

OREGON DRIVER EDUCATION
PARENT INVOLVEMENT
RESOURCE GUIDE



10/11/02

A GUIDE
FOR IMPLEMENTING
A PARENT INVOLVEMENT PROGRAM

Oregon Traffic Safety Education Association
In Cooperation with
ODOT Transportation Safety Division
Driver Education Program

Parent Involvement Packet

Background

Motor vehicle occupant injuries are by far the leading cause of injury related deaths for youths ages 15-19. Twice as many youths die from motor vehicle crashes than from any other cause. Nearly two out of three (63%) teenage passenger deaths occur in crashes in which another teenager is driving. Many of the crashes of novice drivers involve outright speeding or traveling too fast for conditions. While not all young drivers are unsafe, about 15 percent of them have a crash in their first year of driving. These crashes are a result of several factors, including: inexperience with the driving task, lack of good decision making, tendency to take higher risk than older drivers, and susceptibility to peer pressure to engage in activities that individuals might not engage in on their own.

Oregon Traffic Safety Education programs need to involve family intervention and must take advantage of the families strengths in influencing early driving behavior. Parents and guardians need to take a more active and effective role as their children learn to drive. A major challenge for traffic safety education is to discover how to motivate parents to become more realistic about their children driving. The philosophy of traffic safety education in the schools includes the idea that the more time parents spend in the car with their student driver, the better prepared that young person will be to become a safe, licensed driver on the public roadways. Parents will get more involved if they have in-hand materials to help them be comfortable and better prepared to assist with behind-the-wheel training.

A parent involvement program should:

- Increase effective communications and improve relationships between the school and the parents,
- Enable parents to participate in learning experiences with their young adult,
- Upgrade the driving knowledge and performance of both parents and students,
- Provide additional parent supervised practice which will result in a better prepared student driver, and
- Promote better communication between parents and their teenagers, which will result in better supervision of the licensed driver.

This guide seeks to attain two primary goals: (1) to develop materials for teachers to use in getting parents more involved with their teenagers learning to drive; and (2) to create a parent handbook to assist, promote and provide guidance in helping parents to provide behind-the-wheel practice and experience.

PARENT INVOLVEMENT PACKET

TABLE OF CONTENTS

<u>I.</u>	<u>TRAFFIC SAFETY INITIAL COMMUNICATIONS</u>	
	Pre Driver Education Letter to Parents	5
	Introduction to Driver Education Course Letter to Parents	6
	Student Application for Driver Education Program	8
	Driver Education Confidential Health Information Form	9
<u>II.</u>	<u>PARENT NIGHT DOCUMENTATION</u>	
	Parent Night Invitation Letter	11
	Parent Night Agenda	12
	Parent Night Evaluation Form	13
	Parent Night No Show Letter	14
	Sample Parent-Teen Contract	16
	Sample Parent Guidelines for Implementing A Parent-Teen Car Use Agreement	17
	Sample Vehicle Use and Operation Agreement	19
<u>III.</u>	<u>Driver Education PROGRAM EVALUATION FORMS</u>	
	Driver Education Student Progress Report	21
	Student Evaluation of Classroom Instructor	22
	Student Evaluation of In-Car Instruction	23
	Parent Evaluation of Driver Education Program	24
<u>IV.</u>	<u>COURSE COMPLETION DOCUMENTATION</u>	
	Course Completion Letter to Parents/Guardians	27
	Course Completion Form to Parents/Guardians	29
	Now That I Have My Certificate, What' s The Next Step	30
	Course Non-Completion Form	31
<u>V.</u>	<u>PARENT INVOLVEMENT RESOURCES</u>	
	Selected Insurance Companies/Private Industry	32
	Nationally Recognized Driver & TSE Parent Involvement Credits	33 34

Traffic Safety Initial Communications

Optimally, the "Pre Driver Education Letter" should be made available to the parent(s)/guardian(s) of potential Driver Education students at least six months prior to their enrolling for Driver Education. This initial communication could be sent to graduating 8th grade students as part of their high school registration packet. This enables parents' time to wisely assess their student's maturity and motivation to learn prior to enrollment in Driver Education and provides advanced notice of approximate Driver Education course fees.

The "Introduction to Driver Education Course Letter," "Student Application for Driver Education Program," and "Driver Education Confidential Health Information Form" are sent to parents/guardians of students who have expressed an interest in applying for the Driver Education course. These names may be collected from the next semester's scheduling request forms.

