine the causes of accidents.
- c. To do indepth and special studies.
- d. To develop programs for the reduction or elimination of accidents in the school environment.
- e. To assess the cost of accidents.
- f. To provide a better understanding of the who, what, when, where, how, and why of accidents within the educational environment in order best to design and improve the curriculum of the state's school system.

III. Supervision

A. Provide Program Leadership

One of the main functions of the state department of education is to provide educational leadership and consultant services to the local school systems; it is even more important to do so in the area of accident reporting because this area covers virtually all areas of education. It is necessary for the state department staff to keep abreast of the field to assist best the local school systems with their program needs.

B. Conduct Research

One of the purposes of the state department of education in collecting, processing, and analyzing accident data is to conduct meaningful research toward eliminating or reducing accidents within the educational system and to design better instructional methods in accident prevention. Some areas that may require research are 1) procedures for predicting accidents, 2) procedures for reducing accidents in athletics and sports, and 3) determining accident frequency for all activities through accident analysis.

C. Curriculum Planning and Improvement

One of the objectives of a statewide student accident reporting system is to assess the causes of accidents within the curriculum and to implement curriculum planning and improvement toward the prevention and reduction of student accidents. This should be accomplished by analysis of statewide accident data. For example, if it is found that many mouth injuries are occurring in the team sport of wrestling, the curriculum may be improved by requiring that all boys participating in this sport wear mouth protectors.

D. Assist and Coordinate the Development of Curriculum Guides

The state department of education should assist and coordinate the efforts of local school systems in the planning and development of meaningful curriculum guides in accident prevention. The accident prevention activities to be included in the curriculum guides should be based upon analyzed accident data and meet the instructional needs of the students, teachers, and the system's overall needs.

E. Establish a Statewide Accident Advisory Committee

Select a group of eight outstanding safety leaders throughout the state to serve as an

advisory group on problems in the area of accident reporting and analysis. The group should represent as many local school districts as possible, and should be comprised of state and local supervisors and other safety educators. The establishment of the committee would bring local leaders together to advise the state on problems involving the entire state reporting system. The committee would not be a policy-making group, but could only make recommendations to the state department of education for possible changes in program policy.

This committee should be selected by the safety education section of the state department of education and approved by the state superintendent. The membership should be for a two-year period in order to provide continuous new leadership. The group would meet at prescribed periods throughout the year, and at all other times deemed necessary.

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APPENDICES

APPENDIX A

LETTER TO CHIEF STATE SCHOOL OFFICER



MARYLAND STATE DEPARTMENT OF EDUCATION

STATE OFFICE BUILDING

301 WEST PRESTON STREET, BALTIMORE 21201

May 31, 1971

To Chief State School Officers:

Mr. Robert Constante, a member of the staff of the Maryland State Department of Education who is on educational leave at Michigan State University, is conducting a survey to obtain information on programs of student accident-reporting systems. He is requesting data which will help revise and update a statewide student accident reporting system for the Maryland public schools.

The plan will utilize automatic data processing in the analysis of student accidents. It is our belief the approach will provide an effective method of analysis of student accidents and will lead to improvement in programs of instruction aimed at eliminating or reducing student accidents.

Enclosed is a survey questionnaire which we hope could be completed by your staff member responsible for safety education. We would be most grateful if the form is returned by June 25, 1971, to Mr. Robert Constante, Apartment 104C, 4376 Okemos Road, Okemos, Michigan, 48864.

Your effort to assist us in this study will be greatly appreciated. Upon completion we will be most happy to provide you with a copy of the survey results.

Sincerely,

A handwritten signature in cursive script that reads "James A. Sensenbaugh".

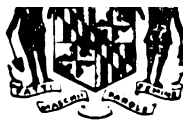
JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:MWR:g

Enclosures

APPENDIX B

LETTER TO SUPERINTENDENTS OF SCHOOLS



MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

May 31, 1971

To Superintendents of Schools:

The Maryland State Department of Education is conducting a nationwide survey on student accident reporting systems and would be interested in receiving the benefit of your experience. Mr. Robert Constante of our staff, who is on educational leave at Michigan State University, is conducting the study for us.

Enclosed is a survey form seeking specific information pertaining to your program on student accident reporting. Would you have your staff member who is responsible for safety education complete the form and return it in the self-addressed envelope by June 25, 1971, to Mr. Robert Constante, Apartment 104C, 4376 Okemos Road, Okemos, Michigan, 48864.

Your effort to assist us in this survey will be most appreciated.

Sincerely,

A handwritten signature in black ink, reading "James A. Sensenbaugh".

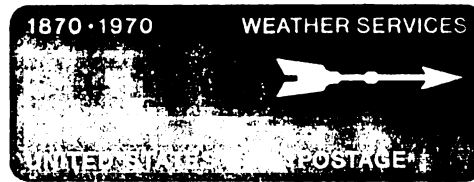
JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:MWR: g

Enclosure

APPENDIX C

CARDS SENT TO STATE AND LOCAL SUPERINTENDENTS
TO ASSESS THE NAME OF THE PERSON SELECTED
TO RESPOND TO THE QUESTIONNAIRE



Robert E. Constante
4376 Okemos Road, Apt. 104C
Okemos, Michigan 48864

Dear Superintendent:

Please provide the name, address and phone number of your staff member whom you have selected to complete this questionnaire and return at your earliest convenience.

Thank you for your unselfish assistance.

NAME _____

TITLE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____

APPENDIX D

LETTER TO CHIEF STATE SCHOOL OFFICERS OF STATES
NOT REPORTING TO THE NATIONAL SAFETY COUNCIL



MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

May 3, 1971

To Chief State School Officers:

Mr. Robert Constante, a member of the staff of the Maryland State Department of Education who is on educational leave at Michigan State University, is conducting a survey to obtain information on programs of student accident-reporting systems. He is requesting data which will help revise and update a statewide student accident reporting system for the Maryland public schools.

The plan will utilize automatic data processing in the analysis of student accidents. It is our belief the approach will provide an effective method of analysis of student accidents and will lead to improvement in programs of instruction aimed at eliminating or reducing student accidents.

Enclosed are two survey forms, one of which we hope could be completed by your staff member responsible for safety education. The second form should be sent to a local school system in your state which has an established student accident reporting system. Attached to the second survey form is a letter to the local superintendent explaining the need for the survey. We would be most grateful if forms are returned by May 25, 1971, to Mr. Robert Constante, Apartment 104C, 4376 Okemos Road, Okemos, Michigan 48864.

Your effort to assist us in this study will be greatly appreciated. Upon completion we will be most happy to provide you with a copy of the survey results.

Sincerely,

A handwritten signature in black ink, reading "James A. Sensenbaugh".

JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:MWR:g

Enclosures

APPENDIX E

LETTER TO STATE AND LOCAL SURVEY RESPONDENTS
DESIGNATED TO COMPLETE THE QUESTIONNAIRE

ATTENTION: Survey Respondent Designated to Complete the Questionnaire.

Dear Sir:

It is hoped that you will take a few minutes from your busy schedule to complete the enclosed questionnaire requesting information on student accident reporting programs in your school system. It would be appreciated if you would answer each question pertaining to your specific program. If you feel that there is need to explain your situation, you may do so in the area provided, or you may want to explain on a separate sheet of paper. We would like very much to hear any comments you may want to make pertaining to your program.

Your assistance in this nationwide survey, which is being supported by the Maryland State Department of Education, is greatly appreciated. We will be most happy to send you an abstract of the study upon its completion. Please return the questionnaire on or before June 25, 1971 in the self-addressed, stamped envelope provided.

Sincerely,

Robert Constante
Robert Constante

APPENDIX F

LETTER TO STATE RESPONDENT DESIGNATED TO COMPLETE
THE QUESTIONNAIRE IN THOSE STATES NOT REPORTING
TO THE NATIONAL SAFETY COUNCIL



MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

ATTENTION: State Survey Respondent Designated to Complete
the Questionnaire.

Dear Sir;

It is hoped that you will take a few minutes from your busy schedule to complete the enclosed questionnaire requesting information on student accident reporting programs in your school system. It would be appreciated if you would answer each question pertaining to your specific program. If you feel that there is need to explain your situation, you may do so in the area provided, or you may want to explain on a separate sheet of paper. We would like very much to hear any comments you may want to make pertaining to your program.

In addition, it would be appreciated if you would forward the additional questionnaire enclosed to a local school district within your state which you feel has the most effective student accident reporting program.

Your assistance in this nationwide survey, which is being supported by the Maryland State Department of Education, is greatly appreciated. We will be most happy to send you an abstract of the study upon its completion. Please return the questionnaire on or before June 25, 1971 in the self-addressed, stamped envelope provided.

Sincerely,
Robert Constante
Robert Constante

APPENDIX G

SURVEY QUESTIONNAIRE FOR STATE
DEPARTMENTS OF EDUCATION

NATIONAL SURVEY OF STUDENT ACCIDENT REPORTING
PROGRAMS OF STATE DEPARTMENTS OF EDUCATION
AND SELECTED SCHOOL SYSTEMS

State Department of Education Questionnaire

Attached are a series of questions on student accident reporting in safety education programs. Please circle in the letter(s) Yes (Y), No (N), Planned (P), Non-applicable (N/A), or respond as specified that best reflects your particular system. This survey questionnaire was designed to take a minimum of time to complete, approximately 18 minutes.

Organizational Procedure

- Part I General Safety Program Information
 Items 1-13
- Part II Accident Reporting Procedure
 Items 14-22
- Part III Program Uses of Analyzed Data
 Items 23-25
- Part IV Accident Reporting from Information
 Items 26-58

If you have any material or information on your safety education programs, we would appreciate a copy in order to better understand your programs. Your assistance and cooperation is deeply appreciated.

Dr. James A. Sensenbaugh
State Superintendent of Schools
Baltimore, Maryland

Please return the completed questionnaire in the stamped, self-addressed envelope provided on or before June 25, 1971. Return to:

Robert Constante
4376 Okemos Road
Okemos, Michigan 48864

Name and title of person completing the questionnaire: _____

Name and address of your educational agency: _____

QUESTIONNAIRE DEFINITIONS

Accident--an event which usually produces unintended injury, death, or property damage, occurring without the will or design of the person who causes it.

Full-time Staff--a person hired by the Board of Education who devotes 100% of his working time to supervising, coordinating, directing, and administering the total safety education program.

Governmental Immunity--immunity from tort actions enjoyed by governmental subdivisions in common-law states.

Liability--Legal responsibility; the state of one who is bound in law and justice to do something which may be enforced by action.

Non-school Jurisdictional Accidents--includes all accidents not occurring under the jurisdiction or sponsorship of the school.

Part-time Staff--a person hired by the Board of Education who devotes any set portion of his time to supervising, directing and administering the total school safety education program.

Planned--a program that is designed or is being prepared to be implemented into the system.

Recordable Accident--an accident which: (1) results in a pupil injury severe enough to cause the student the loss of one-half day or more of school time, or (2) is severe enough to cause the loss of one-half day or more of pupil activity during non-school time, or (3) does property damage as a result of a school jurisdictional accident.

Reportable Accident--(1) any school jurisdictional accident that results in any injury to a pupil and/or property damage, or (2) any non-school jurisdictional accident which results in injury causing restriction of activity to the pupil.

Safety Education--the process of administrative practices and instructional techniques in a comprehensive program designed to reduce accident and conserve human and material resources.

School Jurisdictional Accidents--those accidents which occur on school property, to pupils enroute to or from school, or during school sponsored activities away from school property.

State Department of Education--to include all chief state educational agencies in each state due to the many titles of the fifty state educational agencies in the United States.

System--referring to: (1) a state-wide educational organization and all of its local subsystems, or (2) the local school districts including all of its schools.

Tort--legal wrong committed to the person or property of another.

Part I
General Safety Education Program Information

1. Does your state have legal authority to include:
 - (A) safety education in public schools? Y N P
 - (B) driver education in the schools? Y N P
 - (C) is it an assumed authority for (A)? Y N P
2. Is there a staff person at the state level responsible for:
 - (A) safety education? Y N P
 - (B) driver education? Y N P
 - (C) combined duties of (A) and (B)? Y N P
 - (D) student accident reporting activities only? Y N P
 - (E) other; specify _____ Y N P
3. Number of administrative staff in your state office in:
 - (A-1) safety education: full-time _____ (A-2) part-time _____
 - (B-1) driver education: full-time _____ (B-2) part-time _____
4. Does your school system budget funds for:
 - (A) safety education? Y N P
 - (B) driver education? Y N P
 - (C) other funding; specify _____ Y N P
5. Does your state have an administrative guide for:
 - (A) safety education? Y N P
 - (B) driver education? Y N P
 - (C) combined areas of safety and driver education? Y N P
 - (D) other: specify _____ Y N P
6. Does your state have a curriculum guide for:
 - (A) safety education? Y N P
 - (B) driver education? Y N P
 - (C) combined plan of (A) and (B)? Y N P
 - (D) other: specify _____ Y N P
7. Do you provide in-service programs to the local school districts:
 - (A) in safety education? Y N P
 - (B) in driver education? Y N P
 - (C) non-applicable; explain _____ N/A
8. Does your state include safety education as:
 - (A) a separate course in the curriculum? Y N P
 - (B) included in with other subjects? Y N P
 - (C) not provided at all in the schools? Y N P
 - (D) left up to the local school districts? Y N P
9. Does your state educational system have:
 - (A) tort liability? Y N P
 - (B) governmental immunity doctrine laws? Y N P
 - (C) if not, explain your situation _____ Y N P
10. Does your state have:
 - (A) a state safety council or committee? Y N P
 - (B) a state driver education association? Y N P
 - (C) a state safety association? Y N P
 - (D) a combined safety and driver education association? Y N P
 - (E) other; specify _____ Y N P

11. Has your system received federal funds for safety programs, and if so, list from what laws or acts?
 (A) Safety education? Specify source _____ Y N P
 (B) Driver education? Specify source _____ Y N P
12. Are the administrative duties defined in your job description?
 (A) Non-applicable? N/A
 (B) Student accident reporting and analysis? Y N P
 (C) Accident prevention in the curriculum? Y N P
 (D) Administering the safety education program? Y N P
13. Should student accident reporting be conducted:
 (A) at the state level? Y N P
 (B) at the local school district level? Y N P
 (C) as an educational activity at both levels? Y N P
 (D) other; explain _____ Y N P

Part II
Specific Student Accident Reporting Information

14. Is the student accident reporting in your state:
 (A) statewide? Y N P
 (B) standardized and required? Y N P
 (C) voluntary? Y N P
 (D) non-applicable? N/A
 (E) other; explain _____ Y N P
15. Does your state have accident reporting for:
 (A) non-applicable? N/A
 (B) student accidents? Y N P
 (C) professional staff? Y N P
 (D) 24 hour student accident reporting? Y N P
 (E) during the summer months? Y N P
16. What type of reporting form do you use?
 (A) Non-applicable? N/A
 (B) The National Safety Council's standardized form? Y N P
 (C) A variation of the Council's form? Y N P
 (D) A form designed by your system to meet your needs? Y N P
17. What are the number of school districts:
 (A) in your state? _____
 (B) in your state having student accident reporting programs _____
18. Method of data processing of student accidents used:
 (A) manual tabulation? Y N P
 (B) computer assistance? Y N P
 (C) a combination of both methods? Y N P
 (D) non-applicable? N/A
 (E) other; specify _____ Y N P
19. If you use manual tabulation of accident data, is it:
 (A) non-applicable? N/A
 (B) meeting your needs? Y N P
 (C) because you do not have available computers? Y N P
 (D) because your system is too small for other methods? Y N P
 (E) other; specify _____ Y N P

20. Are summaries of reported accident data distributed:
- | | |
|--------------------------|-------|
| (A) monthly? | Y N P |
| (B) semi-annually? | Y N P |
| (C) annually? | Y N P |
| (D) other; specify _____ | Y N P |
| (E) non-applicable? | N/A |
21. Your projections for a statewide reporting program?
- | | |
|---|-------|
| (A) Do not consider implementing a program. | Y N P |
| (B) A program now in effect. | Y N P |
| (C) 1 to 2 years away. | Y N P |
| (D) 3 to 4 years away. | Y N P |
| (E) Other; specify _____ | Y N P |
22. If you collect accident data, is:
- | | |
|--|-------|
| (A) non-applicable? | N/A |
| (B) sufficient data being collected? | Y N P |
| (C) it presented in a manner easily interpreted? | Y N P |
| (D) there adequate distribution of the data? | Y N P |
| (E) the data made available to students? | Y N P |
| (F) the data made available to professional staff? | Y N P |
| (G) the data made available to non-professional staff? | Y N P |
| (H) other; specify _____ | Y N P |

Part III
Program Uses of Analyzed Data

23. Is your student accident data analyzed and used:
- | | |
|---|-------|
| (A) non-applicable? | N/A |
| (B) to encourage school systems to summarize accident data? | Y N P |
| (C) as a means of evaluating ongoing safety programs? | Y N P |
| (D) to assess the cost of accidents in the schools? | Y N P |
| (E) to make available to all schools? | Y N P |
| (F) for curriculum planning and improvement? | Y N P |
| (G) to demonstrate preventive measures to the schools? | Y N P |
| (H) to analyze the overall state accident picture? | Y N P |
| (I) to determine state trends in student accidents? | Y N P |
| (J) to isolate special or high risk activity programs? | Y N P |
| (K) to initiate special studies for accident reduction? | Y N P |
| (L) to build public support for school safety programs? | Y N P |
| (M) for other state governmental agencies? | Y N P |
| (N) to make available to the National Safety Council? | Y N P |
| (O) for insurance and possible legal uses? | Y N P |
24. Have there been any special studies done in your state using analyzed student accident data? Y N P
 If yes, list the studies and their results: _____

25. What significant areas of concern in student accident reporting were omitted from this questionnaire? Specify:

Part IV
Accident Reporting Form Information*

Please circle those items that you require on your statewide standardized student accident reporting form as a minimum inclusion. If your state has no reporting program, indicate those items you would include in a form.

- | | |
|---|-------|
| 26. Have no reporting program. | N/A |
| 27. Name | Y N P |
| 28. Address | Y N P |
| 29. School | Y N P |
| 30. Sex | Y N P |
| 31. Age; month, day, year | Y N P |
| 32. Grade or special program | Y N P |
| 33. Date and time of accident; day of the week | Y N P |
| 34. Nature of injury | Y N P |
| 35. Part of body injured | Y N P |
| 36. Degree of injury | Y N P |
| 37. Number of days lost | Y N P |
| 38. Cause of injury | Y N P |
| 39. Jurisdictional classification of accident (school or non-school) | Y N P |
| 40. Location of accident | Y N P |
| 41. Activity of person | Y N P |
| 42. Status of activity | Y N P |
| 43. Supervision (professional, non-professional) | Y N P |
| 44. Agency involved (apparatus, equipment, etc.) | Y N P |
| 45. Unsafe act | Y N P |
| 46. Unsafe mechanical--physical condition | Y N P |
| 47. Unsafe personal factor | Y N P |
| 48. Corrective action taken or recommended | Y N P |
| 49. Property damage (estimated) | Y N P |
| 50. Description | Y N P |
| 51. Date of report | Y N P |
| 52. Report prepared by (signature) | Y N P |
| 53. Principal's signature | Y N P |
| 54. First aid provided by (signature) | Y N P |
| 55. Reportable | Y N P |
| 56. Recordable | Y N P |
| 57. Others; specify _____ | Y N P |
| 58. List some problems you have with your reporting form, if any: _____ | |

* Definitions of items 27-56 are presented in Appendix L.