Dear Parent(s)/Guardian(s):

No doubt your teenager is eagerly looking forward to obtaining a learner's permit and the privilege of taking traffic safety education. Your teenager must be at least 15 years old to apply for a permit. As parents and instructors, we have a serious responsibility to provide our youth with an opportunity to learn to use the motor vehicle wisely and safely. The following information is provided to help you plan ahead for this vital instructional program.

Driver Education, including both classroom and behind-the-wheel instruction, is offered through your local (**Community College, Driving School, High School or ESD**). Students may enroll (**state times when your course is offered**). This instruction is most effective when students are at the height of their own motivation to learn, and it is most valuable when they will soon be able to apply what has been learned. Therefore, we recommend that your student not be enrolled until such time that he or she will have reached the legal licensing age by the time of the course completion. Enrollment for those who have emotional problems or lack sufficient maturity to accept the responsibilities involved should be delayed to a later date.

To ensure that your teenager receives the necessary behind-the-wheel driving time prior to receiving his certificate, the parent(s) will be required to provide a minimum of (**No. of hrs**) hours of supervised practice drive time, in an automobile, in addition to the (**No. of hrs**) instructional hours provided by the school.

Please be reminded that no person may legally drive any automobile upon the public highways or streets without a valid learners permit or license. The permit allows a driver who is at least 15 years old to operate the same vehicles as a Class C license, with certain restrictions. You must have a licensed driver who is at least 21 years old seated beside you in the vehicle they must have at least three years driving experience. The permit may or may not let you drive in other states. Also, it is illegal for the owner of a motor vehicle to authorize or knowingly permit such vehicle to be driven upon a roadway by a person who is not properly licensed. Please remember that the impressions gained by young people while riding with you as a driver are highly resistant to change later on.

Today, the young driver and the automobile form a combination of great social and economic concerns. Together, we hope it will be possible to provide your teenager with a sound basis for a lifetime of safe and efficient driving. To assist in this effort you may contact (**Instructor, Coordinator, or Driving School name**) at (**phone #**) for more information. You may obtain the following from the Driver and Motor Vehicles Services Division (DMV).

- Oregon Drivers Manual
- Tuning Up Manual

Please let us know if we can be of additional help.

Intro to Course

Dear Parents of Driver Education Students:

We are pleased that your son/daughter is interested in registering for the Driver Education class at **(Enter Name of School)**. This letter serves as an introduction to our Driver Education program.

This course consists of both our **(length of course)** hour state-approved classroom instruction, as well as the **(number of drive hours)** hour **(minimum)** behind-the-wheel instruction driving in a dual-controlled **(car type)**. We have operated an excellent program for many years and have achieved a positive foundation for the task of driving in a very complex highway transportation system. We are continually trying to update our program in order to teach the most current defensive driving techniques.

Your son/daughter is taking on one of the most important responsibilities a young adult may face . . .that of becoming an active participant in the highway transportation system. Your teenager will also be exploring values and attitudes as well as learning to make good choices for developing life-long safe driving habits.

The administration and instructors at **(Enter Name of School)** consider traffic safety education a shared responsibility of the community, school, and home. Your participation will make all the difference in Traffic Safety Education. You are the role model for your student driver. Through your positive guidance, the time and energy you spend now will make your student driver more capable and confident. We view the school and home becoming true partners in the process of helping teenagers become safe drivers.

If the parent-school partnership is to produce results, then a carefully prepared plan must exist to help both parties. These are our five objectives for building a successful school/home program:

1. To provide parents with a better knowledge of the **(School Name)** Driver Education program.
2. To promote better traffic safety communication between parents, students, and instructor which can result in better supervision of the student driver.
3. To provide parents with driver and traffic safety knowledge which can result in student and parent driver improvement.
4. To inform parents of the legal responsibilities and insurance implications of having a teenage driver.
5. To provide additional supervised practice by parents, which can result in a better-prepared student driver.