APPENDIX H

SURVEY QUESTIONNAIRE FOR SELECTED
SCHOOL SYSTEMS

NATIONAL SURVEY OF STUDENT ACCIDENT REPORTING
PROGRAMS OF STATE DEPARTMENTS OF EDUCATION
AND SELECTED SCHOOL SYSTEMS

Selected School District Questionnaire

Attached are a series of questions on student accident reporting in safety education programs. Please circle in the letter(s) Yes (Y), No (N), Planned (P), Non-applicable (N/A), or respond as specified that best reflects your particular system. This survey questionnaire was designed to take a minimum of time to complete, approximately 18 minutes.

Organizational Procedure

- Part I General Safety Program Information
 Items 1-13
- Part II Accident Reporting Procedure
 Items 14-22
- Part III Program Uses of Analyzed Data
 Items 23-25
- Part IV Accident Reporting from Information
 Items 26-58

If you have any material or information on your safety education programs, we would appreciate a copy in order to better understand your programs. Your assistance and cooperation is deeply appreciated.

Dr. James A. Sensenbaugh
State Superintendent of Schools
Baltimore, Maryland

Please return the completed questionnaire in the stamped, self-addressed envelope provided on or before June 25, 1971. Return to:

Robert Constante
4376 Okemos Road
Okemos, Michigan 48864

Name and title of person completing the questionnaire: _____

Name and address of your educational agency: _____

QUESTIONNAIRE DEFINITIONS

Accident--an event which usually produces unintended injury, death, or property damage, occurring without the will or design of the person who causes it.

Full-time Staff--a person hired by the Board of Education who devotes 100% of his working time to supervising, coordinating, directing, and administering the total safety education program.

Governmental Immunity--immunity from tort actions enjoyed by governmental subdivisions in common-law states.

Liability--Legal responsibility; the state of one who is bound in law and justice to do something which may be enforced by action.

Non-school Jurisdictional Accidents--includes all accidents not occurring under the jurisdiction or sponsorship of the school.

Part-time Staff--a person hired by the Board of Education who devotes any set portion of his time to supervising, directing and administering the total school safety education program.

Planned--a program that is designed or is being prepared to be implemented into the system.

Recordable Accident--an accident which: (1) results in a pupil injury severe enough to cause the student the loss of one-half day or more of school time, or (2) is severe enough to cause the loss of one-half day or more of pupil activity during non-school time, or (3) does property damage as a result of a school jurisdictional accident.

Reportable Accident--(1) any school jurisdictional accident that results in any injury to a pupil and/or property damage, or (2) any non-school jurisdictional accident which results in injury causing restriction of activity to the pupil.

Safety Education--the process of administrative practices and instructional techniques in a comprehensive program designed to reduce accident and conserve human and material resources.

School Jurisdictional Accidents--those accidents which occur on school property, to pupils enroute to or from school, or during school sponsored activities away from school property.

State Department of Education--to include all chief state educational agencies in each state due to the many titles of the fifty state educational agencies in the United States.

System--referring to: (1) a state-wide educational organization and all of its local subsystems, or (2) the local school districts including all of its schools.

Tort--legal wrong committed to the person or property of another.

Part I
General Safety Program Information

1. Does your school district have legal authority to include:

(A) safety education in the schools?	Y N P
(B) driver education in the schools?	Y N P
(C) is it an assumed authority for (A)?	Y N P

2. Is there a staff person responsible for:

(A) safety education?	Y N P
(B) driver education?	Y N P
(C) combined duties in both areas?	Y N P
(D) student accident reporting activities only?	Y N P
(E) other; specify _____	Y N P

3. Number of administrative staff in your district office in:

(A-1) safety education: full-time _____	(A-2) part-time _____
(B-1) driver education: full-time _____	(B-2) part-time _____
(C) other; specify _____	

4. Does your school district budget funds for:

(A) safety education?	Y N P
(B) driver education?	Y N P
(C) other funding, specify _____	Y N P

5. Does your school district have an administrative guide in:

(A) safety education?	Y N P
(B) driver education?	Y N P
(C) combined areas of (A) and (B)?	Y N P
(D) following the state guide in safety education?	Y N P
(E) following the state guide in driver education?	Y N P
(G) other? specify _____	Y N P

6. Does your system have a curriculum guide for:

(A) safety education?	Y N P
(B) driver education?	Y N P
(C) combined areas of (A) and (B)?	Y N P
(D) using the state guide in safety education?	Y N P
(E) using the state guide in driver education?	Y N P
(F) using the state combined guide for both areas?	Y N P
(G) other? specify _____	Y N P

7. Does your staff provide inservice programs to your schools:

(A) in safety education?	Y N P
(B) in driver education?	Y N P
(C) non-applicable; explain _____	N/A

8. Does your school district include safety education as:

(A) a separate course in the curriculum?	Y N P
(B) included in with other subjects?	Y N P
(C) not provided at all in the schools?	Y N P
(D) left up to the individual schools?	Y N P

9. Does your educational system have:
- (A) tort liability? Y N P
 - (B) governmental immunity doctrine laws? Y N P
 - (C) if not, explain your situation _____ Y N P
10. Does your educational system have:
- (A) a district safety council or committee? Y N P
 - (B) a district driver education association? Y N P
 - (C) a district safety association? Y N P
 - (D) a combined safety and driver education association? Y N P
 - (E) other; specify _____
11. Has your school district received federal funds for safety programs, and if so, list from what laws or act?
- (A) Safety education? Specify source _____ Y N P
 - (B) Driver education? Specify source _____ Y N P
12. Are the administrative duties defined in your job description?
- (A) Non-applicable. N/A
 - (B) Student accident reporting and analysis? Y N P
 - (C) Accident prevention in the curriculum? Y N P
 - (D) Administering the safety education program? Y N P
13. Should student accident reporting be conducted:
- (A) at the state level? Y N P
 - (B) at the local school district level? Y N P
 - (C) an educational activity at both levels? Y N P
 - (D) other; explain _____ Y N P

Part II
Accident Reporting Information

14. Is the student accident reporting in your school district:
- (A) system-wide? Y N P
 - (B) standardized and required? Y N P
 - (C) voluntary? Y N P
 - (D) Non-applicable? N/A
 - (E) other; explain _____ Y N P
15. Does your school district have accident reporting for:
- (A) student accidents? Y N P
 - (B) professional staff? Y N P
 - (C) non-professional staff accidents? Y N P
 - (D) 24 hour student accident reporting? Y N P
 - (E) during the summer months? Y N P
 - (F) non-applicable? N/A
16. What type of reporting form do you use?
- (A) Non-applicable? N/A
 - (B) The National Safety Council's standardized form? Y N P
 - (C) A variation of the Council's form? Y N P
 - (D) A form designed by the State Department of Education? Y N P
 - (E) A form designed by your system to meet your needs? Y N P

17. The (A) number of schools in your district, and (B) the number having a student accident reporting program?
- | | | |
|-------------------------|-------------|-----|
| (A-1) _____ Elementary | (B-1) _____ | |
| (A-2) _____ Junior high | (B-2) _____ | |
| (A-3) _____ Senior high | (B-3) _____ | |
| (A-4) _____ Special | (B-4) _____ | |
| (C) Non-applicable? | | N/A |
18. What method of data processing of student accidents is used?
- | | |
|---|-------|
| (A) Manual tabulation? | Y N P |
| (B) Computer assistance in data analysis? | Y N P |
| (C) A combination of both methods? | Y N P |
| (D) Non-applicable? | N/A |
| (E) Other; specify _____ | Y N P |
19. If you use manual tabulation of accident data, is it:
- | | |
|---|-------|
| (A) Non-applicable? | N/A |
| (B) Meeting your needs? | Y N P |
| (C) Because you do not have available computers? | Y N P |
| (D) Because your system is too small for other methods? | Y N P |
| (E) Other; specify _____ | Y N P |
20. Are summaries of reported accidents distributed:
- | | |
|--------------------------|-------|
| (A) monthly: | Y N P |
| (B) semi-annually? | Y N P |
| (C) annually? | Y N P |
| (D) other; specify _____ | Y N P |
| (E) non-applicable? | N/A |
21. Your projections for a system-wide reporting program?
- | | |
|---|-------|
| (A) Do not consider implementing a program. | Y N P |
| (B) A program now in effect. | Y N P |
| (C) 1 to 2 years away. | Y N P |
| (D) 3 to 4 years away. | Y N P |
| (E) Other; specify _____ | Y N P |
22. If you collect accident data, is:
- | | |
|--|-------|
| (A) non-applicable? | N/A |
| (B) sufficient data being collected? | Y N P |
| (C) it presented in a manner easily interpreted? | Y N P |
| (D) there adequate distribution of the data? | Y N P |
| (E) the data made available to students? | Y N P |
| (F) the data made available to professional staff? | Y N P |
| (G) the data made available to non-professional staff? | Y N P |
| (H) other; specify _____ | Y N P |

Part III
Program Uses of Analyzed Data

23. Is your student accident data analyzed and used:
- | | |
|--|-------|
| (A) non-applicable? | N/A |
| (B) to encourage schools to summarize accident data? | Y N P |
| (C) as a means of evaluating ongoing safety programs? | Y N P |
| (D) to assess the cost of accidents in the schools? | Y N P |
| (E) to make available to all schools? | Y N P |
| (F) for curriculum planning and improvement? | Y N P |
| (G) to demonstrate preventive measures to the schools? | Y N P |
| (H) to analyze the overall school district accident picture? | Y N P |
| (I) to determine district trends in student accidents? | Y N P |
| (J) to isolate special or high risk activity programs? | Y N P |
| (K) to initiate special studies for accident reduction? | Y N P |
| (L) to build public support for school safety programs? | Y N P |
| (M) for other state governmental agencies? | Y N P |
| (N) to make available to the National Safety Council? | Y N P |
| (O) for insurance and possible legal uses? | Y N P |
24. Have there been any special studies done in your system using analyzed student accident data? If yes, list the studies and their results: _____
- Y N P
25. What significant areas of concern in student accident reporting were omitted from this questionnaire? Specify: _____

Part IV
Accident Reporting Form Information*

Please circle those items that you require on your system-wide standardized student accident reporting form as a minimum inclusion. If your system has no reporting program, indicate those items you would include in a form.

- | | |
|--|-------|
| 26. Have no reporting program | N/A |
| 27. Name | Y N P |
| 28. Address | Y N P |
| 29. School | Y N P |
| 30. Sex | Y N P |
| 31. Age; month, day, year | Y N P |
| 32. Grade or special program | Y N P |
| 33. Date and time of accident; day of the week | Y N P |
| 34. Nature of injury | Y N P |
| 35. Part of body injured | Y N P |

* Definitions for items 27-56 are presented in Appendix L.

36. Degree of injury	Y N P
37. Number of days lost	Y N P
38. Cause of injury	Y N P
39. Jurisdictional classification of accident (school or non-school)	Y N P
40. Location of accident	Y N P
41. Activity of person	Y N P
42. Status of activity	Y N P
43. Supervision (professional, non-professional)	Y N P
44. Agency involved (apparatus, equipment, etc.)	Y N P
45. Unsafe act	Y N P
46. Unsafe mechanical--physical condition	Y N P
47. Unsafe personal factor	Y N P
48. Corrective action taken or recommended	Y N P
49. Property damage (estimated)	Y N P
50. Description	Y N P
51. Date of report	Y N P
52. Report prepared by (signature)	Y N P
53. Principal's signature	Y N P
54. First aid provided by (signature)	Y N P
55. Reportable	Y N P
56. Recordable	Y N P
57. Others; specify _____	Y N P
58. List some problems you have with your reporting form, if any: _____	Y N P

APPENDIX I

FOLLOW-UP LETTER TO STATE AND
LOCAL SUPERINTENDENTS



JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

July 10, 1971

Dear Fellow Educator,

You may recall the letter sent to you on June 10th from Dr. James A. Sensenbaugh, State Superintendent of Maryland Schools, requesting your aid in a survey to develop a model student accident reporting system. The comprehensiveness of the findings is dependent upon the cooperation of all superintendents contacted.

Our request may have come at the time when the staff member selected by you to complete the questionnaire was extremely busy and thus unable to complete this assignment. An attempt was made to keep the information non-technical and avoid the necessity for long, time consuming responses; just simple Yes or No responses, as a rule.

It could be, the questionnaire has been misplaced. In that event, I have taken the liberty of enclosing a complete packet which includes cover letters and the survey questionnaire, along with a self-addressed, stamped envelope for returning the completed questionnaire.

With your assistance, it is hoped that the study will indicate the current status of student accident reporting. Your attention to this request will be greatly appreciated.

Respectfully,

Robert E. Constante

Robert Constante

APPENDIX J

**THANK-YOU LETTER TO STATE AND LOCAL SUPERINTENDENTS
AND DESIGNATED RESPONDENTS**



JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 21201

August 1971

Dear Sir:

May I take this opportunity, on behalf of the Maryland State Department of Education, to personally thank you for taking time from a busy schedule to designate a member of your staff to respond to the recent questionnaire sent by me and entitled: *A National Survey of State Departments of Education and Selected School Systems' Student Accident Reporting Programs.*

We sincerely believe that the contribution made by you and others will materially assist us in ultimately developing a better student accident reporting system. On completion of the study, which is projected for the end of the year, we will be most happy to send you an abstract of our findings.

Sincerely,

Robert Costante

A handwritten signature in cursive script that reads "Robert Costante".

Copy to your respondent

APPENDIX K

STATE AND LOCAL RESPONSES TO OPENENDED
QUESTIONS ON SURVEY QUESTIONNAIRE

Questions: 2E, 3C, 4C, 5G, 6G, 7C, 9C, 10E,
11A & B, 13D, 14E, 18E, 19E, 20D,
21E, 22H, 24-, 25-, 57-, 58.

Question 2: Is there a staff person at the system level responsible for (a) safety education; (b) driver education; (c) combined duties in both areas; (d) student accident reporting activities; (e) other; specify.

<u>States Responding to (e)</u>	<u>Response Made</u>
Alabama	School transportation
Iowa	Safety education through 12th grade
Louisiana	Youth Safety Council Activities
Michigan	Preparation and dissemination of safety curriculum materials and teacher workshop
Missouri	School bus safety
North Dakota	General instructional program
Rhode Island	School bus safety

<u>Local Systems Responding to (e)</u>	<u>Response Made</u>
Glendale, Arizona	Safety education provided as needed
Indianapolis, Indiana	Civil Defense
Baltimore, Maryland	Accident reporting is a function of the safety office
Kansas City, Missouri	Driver improvement schools and school bus safety
Pittsburgh, Pennsylvania	Health, safety and driver education
Louisville, Kentucky	Health and physical education
Gary, Indiana	Supervisor of Health, Safety, Physical Education and Athletics
Jackson, Mississippi	Combined with physical education and safety education

Question 3: Number of administrative staff in your system's office in (a) safety education: fulltime and part-time; (b) driver education: fulltime and part-time; (c) other, specify.

<u>States Responding to (c)</u>	<u>No Responses Made</u>
<u>Local School Systems Responding to (c)</u>	<u>Response Made</u>
North Little Rock, Arkansas	Supervisor of Health, Safety, and Physical Education
Greenville, South Carolina	A program is planned.
Boise, Idaho	One fulltime person supervising safety education, transportation and driver education.
Louisville, Kentucky	Health and Physical Education, Safety and Driver Education.

Question 4: Does your system budget funds for: (a) safety education; (b) driver education; (c) other funding; specify.

<u>States Responding to (c)</u>	<u>Response Made</u>
Alabama	School bus safety
Delaware	State funds for program
Georgia	Highway Safety Act funds in driver education
Idaho	Driver education state supported
Kentucky	Highway Safety Act funds in driver education
Louisiana	State and federal funding
Maryland	State ear-marked funds from Dept. of Motor Vehicles
Massachusetts	Funds for safety raised on local level only
Michigan	Federal grant--Highway Safety Act
Minnesota	Highway Safety Act
Missouri	Highway Safety Act
Rhode Island	School bus funding

**Local School Systems
Responding to (c)**

Response Made

Clearwater, Florida
Farmington, Maine
Cincinnati, Ohio

State Dept. of Education
Federal funds
Individual program included
in overall budget

Houston, Texas
Kansas City, Kansas

Federal grant
Not as a specific item

Question 5: Does your system have an administrative guide in (a) safety education; (b) driver education; (c) combined areas of (a) and (b); (d) following the state guide in safety education; (e) following the state guide in driver education; (f) or following the state combined guide in both areas; (g) other; specify.

States Responding to (g)

Response Made

Alabama
Massachusetts
New York

School bus safety
Health and safety combined
Motorcycle, pedestrian, and
snowmobiles

Pennsylvania

Five school, patrol, bicycle,
aviation administrative
guide

Rhode Island
Virginia
Wyoming

School bus guide
Health and safety education
Revising driver education
guide fall of 1971

**Local School Systems
Responding to (g)**

Response Made

Indianapolis, Indiana

Provide frequent administra-
tive bulletins in safety
education and driver educa-
tion

Farmington, Maine

National Safety Council for
Safety Education

Question 6: Does your system have a curriculum guide for:
 (a) safety education; (b) driver education;
 (c) combined areas of (a) and (b); (d) use
 the state guide of (a); (e) use the state
 guide of (b); (f) following state combined
 guide in both areas; (g) other; specify.

<u>States Responding to (g)</u>	<u>Response Made</u>
Massachusetts	Health and safety combined
Michigan	In the process of being developed
Missouri	Motorcycle education and pedestrian safety
Nevada	Motorcycle and driver education
Pennsylvania	Fire, school, patrol, bicycle, aviation safety program
Rhode Island	School bus safety program
Virginia	Health and safety
Wyoming	Revising present guide, fall of 1971

<u>Local School Systems Responding to (g)</u>	<u>Response Made</u>
Indianapolis, Indiana	American Automobile Associa- tion recommended textbooks, lesson guides, test and workbooks
Farmington, Maine	Combination of all areas
Grand Rapids, Michigan	Safety education is integrated throughout the curriculum guides of the various sub- ject areas
Jackson, Mississippi	Specific area booklets, bulle- tin and annual accident reports

Question 7: Does your staff provide inservice program to your systems (a) in safety education; (b) in driver education; (c) non-applicable. Explain.

<u>States Responding to (c)</u>	<u>Response made</u>
Texas	Provided through regional educational service centers
Maryland	In school bus safety

<u>Local School Systems Responding to (c)</u>	<u>Response Made</u>
Glendale, Arizona	Inservice provided as is needed
Grand Rapids, Michigan	Provide inservice programs to non-public schools
Rutland, Vermont	Insufficient staff to provide needed service

Question 9: Does your educational system have (a) tort liability; (b) governmental immunity doctrine laws; (c) if not, explain your situation.

<u>States Responding to (c)</u>	<u>Response Made</u>
Alabama	State Board of Adjustment meets its moral obligation
Kentucky	Permission can be obtained to sue the state
Massachusetts	Each local school district handles its own matters
Maine	Decisions made on each individual cases

<u>Local School Systems Responding to (c)</u>	<u>Response Made</u>
Glendale, Arizona	Liability for school district personnel who might be liable
Baltimore, Maryland	If there is negligence, the legal division of the city government may pay for medical expenses of the accident
Elizabeth, New Jersey	No longer pleaded

Louisville, Kentucky

Immunity does not extend to an employee. The Board of Education is immune when liability is placed on the vehicle, a waiver is placed on the immunity to the extent of the limits of the insurance policy

Elkhart, Indiana

Some harmless

Question 10: Does your education system have (a) a safety council or committee; (b) a driver education association; (c) a safety association; (d) a combined safety and driver education association; (e) other, specify.