TEEN CRASH FACTS

- In 2001, 7,598 people were killed in crashes involving young drivers age 16-20. (National Highway Traffic Safety Administration, or NHTSA, 2002)
- Based on estimated miles traveled annually, teen drivers age 16-19 have a fatality rate four times the rate of drivers age 25-69. Sixteen-year-old drivers have a crash rate three times more than 17-year-

- olds, 5 times greater than 18-year-olds, and two time that of 85-year-olds. (NHTSA, 2001)
- Young people age 15-20 represent less than 7% of the total driving population, but they are involved in 15% of all fatal traffic crashes. (NHTSA, 2000)
 - Sixteen-year-olds have almost ten times the crash risk of drivers age 30-59. (Williams, A.F., 1996)
 - In 2000, of the young drivers who had been drinking and were killed in crashes, 80% were not wearing safety belts. (NHTSA, 2001)
 - Twenty-one percent (21%) of young drivers killed in fatal crashes in 2000 had a B.A.C. of .10 or higher. (NHTSA, 2001)
 - Sixty-three percent (63%) of teenage passenger deaths take place when another teen is driving the vehicle. (Insurance Institute for Highway Safety, IIHS, 2001)
 - Forty-one percent (41%) of fatal crashes involving teenagers occur at night (between the hours of 9:00 p.m. and 6:00 a.m.). (IIHS, 2001)
 - In 2000, the estimated economic cost of police-reported crashes involving drivers between 15 and 20 years-old was \$32.8 billion. (NHTSA, 2001)

Today, the young driver and the automobile form a combination of great economic and social concern. It is our sincere hope that together we can provide an opportunity for your teenager to develop into a safe and efficient user of our modern highway transportation system. When teachers, parents, and community members work together, the students can then have more varied and better learning experiences. Please feel free to let us know how we can be of help.

Enclosed is the Student Application for Driver Education Program form. Please read this carefully with your student and return the signed form to **(Community College, Driving School, High School or ESD** if your teenager wishes to participate in this Driver Education program. Please call **(Driver Education Instructor's Name)** at **(phone)** if you have any questions.

Sincerely,

**DRIVER EDUCATION
CONFIDENTIAL HEALTH INFORMATION**

STUDENT NAME: _____

PARENT/GUARDIAN NAME: _____

PARENT/GUARDIAN WORK #: _____ HOME# _____

Please circle below any physical and/or medical limitations your teenager may have:

Hearing Problems	Yes	No	Rheumatic Fever	Yes	No
Vision Problems	Yes	No	Epilepsy	Yes	No
Diabetes	Yes	No	Fainting Spells	Yes	No
Heart Trouble	Yes	No	Paralysis	Yes	No
Orthopedic Problems	Yes	No	Cerebral Palsy	Yes	No
Chronic Illness	Yes	No	Asthma	Yes	No
Allergic Reactions	Yes	No			
Other (describe) _____					

Is your student taking any medication regularly? Yes No

If yes, please list: _____

Describe side effects: _____

Does your son/daughter have any specific learning problems (including reading difficulties) which might hinder progress or limit participation in either classroom or in-car activities? Yes No

If yes, explain: _____

Do you wish to schedule a conference with the Driver Education teacher? Yes No

Parent/Guardian Signature

NOTE: Students will not be scheduled for BTW until this form has been completed, signed, and returned to the teacher

Parent Night Documentation Information

This is the first chance for the Driver Education program to actively involve the parents/ guardians. This informational evening must be of significant value to warrant parents' attendance. Those districts that have implemented the parent night find they receive increased turnout if the agenda includes outside speakers such as local police officers, Oregon State Patrol officers, Trauma Nurses, Team Oregon, Abate, Operation Lifesaver, Motor Carrier Inspectors and insurance agents who share the consequences and costs of inappropriate, unsafe driving.

The evenings' discussion should include comments on course structure, attendance, expectations and course requirements. The Parent Handbook, which corroborates much of the information, should be reviewed during this portion of the evening. This is an excellent time to encourage parents how to provide behind the wheel practice. Many parents need assistance and guidance with the new Driver Education language and curriculum to maintain consistency with what is being taught in today's Driver Education course. Critical documentation such as sample parent-teen contracts and parent-teen vehicle use and operation agreements may be distributed and discussed at this time.

It is imperative that all parents/guardians are provided this information. Therefore, the Parent Night No Show Letter was included as a part of this section. This is sent to parents/guardians of enrolled students who were not able to attend. All handouts and the parent handbook may be included with this mailing.

Be sure to have all participating parents complete the **Parent Night Evaluation Form** to assure that your parent night is meeting the expectations and needs of those attending.