States Responding to (e)Response Made

Connecticut
Idaho

Connecticut Safety Commission
Coordinating members of
several safety associations

Massachusetts

Health education curriculum
advising committee of which
safety is a part

Michigan
Rhode Island

Michigan State Safety Comm.
New England Driver Education
Association

Wisconsin

School Safety Coordinator
Association

Local School Systems
Responding to (e)Response Made

Clearwater, Florida

School Safety Committee concerned with pedestrian and vehicle traffic to and from school

Hettinger, North Dakota

State Association in Driver
and Safety Education

Pittsburgh, Pennsylvania
Houston, Texas

Regional State Association
Gulf Coast Driver Education
Association, a regional
association established by
the state association.

Springfield, Missouri
Greenwich, Connecticut

State Driver Education Assoc.
Part of a city-wide Safety
Committee

Question 11: Has your system received federal funds for safety programs, and if so, list from what laws or acts? (a) safety education; specify source; (b) driver education; specify source.

States Responding to (a) and (b)	Response Made
Alabama	(a) -- (b) Highway Safety Act
Arizona	(a) -- (b) Highway Safety Act
California	(a) -- (b) Highway Safety Act
Colorado	(a) -- (b) Highway Safety Act
Connecticut	(a) Highway Safety Act (b) Highway Safety Act
Delaware	(a) Highway Safety Act (b) Highway Safety Act
Florida	(a) -- (b) Highway Safety Act
Georgia	(a) -- (b) E.S.E.A. and Highway Safety Act
Hawaii	(a) -- (b) Highway Safety Act
Idaho	(a) Highway Safety Act (b) Highway Safety Act
Iowa	(a) -- (b) Highway Safety Act
Kansas	(a) -- (b) Highway Safety Act
Kentucky	(a) Highway Safety Act (b) Highway Safety Act
Louisiana	(a) Title V, E.S.E.A. (b) Highway Safety Act
Maryland	(a) Highway Safety Act (b) Highway Safety Act
Massachusetts	(a) -- (b) Highway Safety Act
Michigan	(a) -- (b) Highway Safety Act
Minnesota	(a) -- (b) Highway Safety Act
Mississippi	(a) -- (b) Highway Safety Act
Missouri	(a) -- (b) Title V of E.S.E.A. and Highway Safety Act
New Jersey	(a) -- (b) Highway Safety Act

New Mexico	(a) Highway Safety Act
	(b) Highway Safety Act
New York	(a) --
	(b) Highway Safety Act
North Carolina	(a) Highway Safety Act
	(b) Highway Safety Act
North Dakota	(a) Highway Safety Act
	(b) Highway Safety Act
Oklahoma	(a) --
	(b) Highway Safety Act
Pennsylvania	(a) --
	(b) Highway Safety Act
Rhode Island	(a) Highway Safety Act
	(b) --
South Dakota	(a) Highway Safety Act
	(b) Highway Safety Act
Tennessee	(a) --
	(b) Highway Safety Act
Texas	(a) --
	(b) Highway Safety Act
Virginia	(a) --
	(b) Highway Safety Act
Washington	(a) --
	(b) Highway Safety Act
West Virginia	(a) --
	(b) Highway Safety Act
Wisconsin	(a) Highway Safety Act
	(b) Highway Safety Act
Wyoming	(a) --
	(b) Highway Safety Act

Local School Systems
Responding to (a) & (b)

Response Made

Mobile, Alabama	(a) --
	(b) Highway Safety Act
Chicago, Illinois	(a) --
	(b) Highway Safety Act
Baltimore City, Maryland	(a) Highway Safety Act
	(b) Highway Safety Act
Farmington, Maine	(a) Highway Safety Act
	(b) Highway Safety Act
Duluth, Minnesota	(a) --
	(b) Highway Safety Act
Hittinger, North Dakota	(a) --
	(b) Highway Safety Act
Cleveland, Ohio	(a) --
	(b) Highway Safety Act
Cincinnati, Ohio	(a) --
	(b) Highway Safety Act
Lakewood, Ohio	(a) --
	(b) Highway Safety Act

Pittsburgh, Pennsylvania	(a) E.S.E.A.
	(b) Highway Safety Act
Erie, Pennsylvania	(a) --
	(b) Highway Safety Act
Brookings, South Dakota	(a) --
	(b) Highway Safety Act
Houston, Texas	(a) --
	(b) Title III and Title I of Model Cities
Louisville, Kentucky	(a) --
	(b) Highway Safety Act
Los Angeles, California	(a) Highway Safety Act
	(b) Highway Safety Act
Jackson, Mississippi	(a) --
	(b) Highway Safety Act

Question 13: Should student accident reporting be conducted (a) at the state level; (b) at the school district level; (c) an educational activity at both levels; (d) other, specify.

<u>States Responding to (d)</u>	<u>Response Made</u>
Hawaii	From school level to district to state level
Wisconsin	Pilot project at state level

<u>Local School Systems Responding to (d)</u>	<u>Response Made</u>
Pittsburgh, Pennsylvania	Reporting should be conducted at the individual schools.

Question 14: Is the student accident reporting in your system (a) system-wide; (b) standardized and required; (c) voluntary; (d) N/A; (e) other, explain.

<u>States Responding to (e)</u>	<u>Response Made</u>
Georgia	No reporting activity
Iowa	Accident reporting on a voluntary basis and no report required at the state level
Kansas	Accident reporting conducted by state Health Department
Massachusetts	As per local school district policies and group insurance policies

North Dakota	A system-wide system being designed
Rhode Island	Some schools keep records
Tennessee	Local schools systems

Local School System
Responding to (e)

Response Made

Pittsburgh, Pennsylvania	A computerized system-wide program in effect.
--------------------------	---

Question 18: What method of data processing of student accident is used (a) manual tabulation; (b) computer assistance in data analysis; (c) a combination of both methods; (d) no-applicable; (e) other, specify.

States Responding to (e)

Response Made

Iowa	Unknown
Maryland	Optical scan to be used in a demonstration project
Massachusetts	No study has been done to assess its practicality
North Dakota	In the process of being designed.

Local School Systems
Responding to (e)

Response Made

Kansas City, Kansas	State Department of Health tabulates states student accidents
Jackson, Mississippi	Presently working on improved method of data processing

Question 19: If you use manual tabulation of accident data, is it (a) N/A; (b) meeting your needs; (c) because you do not have available computers; (d) because your system is too small for other methods; (e) other; specify.

States responding to (e)

Response Made

Hawaii	Presently being revised
Kansas	State Health Dept.'s activity
Pennsylvania	Have not put plan into effect yet

Texas

A computerized program soon
to be implemented

Local School Systems
Responding to (e)

Response Made

Indianapolis, Indiana

Presently classifying and
coding

Duluth, Minnesota

Computer use for data analysis
is under consideration

Gary, Indiana

A planned program but not put
into effect

Jackson, Mississippi

Have computers and have a
planned program and will be
used system-wide for data
analysis next year

Question 20: Are summaries of reported accidents distributed
(a) monthly; (b) semi-annually; (c) annually;
(d) other; specify; (e) N/A.

States Responding to (d)

Response Made

Hawaii

No summaries being made

North Carolina

Attempts are made to encourage
the local schools to make up
summaries

Texas

100 schools preparing monthly
summary reports for a pilot
project

Wisconsin

Left up to local individual
school districts.

Local School Systems
Responding to (d)

Response Made

Indianapolis, Indiana

Whenever a specific accident
trend occurs and during
certain seasons of the year

Fairmont, West Virginia

Accident summaries not pre-
pared

Green Bay, Wisconsin

A bi-monthly summary is
prepared

Harlingen, Texas

Do not prepare or report
summaries

Jackson, Mississippi

Prepare special reports during
the school year as needed

Question 21: Your projections for a system-wide reporting program (a) do not consider implementing a program; (b) a program now in effect; (c) 1 to 2 years away; (d) 3 to 4 years away; (e) other, specify.

<u>States Responding to (e)</u>	<u>Response Made</u>
Colorado	Staff safety position abolished, program planned will have to wait
Georgia	Plans pending approval within department and if funds become available
Maryland	Starting on phase one of system-wide program
Massachusetts	No plan for the present
Rhode Island	If more funds and staff are obtained a program would be developed in one to two years
Wisconsin	We provide the forms but do not make summaries mandatory required to be sent to the state department

<u>Local School Systems Responding to (e)</u>	<u>Response Made</u>
Glendale, Arizona	Programs developed as needed
Baltimore, Maryland	Present program could be computerized in the very near future and is planned

Question 22: If you collect accident data, is (a) N/A; (b) sufficient data being collected; (c) it presented in a manner easily interpreted; (d) there adequate distribution of the data; (e) the data made available to students; (f) the data made available to professional staff; (g) non-professional staff; (h) others, specify.

<u>States Responding to (h)</u>	<u>Response Made</u>
Florida	Made available to insurance companies
Michigan	Made available to Safety Council

<u>Local School Systems Responding to (h)</u>	<u>Response Made</u>
Farmington, Maine	Made available in prevention programs
Medford, Oregon	Directed to problem areas
Gary, Indiana	To anyone who requests it
Jackson, Mississippi	Police Department, State Department, School Board

Question 24: Have there been any special studies done in your system using analyzed accident data.
If yes, list the studies and the results.

<u>States Responding to Question</u>	<u>Response Made</u>
Arizona	Eye safety, used to justify legislation for eye protection laws for schools after law passed eye injuries decreased
Delaware	Local study done or accident data results not available
Louisiana	State wide study done on accident data during 1967-68 by N.S.C.
Maryland	Current study of playground safety being conducted
Michigan	Studies done in the school system of Lansing Public Schools, Hamtramck, Port Huron, all attempted to gain support for safety education programs
North Dakota	By Highway Patrol Safety Division
Wisconsin	Pilot program using new forms and interpretations

<u>Local School Systems' Response to the Question</u>	<u>Response Made</u>
Milford, Delaware	Study presently being tabulated for the 1970-71 school year
Farmington, Maine	Attempting to use state computer facilities
Grand Rapids, Michigan	Evaluation of safety of installing or removing equipment

Carlsbad, New Mexico	Reports are maintained by safety committees. Special efforts are made to work on high incident area accident. For example, falls--if rate is high efforts are made to emphasize care while playing, and to reduce obstacles.
Cleveland, Ohio	Traffic accidents, for ages 5 to 14 and 15 to 19. Publication of results and design of new programs.
Pittsburgh, Pennsylvania	(1) "Ten year study of shop and lab accidents," (2) "Accidents in Industrial Education"
Houston, Texas	Not enough space to elaborate on, but many studies conducted using accident data
Springfield, Missouri	Playground equipment accidents outcome was the removal of hazard equipment

Question 25: What significant areas of concern in student accident reporting were omitted from this questionnaire?

<u>States Response to Question</u>	<u>Response Made</u>
California	Pedestrian, bicycle, auto as a special area report
Idaho	Due to lack of funds our program is barely able to stay alive, requesting funds through legislative action. This seems to cover the areas that we are active in
Louisiana	Advisory committee on student accidents explaining the program, monthly reports are given to each school department
Maryland	(a) who records accidents at the local level, (b) whether forms go through control office, (c) training of locals in use of forms, (d) accident review boards, (e) other systems as possible collection agencies

Michigan	It is comprehensive yet it does not differentiate other sources of data such as State Police, D.M.V., etc.
Missouri	Do you think the uniform accident reporting system of the N.S.C. is practical and field administriable. The computing and recording system is too time consuming and schools just don't want to do it
North Carolina	Relationship of the state agency to the local school districts
Oklahoma	Very complete
South Carolina	Have not been able to get local school systems to initiate student accident reporting to the state level
Texas	Specific data about areas in which accidents occurred
Wisconsin	Quite adequate

Local School Systems
Responding to Question

Response Made

Glendale, Arizona	Separate areas for elementary might aid in filling this form
Indianapolis, Indiana	Ascertaining in some fashion the degree of success in reporting of non-school jurisdictional accidents. I feel that we are not getting a true picture in this respect
Carlsbad, New Mexico	Possible effect of programs on student hours lost from school and non-school accidents
Cleveland, Ohio	How are the facts used in the schools
Pittsburgh, Pennsylvania	School bus accidents, area of reporting accidents from form up to methods used
Houston, Texas	Accident procedures or techniques employed in prevention programs that are outgrowths of data collections and interpretations

Gary, Indiana
Los Angeles, California

Deposition of time of accident
(a) Apparatus; (b) motor
vehicle and pedestrian
study developed for student
safety

Question 57: Listed were the 30 items that are recommended
by the N.S.C. accident reporting form listed
below are the others presented by survey
respondents.

States Listing Other
Information to Include
on Accident Form

Colorado	All included as on the N.S.C. form
Florida	Use N.S.C. form
Louisiana	See attached form
Maryland	Original or up date reports, single or several persons injured
Michigan	Corrective measure
Oklahoma	(a) should have teachers who are in charge sign the form, (b) weather conditions may be a factor in the cause of the accident
South Carolina	Would like all above included and report from the state level reporting
Wisconsin	All accidents are reportable

Local School Systems
Responding to Question 57

Response Made

Milford, Delaware	Action taken on the cause
Boise, Idaho	(a) Doctor consulted, (b) witness names
Kansas City, Missouri	(a) Was parent notified, (b) by whom, (c) did injury require doctor's care, (e) name of doctor
Medford, Oregon	Notify the parent in case of student accident. Notify supervisor in case of employee accident

Pittsburgh, Pennsylvania	Disposition sent home to the doctor, hospital.
Fairmont, West Virginia	Written report from principals
Gary, Indiana	Percent notified and disposition

Question 58: List some problems you have with your reporting form, if any.

States Responding to
Question 58

Response Made

Delaware	Due to seasonal activities most data is applicable a year later, action must be encouraged locally immediately.
Hawaii	Too much leeway for variation. The reporter who may be an untrained person.
Idaho	(a) No judgement or opinion answers requested, (b) understanding difference between recordable and reportable accidents by school personnel
Kansas	Forms are sent to all school systems by the State Health Department. Schools are not required to report so only a small percent actually report
Kentucky	Getting teachers to fill out the forms correctly and on time
Louisiana	Problem of receiving all the reports by the 15th of the month
Maryland	The form is being tested on a pilot project and the recommendation made on its effectiveness will be taken into consideration for form revision
Michigan	For progress in accident prevention staff personnel must be obtained for work in specific areas of safety education

North Carolina	We are attempting to encourage local school systems to use the National Safety Council's standardized accident injury form
Oklahoma	We are working on a statewide student accident reporting system
Texas	Not enough space to make a comprehensive report on our form. But it is not designed for machine reading
Wisconsin	Our new statewide form appears to be working very well

Local School Systems
Responding to Question 58

Response Made

Glendale, Arizona	Problems arise in teacher cooperation with nurses who are responsible for completing form
Baltimore, Maryland	Should have the home phone number on the form
Springfield, Massachusetts	Keeping the teachers and principals informed of the importance of completely and thoroughly filling out the forms
Farmington, Maine	(a) Degree of injury, (b) teachers have difficulty determining when to report minor injuries such as abrasions on playground and other play areas
Hannibal, Missouri	Many school principals do not report all accidents promptly They appear not to be concerned with accident prevention
Elizabeth, New Jersey	Description of accident usually too brief
Carlsbad, New Mexico	Getting each accident reported properly and turned in. We have been meeting National Safety Council Honor Roll requirements, but criteria are becoming too comprehensive. We are considering deleting this standard from our program

Cleveland, Ohio	We are very concerned about the forms in such areas as the amount of damage to school property and if the accident is recordable, is it serious enough
Lakewood, Ohio	Failure to completely fill out the forms
Pittsburgh, Pennsylvania	(a) Failure to complete all information on the form, (b) failure to use correct code number
Erie, Pennsylvania	Time reaching my office for accident investigation
Brigham City, Utah	Common interpretation
Fairmont, West Virginia	Concerned that all accidents are not reported, due to lack of time
Houston, Texas	None of significance, however the form should be continually evaluated to determine if we are really achieving our goals. We have modified our reporting form several times in the past eight years
Louisville, Kentucky	Print on our accident report form is too small
Gary, Indiana	Getting the reports in on time and filling out properly
Green Bay, Wisconsin	Lack of promptness in filling out accident report by responsible personnel
Los Angeles, California	Incomplete reporting on the part of the person filling out the form
Greenwich, Connecticut	Some come in after the deadline and some are missed
Little Rock, Arkansas	Encouraging teachers or staff members to include all information required on the accident report form

APPENDIX L

DEFINITIONS

DEFINITIONS *

Sex.--Indicate "M" for male; "F" for female; "Unknown" for unknown, or "N/A" for not applicable, which will indicate property damage accidents with no personal injury involved.

Age.--State age of the student at the last birthday.

Grade.--Indicate the grade level such as K- for kindergarten; 1- for first grade; 2- for second grade.

Date, Time and Day of Accident.--Indicate the month, the date of the month, the year, the exact time, a.m. or p.m., and the day of the week that the accident occurred.

Nature of Injury.--Indicate, to the best of your knowledge, what the injury was, such as burn, fracture, abrasion. If multiple injuries, list only the most serious.

Part of Body Injured.--Indicate the part of the body injured, such as lower arm, ankle, scalp. If more than one part of the body is injured, indicate the most severe, or list it as a multiple injury.

Degree of Injury.--Indicate death, if fatal. Permanent total or permanent partial disability, if the injury results in a complete loss of, or loss of use of, a body part or parts, such as the loss of an eye or the loss of a limb, amputation of a part of the body, etc. Temporary total disability, if the injury does not cause permanent disability, but causes the child to lose one-half day of school or more, or one-half day or more of normal activity if during a non-school period. No lost time, if the injury did not cause permanent disability and/or lost time, or loss of activity. If degree of injury is not immediately known, estimate, or use a follow-up system. Reports should not be held up for lack of this information.

Number of Days Lost.--Indicate from one-half day or more, the number of days that the student was absent from school; or the number of days from one-half day or more, the student was restricted from normal activities if during a non-school period. A one-half day's lost time in school is defined as one-half of the normal school day for that particular student. If lost time is not immediately known, estimate, or use a follow-up system. Reports should not be held up for lack of this information.

* National Safety Council, Student Accident Reporting Guidebook (Chicago: National Safety Council, 1966), pp. 8-10.

Cause of Injury.--Identify the event which resulted in the injury, such as "struck against moving object," "fall from elevation," "rubbed or abraded," "over-exertion."

Jurisdictional Classification of Accident.--Indicate specifically whether school or non-school jurisdictional, such as school building, to and from school, home, all other.

Location of Accident.--Indicate the exact location of the accident. Example: Second floor corridor near Room 210; sidewalk at northeast corner of 12th and Locust; girls' gymnasium.

Activity of the Person.--Indicate what the person was doing at the time of the accident. Example: Conducting an experiment in the science class; playing second base in softball.

Status of Activity.--Indicate the status of the activity at the time of the accident. For example, was it regular classroom period, physical education class, intra-mural athletics, and practice, interscholastic athletics and practice, recess period.

Supervision.--Indicate whether an adult was present at the scene of the accident; and if so, whether this adult was the teacher, another school employee, the parent or another adult.

Agency.--Indicate the equipment, substance, material or the thing most closely related to the accident. Examples: Glass test tube, vehicle, ground surface, other person, dog, etc.

Unsafe Act.--Indicate any act on the part of the person or persons involved which may have caused or contributed to the accident. Example: Using equipment unsafely; in sports, body contact.