Dear Parent/Guardian:

The Driver Education course conducted by (**Enter Name of School**) is a comprehensive program committed to preparing your young driver to be a safe operator in today's complex driving environment. In one way, this is the most important class your teenager will take all year. It's literally a matter of life and death! In the age group between 16 and 24, more lives are lost in auto crashes than by any other cause. Many of these deaths could be prevented if new drivers learned and applied the information and skills presented in this course.

But safe driving doesn't simply result from taking driver education. The course must have a lasting impact. It has to affect the behavior and attitude of the driver well beyond its duration. That only happens when all three partners -- student, teacher and parents -- combine their cooperative efforts to produce maximum results. I don't want your teenager to be a good driver - I want him/her to be the best! I am sure you feel the same way. To do this, I need your help. Your involvement is essential.

You are, therefore, invited to attend a Parent Information Night on (**day, date**), in the (**Enter Name of School**) (**Enter Location**) from (**Enter Time**).

I will explain the course guidelines and share information on how you can help your teenager to get the most from taking this course. I will also offer some insights that will serve to reduce some of the anxiety and tension that comes with helping a young person learn to drive. Your role as parent "coach" will be examined, and you will come away with some practical tips and handouts that will assist in ensuring more successful results.

(Following paragraph optional)

Because your involvement is so essential to the success of our program, at least some parent/guardian contact is **required** by the first two weeks of class. Students are also encouraged and expected to attend. We are expecting the parent(s)/guardian(s) of nearly (**No.**) student drivers to attend the meeting. If you are unable to attend the meeting, please notify (**name of person to contact and phone no.**). Handout materials need to be prepared for all. You can see that an accurate count is necessary. Please indicate whether or not you will be able to attend and return the bottom portion of this letter to me. If you cannot attend, please indicate an alternative time when we can meet so that I can share the information with you.

I appreciate your willingness to take time out of your busy schedule to attend this meeting. I assure you it will be worth your while. If you have any questions, please call me at (**phone no.**).

Sincerely,

(Driver Education Instructor, Coordinator or Driving School owner)

(Mark with an "X" - Please return this portion to (**name**) by (**date**))

_____ YES! I plan to attend Parent Information Night.

_____ No. I will be unable to attend due to _____
A good time and day for me to meet with you would be _____

Signature: _____ Phone: _____

(ENTER NAME OF SCHOOL)

**DRIVER EDUCATION PARENT MEETING
AGENDA**

7:00 - 7:15 Overview of **(School Name)** Driver Education Program and Parent-Teen Contract

7:15 - 7:40 Video - "Avoiding Collisions, How to Survive the Teenage Driving Years" - A discussion between parents and teenagers ***(Or General Motors Video Or other video that works for your presentation or no video)***

7:40 - 8:00 Insurance Representative Or Local police/State Police representative

8:00 - 8:30 **(School Name)** Driver Education Course Structure and Policies

Questions and Answers

Adjournment

**THANK YOU FOR COMING!
PLEASE WEAR YOUR SEAT BELT!!**

EVALUATION FORM
 DRIVER EDUCATION
 PARENTS' ORIENTATION
 (date)

Please take a few minutes to evaluate this "Parents' Night." Your comments will help make this evening better for future classes.

1. Do you have an older child(ren) driving with an Oregon State License?
 (Circle One) Yes No

2. Have you attended previously held parents' night? Yes No

The following main topics were presented this evening. Please circle a number indicating the value of the topic.

	Not Important			Very Important	
3. (Officer's Name) , OR State Police or local Police	1	2	3	4	5
4. (Insurance agent's Name) , (City)	1	2	3	4	5
5. Permit/Licensing Procedures	1	2	3	4	5
6. Insuring the Teenager	1	2	3	4	5
7. Parent/Student Handbook	1	2	3	4	5
8. Helpful Tips to Parents	1	2	3	4	5
9. Driver Education Course Certification	1	2	3	4	5
10. Parent-Teen Written Agreements Contract For Life	1	2	3	4	5

11. What topics, if any, should be dropped from the agenda?

12. What topics, if any, should be added to the agenda?

13. Please list other suggestions to make the parents' night worthwhile.

Dear Parent/Guardian of **(Student's Name)**:

Since you could not attend the Driver Education Parent Information Night, I would like to share a brief review of the information that was provided.