Unsafe Mechanical or Physical Condition.--Indicate the primary unsafe mechanical or physical conditions, if there were any, such as deep ruts in ground and play area, ice on sidewalk.

Unsafe Personal Factor.--Indicate if there was any unsafe personal factor associated with the individual injured that may have contributed to the accident. Example: Bodily defects, such as defective hearing; lack of knowledge, skill or experience.

Action Taken or Recommended to Prevent Further Accidents of the Same Type.--Indicate what action was taken locally and/or further action recommended, that is, action which may not be under the purview of local school personnel.

Property Damage.--Indicate in dollars the amount of damage to school and/or other property as the result of the accident, if any. Example: \$50 for replacement of broken parts to machine after improper use of machine by student.

Description.--Briefly, give a word picture of the accident, explaining the who, what, where, when, why, and how of the accident. Include such items as weather, equipment, unsafe conditions, unsafe acts, personal factors; and whether other persons may have contributed to the accident and how.*

APPENDIX M

CLASSIFICATIONS AND POPULATIONS OF
SELECTED SCHOOL SYSTEMS

CLASSIFICATIONS AND POPULATIONS OF
SELECTED SCHOOL SYSTEMS

<u>State & District</u>	<u>Citizen Population</u> [†]	<u>Student Population</u> [*]
Alabama		
A) **		
B) Mobile Co.	187,717	74,821
†C) Jacksonville	7,785	826
†Alaska		
A) **		
B) **		
C) **		
Arizona		
†A) Phoenix	580,275	11,330
B) **		
C) Glendale	35,771	5,634
†Arkansas		
A) **		
B) Little Rock	128,880	24,249
C) North Little Rock	59,014	13,708
California		
A) Los Angeles	2,781,829	829,890
B) **		
C) Glendale	131,723	24,269
Colorado		
A) **		
†B) Colorado Springs	124,856	28,613
C) **		
Connecticut		
A) **		
B) **		
C) Greenwich	59,440	8,660
Delaware		
A) **		
B) **		
C) Millford	5,458	1,036
Florida		
A) Pinellas Co.	515,128	82,957
B) Hillsborough Co.	484,490	94,091
C) Putman Co.	35,623	9,403

<u>State & District</u>	<u>Citizen Population†</u>	<u>Student Population*</u>
Georgia**		
Hawaii**		
Idaho**		
Illinois		
A) Chicago	3,322,855	568,060
†B) Rockford	144,707	36,128
†C) Decatur	89,468	21,254
†Indiana		
A) Indianapolis	742,613	108,161
B) Gary	174,132	49,705
C) Elkhart	42,455	1,669
Iowa		
A) **		
B) **		
C) Iowa City	46,444	8,219
Kansas		
A) **		
B) Kansas City	154,649	33,282
C) **		
Kentucky		
A) Jefferson Co.	688,774	75,135
B) Louisville	356,982	48,324
C) **		
Louisiana**		
Maine**		
Maryland		
A) Baltimore City	895,222	192,766
B) **		
C) **		
Massachusetts		
A) **		
B) Springfield	162,078	29,024
C) Waltham	61,108	10,312
Michigan		
A) Detroit	1,492,914	?
B) Grand Rapids	195,892	38,635
C) Lincoln Park	52,988	12,776

<u>State & District</u>	<u>Citizen Population†</u>	<u>Student Population*</u>
Minnesota		
A) **		
B) St. Louis Park	72,832	10,587
C) Duluth	99,761	24,032
Mississippi		
A) **		
B) Jackson	150,332	37,628
C) Tupelo	20,046	524
Missouri		
A) Kansas City	459,405	78,653
B) Springfield	118,950	24,542
C) Hannibal	18,255	4,149
Montana**		
Nebraska		
A) **		
†B) Omaha	327,789	59,510
C) **		
Nevada**		
†New Hampshire**		
New Jersey		
A) **		
B) Elizabeth	111,424	14,018
†C) Union City	65,662	8,054
New Mexico		
A) **		
B) **		
C) Carlsbad	10,813	7,931
New York		
A) **		
B) Albany	113,988	10,595
C) Hastings-on-Hudson	9,647	2,075
North Carolina		
A) **		
†B) Charlotte	239,056	78,778
C) **		
North Dakota**		
†Ohio		
A) Cleveland	738,956	120,624
B) Cincinnati	448,492	87,367
C) Lakewood	69,778	9,849

<u>State & District</u>	<u>Citizen Population</u> [†]	<u>Student Population</u> *
Oklahoma		
A) **		
B) Oklahoma City	363,225	74,778
C) **		
Oregon		
A) **		
B) **		
C) Medford	27,950	9,982
Pennsylvania		
A) Pittsburgh	512,789	76,284
B) Erie	125,941	22,293
†C) Altoona	62,385	14,102
Rhode Island**		
South Carolina		
A) **		
B) **		
C) Greenville	61,242	54,875
South Dakota**		
Tennessee		
A) **		
B) **		
†C) Kingsport	30,808	•698
Texas		
A) Houston	1,213,064	244,355
†B) Fort Worth	388,123	586
C) Harlingen	34,005	115
†Utah		
A) **		
B) Salt Lake City	176,793	36,109
C) Brigham City	14,031	2,097
†Vermont		
A) **		
B) **		
C) Rutland	19,007	3,353
Virginia		
A) **		
B) Richmond	248,074	44,648
C) **		

<u>State & District</u>	<u>Citizen Population†</u>	<u>Student Population*</u>
Washington		
A) **		
B) Spokane	168,654	33,982
C) **		
West Virginia		
A) **		
B) **		
C) Fairmont	28,500	2,169
Wisconsin		
A) **		
†B) Racine	94,720	29,755
C) Green Bay	87,739	10,860
Wyoming**		

*Student population taken from National Safety Council Report.

**No school system reporting to the National Safety Council in this classification for this state for years 1965-1968.

†Citizen population taken from The World Almanac 1970.

†States and local school systems not responding to the questionnaire at all.

School Districts Classifications--According to Population

- A. 500,000 and above
- B. 100,000 to 499,999
- C. 99,999 and below

Those States having no school districts reporting student accident data to the National Safety Council for 1965-68:

Alaska	Louisiana	North Dakota
Georgia	Maine	Rhode Island
Hawaii	Montana	South Dakota
Idaho	Nevada	Wyoming
	New Hampshire	

APPENDIX N

QUESTIONNAIRE SURVEY RETURN CHART

QUESTIONNAIRE SURVEY RETURN CHART

Month	Day	1	2	3	4	5	6	7
June	23							
	24	3						
	25	5						
	26	8						
	28	11						
	29	12						
	30	13						
July	1	17						
	2	19						
	3	22						
	5	22						
	6	28						
	7	31						
	8	38						
	9	45						
	10	49						
	12	56						
	13	58						
	14	62						
	15	67						
	16	68						
	17	71						
	19	72						
	20	73						
	21	74						
	22	75						
	23	76						
	24	77						
	26	78						
	27	78						
	28	78						
Aug.	29	79						
	30	79						
	31	80						
	2	81						
	3	81						
	4	82						
	5	83						
	6	84						
	7	85						
	9	91						
	10	91						
	11	92						
	12	92						
	13	93						
	14	95						
	15	95						
	16	96						
	17	97						
	18	98						
	20	100						
	21							
	23							
Returns		1	2	3	4	5	6	7

APPENDIX O

L. F. EDWARD'S FINDINGS ON PUBLIC SCHOOL DISTRICT
IMMUNITY STATUS IN THE UNITED STATES

PUBLIC SCHOOL DISTRICT IMMUNITY STATUS
IN THE UNITED STATES

State	Does Immunity Exist		School Board Members Included			Employees Included	Pupil Transportation Included	Immunity Status By	
	Governmental Activities	Proprietary Activities	As Member of Board	Individually				Statute	Court Decisions
Alabama	Yes	No	Yes	Yes		Yes	Yes	X	
Alaska	No	See Page 2	No	No		No	No	X	
Arizona	Yes	Yes	Yes	Yes		Yes	Yes	X	
Arkansas	No	No	See Pages 7 and 9	No		No	No	X	
California	No	No	Yes	No		No	See Page 10	X	
Colorado	Yes	No	See Page 11	Yes		Yes	No	X	
Connecticut	Yes	See Page 12	Yes			No	See Page 13	X	
Delaware	Yes	See Page 13	See Page 14	Yes		No	Insurance Mandatory	X	
Florida	Yes	No	See Page 16	Yes		Yes	See Page 15	X	
Georgia	No	No	See Page 17			See Page 16	See Page 17	X	
Idaho	Yes	Yes	See Page 18	No		Yes	See Page 18	X	
Illinois	No	No	Yes	No		No	Yes-May Insure	X	
Indiana	No	No	Yes	No		No	Insurance Mandatory	X	
Iowa	Yes	Yes	Yes	Yes		No	Yes-May Insure	X	
Kansas	Yes	Yes	Yes	Yes		No	Insurance Mandatory	X	
Kentucky	Yes	Yes	Yes	Yes		No	Yes-May Insure	X	
Louisiana	Yes	Yes	Yes	Yes		No	Insurance Mandatory	X	
Maine	Yes	Yes	Yes	Yes		No	Yes	X	
Maryland	Yes	Yes	No	No		No	Yes	X	
Massachusetts	Yes	No	See Page 28 & 28A	No		No	No-See Page 28 & 28A	X	
Michigan	Yes	No	Yes	Yes		No	No-See Page 29	X	
Minnesota	Yes	Yes	Yes	Yes		Yes	Yes	X	
Mississippi	No	No	No	No		No	Insurance Mandatory	X	
Missouri	Yes	No	No	Yes		Yes	Yes	X	
Montana	No	No	No	No		No	Insurance Mandatory	X	
Nebraska	No	No	No	No		No	Insurance Mandatory	X	
Nevada	Yes	Yes	See Page 38			No	Yes-May Insure	X	
New Hampshire	Yes	Yes	See Pages 40 and 41			See Page 38	Yes-May Insure	X	
New Jersey	Yes	Yes	Yes	No		No	No	X	
New Mexico	Yes	No	No	No		No	No	X	
New York	Yes	Yes	Yes	No		No	No	X	
North Carolina	Yes	Yes	See Page 42	No		No	No	X	
North Dakota	Yes	Yes	Yes	No		No	No	X	
Ohio	Yes	Yes	No	No		No	Yes-May Insure	X	
Oklahoma	Yes	Yes	No	No		No	See Page 48	X	
Oregon	No	No	No	No		No	See Page 52	X	
Pennsylvania	Yes	No	Yes	Yes		Yes	Yes	X	
Rhode Island	Yes	Yes	No	No		No	See Page 55	X	
South Carolina	Yes	Yes	No	No		No	Insurance Mandatory	X	
South Dakota	Yes	Yes	Yes	Yes		No	See Page 57	X	
Tennessee	Yes	No	Yes	Yes		No	No	X	
Texas	Yes	Yes	Yes	Yes		No	Insurance Mandatory	X	
Utah	No	No	No	No		No	See Page 63	X	
Vermont	Yes	No	Yes	No		No	No	X	
Virginia	Yes	No	Yes	No		Yes	See Page 69	X	
Washington	No	No	No	Yes		No	See Page 70	X	
West Virginia	Yes	No	Yes	No		No	Yes-See Page 72	X	
Wisconsin	No	No	No	No		No			
Wyoming	Yes	Yes	Yes	No		No			

7

APPENDIX P

QUESTIONNAIRE RESPONDENTS AND THEIR TITLES

STATE DEPARTMENTS OF EDUCATION

Alabama--J. H. Boockholdt, Assistant Director, Division of
Administration and Finance.

Arizona--Jay Smith, Consultant for Driver and Safety
Education.

California--Robert Terry, Consultant in Driver Education.

Colorado--Dr. John Thompson, Consultant for Health, Physi-
cal Education and Safety.

Connecticut--David Jacobson, Consultant for Driver and
Safety Education.

Delaware--Frank Jelich, State Supervisor of Driver and
Safety Education.

Florida--Benton Clifton, Acting Administrator of Health,
Physical and Driver Education and Summer Programs.

Georgia--J. B. Angelo Crowe, Consultant for Driver and
Safety Education.

Hawaii--Paul Miho, Program Specialist of Student Safety;
and Larry Silva, Program Specialist of Driver
Education.

Idaho--Allan Cafferty, Consultant for Driver Education.

Illinois--A. Edward Johnson, Director of Safety Education.

Iowa--Donald Koroch, Chief of Driver and Safety Education.

Kansas--Jay Scott, Director of Driver Education.

Kentucky--George Logan, Consultant for Driver Education and Traffic Safety.

Louisiana--Kenneth Doyle, Assistant Supervisor of Safety Education.

Maine--Ronald Spiegel, Consultant.

Maryland--Morris Rannels, Coordinator of Pedestrian and Passenger Education.

Massachusetts--Matthew Towle, Administrative Assistant.

Michigan--M. D. Whale, Coordinator of Driver and Safety Education.

Minnesota--Gene Beaika, Assistant Supervisor of Traffic Safety.

Mississippi--Leonard Cain, Supervisor of Driver Education.

Missouri--Dr. Robert Taylor, Director of Health, Physical Education and Safety.

Montana--Curtis Hahn, Supervisor of Traffic and Safety Education.

Nebraska--C. Larry Vice, Director of Driver Education and Safety.

Nevada--Paul Cohen, Consultant for Health, Physical Education, Recreation, Safety and Driver Education.

New Jersey--Paul Selby, Consultant for Curriculum and Instruction of Driver Education.

New Mexico--Walter Cunningham, Driver and Safety Education Specialist.

New York--Louis Frani, Supervisor of Safety Education.

North Carolina--Norman Leafe, Director of Health, Safety and Physical Education.

North Dakota--Richard Klein, Assistant Superintendent in Charge of Instruction.

Oklahoma--Henry Vaughan, Administrator of Safety, Driver Education, Health and Physical Education.

Oregon--Dr. D. D. Williams, Director of Auxiliary Services.

Pennsylvania--Ray Fulmer, Coordinator of Highway and Aviation Education.

Rhode Island--Orlando Savastano, Consultant for Physical Education, Recreation, Safety and Driver Education.

South Carolina--Hardisick Stuart, Jr., Research Assistant on Legal Affairs.

South Dakota--Wyland Borth, Driver Education Consultant.

Tennessee--James Gumm, Director of Health, Physical Education, Recreation and Safety.

Texas--Glenn Peavy, Program Director of Safety and Driver Education.

Virginia--Harold Lakey, Assistant Supervisor of Health and Physical Education.

Washington--William Hiblar, Associate Supervisor of Safety Education Programs.

West Virginia--Roy Walter, Director of Driver Education and School Transportation.

Wisconsin--Don Gehrmann, Driver Education and Traffic Safety Consultant.

Wyoming--Kelvin Clayton, Consultant for Driver Education,
Health and Physical Education.

Local School Systems

Mobile, Alabama--Mrs. Elaine Maxime, Supervisor of Nurses.

Glendale, Arizona--Harold Griner, Safety Coordinator.

Little Rock, Arkansas--Cecile Hudson, Supervisor of Health,
Physical Education and Safety.

North Little Rock, Arkansas--Leslie Rogers, Supervisor of
Health, Safety and Elementary Physical Education.

Glendale, California--Dr. W. R. Pedrick, Deputy Superin-
tendent.

Los Angeles, California--Phillip McGrath, Safety Education
Specialist.

Greenwich, Connecticut--W. C. Walffer, Assistant Superin-
tendent.

Milford, Delaware--Charles Moses, Director of Pupil Services.

Hillsborough County, Florida--Harold Mossey, Supervisor of
Safety.

Pinellas County, Florida--Len Balas, Supervisor of Physi-
cal Education, Driver Education and Off-School
Safety.

Putnam County, Florida--Sidney Dunn, Director of Educa-
tional Services.

Boise, Idaho--Homer Clough, Supervisor of Safety and
Transportation.

Chicago, Illinois--Francis Svarc, Director of Safety.

Elkhart, Indiana--K. Stepley, Business Administrator.

Gary, Indiana--Miss Dorothy Preuss, Supervisor of Health Services.

Indianapolis, Indiana--George Farkas, Supervisor of Athletics, Physical Education, Health and Safety.

Iowa City, Iowa--Richard Lahr, Administrative Assistant.

Kansas City, Kansas--O. L. Plucker, Superintendent.

Jefferson County, Kentucky--Charles Stout, Director of Safety Education.

Louisville, Kentucky--Mrs. Wilhelmina Zimmerman, Supervisor of Health, Physical Education, Safety and Driver Education.

Farmington, Maine--Ronald Bailey, Administrative Assistant to the Superintendent.

Baltimore, Maryland--Dr. Frank Bennett, Director of Safety Education.

Springfield, Massachusetts--Thomas McNulty, Director of Health, Physical Education and Safety.

Waltham, Massachusetts--James Fitzgerald, Superintendent.

Detroit, Michigan--Harvey Hatter, Supervisor of Safety Education.

Grand Rapids, Michigan--Weldell Emery, Director of Athletics and Safety.

Lincoln Park, Michigan--Dr. James Doyle, Deputy Superintendent.

Duluth, Minnesota--Harry Braun, Supervisor of Driver Education and Safety.

St. Louis Park, Minnesota--Harold Enestvedt, Superintendent.

Jackson, Mississippi--Mrs. Dora Mooney, Coordinator of
Safety and Physical Education.

Tupelo, Mississippi--C. E. Hellady, Superintendent.

Hannibal, Missouri--Seaton Bonta, Superintendent.

Kansas City, Missouri--Mrs. Gerry Silvey, Secretary for
Health and Safety Department.

Springfield, Missouri--Jim Grammer, Director of Security
and Safety.

Elizabeth, New Jersey--Charles Shallcross, Director of
Physical Welfare.

Carlsbad, New Mexico--Reid McCloskey, Director of Person-
nel and Assistant Superintendent.

Albany, New York--L. T. O'Neill, Director of Health
Education.

Hastings-on-Hudson, New York--Gino Gualanik, Assistant
Superintendent.

Hettinger, North Dakota--Gordon Reinke, Superintendent.

Cincinnati, Ohio--Guy Guddemeyer, Director of Research,
and Robert Englert, Director of Elementary Schools.

Cleveland, Ohio--Edmund Chay, Supervisor of Safety
Education.

Lakewood, Ohio--Roger Holmes, Assistant Superintendent.

Oklahoma City, Oklahoma--Gene Dipboye, Director of Driver
Education and Safety.

Medford, Oregon--Glenn Schireman, Supervisor of Health
and Physical Education.

Erie, Pennsylvania--James Mahoney, Coordinator of Health and Safety.

Pittsburgh, Pennsylvania--John Hartman, Supervisor of Safety Education.

Greenville, South Carolina--W. H. Earho, Assistant Superintendent for Operations.

Brookings, South Dakota--Charles Webbenhurst, Assistant Superintendent.

Harlingen, Texas--Noel Jackson, Assistant Superintendent.

Houston, Texas--Donald Board, Director of Safety.

Brigham City, Utah--E. W. Payne, Director of Education.

Salt Lake City, Utah--Dr. Earl Smith, Administrative Assistant.

Rutland, Vermont--Dr. James Tinney, Superintendent.

Richmond, Virginia--Ulis Shelton, Supervisor of Safety.

Spokane, Washington--J. K. Stalloop, Director of Business Services.

Fairmont, West Virginia--Kenneth Harris, Assistant Superintendent.

Green Bay, Wisconsin--Wayne Johnston, Safety Coordinator.

7



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