Enclosed with this letter you will find a driving contract that parents are encouraged to complete with their teenager. The contract is a useful tool for increasing communication about expectations, attitudes, responsibilities, and consequences involving your teenager's use of the vehicle. As new drivers experience the freedom associated with a driver's license, it is important that parents and their son/daughter have a clear understanding of when, where, and how the vehicle will be driven as well as who will be riding in the vehicle. I strongly encourage setting parameters for your teenager's use of the vehicle.

(Speaker's Name), from **(Company Name)** Insurance Company, offered helpful information on insurance reductions and standards. He emphasized the need for new drivers to be responsible -- in their attitude and actions -- and how parents are the direct link to safe driving behaviors through their role modeling. He also encouraged parents to contact their insurance representative to clarify a new driver coverage policy.

The video, **(list video you used or delete this paragraph if you omitted the video)** "Avoiding Collisions, How To Survive The Teenage Driving Years," *(or GM video)* portrayed how parents and their teenagers perceive each other's attitudes and concerns towards driving. You are welcome to borrow this video.

(Police officer or Oregon Police spoke...)

The evening's discussion closed with my comments on course structure and student opportunities for success. Information on attendance, expectations, and scheduling can be read about in the Parent/Student Guide, which every student was required to bring home for you to read. For a more detailed explanation of course requirements to earn a certificate ask your son or daughter to show you their course syllabus.

The following opportunities are available to all students: **(Optional - adjust to individual schools)**

✓ Daily agenda on the board which provides:

- assignments due
- class lesson
- homework
- reminders:
 - test dates
 - special assignment dates
 - schedule changes

✓ Homework recording log sheet

✓ Table of contents sheet to organize the notebook . All worksheets in advance, which provides:

- access to materials when absent from class
- opportunity to work ahead
 - ✓ Study binder:
- references information to complete assignments
- serves as a study tool to prepare for tests
 - ✓ Flexible driving schedule
 - ✓ Make-up sessions
 - ✓ **(Support from the Resource Room teacher, (name) and Special Needs teacher, (name))**
 - ✓ Progress reports sent home
 - ✓ The opportunity (if needed) for a one-on-one test, where the student and I discuss test questions
 - ✓ Various learning styles are accommodated through:
- visual
 - transparencies
 - posters
 - diagramming
 - videos
 - handouts
- auditory
 - reading out loud
 - teacher/student presentations and teacher lead discussions
 - guest speakers
- kinesthetic
 - behind-the-wheel driving experiences

Key driving experiences for your teenager will include:

- locating their vehicle's reference points,
- applying the SIPDE (search, identify, predict, decide and execute) and MSMOG (mirror, signal, mirror, over the shoulder and go) systems and demonstrating their concepts of zone control, speed control, lane positioning, and communication,
- completing a formal night driving experience with their parent(s)/guardian(s),
- ***do you do this if not eliminate this bullet(experiencing emergency driving skills such as off-road recovery, engine failure, brake failure, stuck accelerator, skid control, threshold braking, evasive steering, loss of forward vision, and)***
- each student will have to demonstrate successful driving skills in the downtown (**City Name**) area.

This course is a comprehensive program committed to preparing safe, knowledgeable, and responsible young drivers. I appreciate your efforts in providing driving practice for your teenager. If I can be of any further assistance to your teaching needs in the car, please call me at (**School Name**) (**phone**) or at home (**phone**)

Sincerely, Driver Education Teacher

PARENT - TEEN CONTRACT

BE IN CONTROL *OR* BECOME A VICTIM

PARENTS WANT:

Child's safety
Protection of investment
Respect for authority
Respect for others
Life goals

**TEENS
WANT
WHEELS:**

**DESIRED
END
RESULT:**

Action

Peer
Acceptance

Freedom

PARENTAL

INFLUENCE

VITAL

Safe
performance

Economic
operation

Responsive
behavior

PARENT-CHILD AGREEMENT:

Formal control needed
Must be clear
Must be enforced

PARENT GUIDELINES FOR IMPLEMENTING A PARENT-TEEN CAR-USE AGREEMENT

1. BE AN EXAMPLE

- Behavior is learned, not innate.
- It is unreasonable to expect your child to behave differently than you when driving or caring for a vehicle.
- If there are preteens in the family, prepare them to take responsibility as part of growing up.

2. BE CLEAR

- Go over the contract with your son or daughter.
- Fill in the blanks where applicable.
- Explain the regulations.
- Listen to your child's point of view.
- Link driving privileges to school performance and overall behavior.
- Emphasize consequences of failure to meet contract provisions.
- Emphasize that you will not accept irresponsible behavior.

3. BE POSITIVE AND EMPHASIZE:

- Your concern for your child's safety and welfare.
- Your hopes for your child's future.
- Your expectations concerning responsible behavior.
- That driving is a privilege and a reward for responsible behavior.
- Conservation of family resources as an important need.

4. BE VIGILANT

- Check compliance with maintenance requirements.
- Check tires for abusive use and adequate pressure.
- Check fuel level and mileage before and after child uses car.
- Inspect vehicle for damage.
- Check vehicle for clues of drinking or other drug use.

5. BE PROMPT

- Act promptly if there is an infraction of the agreement.
- The longer you wait to impose consequences, the weaker the link to behavior.
- Delaying can be perceived as a sign of weakness.

6. BE FIRM

- Do not negotiate consequences for infractions.
- Tough but rarely rough, Save rough for the big problems.
- Be firm. Do not change your mind.

-If your child is not accustomed to obeying regulations to the letter, he or she may protest loudly when sanctions are imposed. Do not cave in to the uproar.

7. BE CONSISTENT

- Punish each infraction the same way each time it occurs.
- Both parents must provide a united front on issues. Do not allow you to be divided and conquered.
- Your credibility and the power of the agreement will be weakened if you are not consistent in your enforcement of rules and application of consequences.

8. BE FAIR

- Get all the facts before you take action.
- Inform your child that other families are also using the parent-teen agreement and that he or she is not being singled out as an exception.

9. BE GENTLE BUT FIRM

- Let the contract do the talking.
- Express disappointment when rules are broken.
- Let your anger show, but do not allow it to take over.
- Avoid name-calling. Your power lies in enforcement of the agreement.
- Loud accusations cause resentment and alienation.

10. BE FLEXIBLE

- Zero flexibility could lead your child to drive at breakneck speeds to meet deadlines.
- Be careful not to allow exceptions too frequently, otherwise your exceptions become the rules, and your agreement loses its power.
- Beware of the tradeoff game. You deny the driving privilege on Friday night, but your child wants to trade for the following Friday night instead.
- Avoid the negotiation game in which your child wants to bargain for extra miles or extra driving time.

11. BE IN CONTROL -- BE ALERT FOR GAMES:

- On strike. I won't study if you won't let me have the car.*
- Nobody likes me. This is the only way I can make it with the group.*
- The tickets are bought. Now you will make all of us waste money.*
- Nobody else can drive. You are spoiling the fun for all of us.*
- The excuse game. We ran out of gas. I had to take everybody home.

12. BE FORGIVING

- Your love must be unconditional.
- The contract provides for withholding privileges, not withholding love.
- When you hate or resent, you get hurt the most.

VEHICLE USE AND OPERATION AGREEMENT

We, _____ hereby enter into an agreement covering the use and operation of any vehicle used by _____.

YOU WILL BE REQUIRED TO PAY FOR THE FOLLOWING: (Write in percent desired)

- | | |
|------------------------------------|---------------------------------------|
| _____ Cost of vehicle | _____ Vehicle registration |
| _____ Cost of fuel | _____ Maintenance costs |
| _____ Damage due to abuse | _____ Full insurance coverage |
| _____ Under-age-25 insurance costs | _____ Fines and penalties |
| _____ Collision damage | _____ Under-B-average insurance costs |
| _____ Costs due to driving record | _____ |

YOU WILL BE RESPONSIBLE FOR THE FOLLOWING:

- | | |
|--|---------------------------------------|
| _____ Check fluids each fuel fill | _____ Inspect and check tire pressure |
| _____ Report unusual performance | _____ Clear or clean all windows |
| _____ Report when fuel is less than 1/4 tank | _____ Do normal maintenance |
| _____ Wash and wax vehicle | _____ Keep interior clean |
| _____ Have maintenance done | |

YOUR USER PRIVILEGE WILL BE LINKED TO YOUR GRADES IN SCHOOL AND PERFORMANCE AT HOME

- _____ Doing duties at home properly and on time
- _____ Showing proper respect for parents and others
- _____ Complying with family regulations
- _____ Attendance, conduct and effort at school

WRITE IN THE MAXIMUM NUMBER OF MILES AND THE MAXIMUM NUMBER OF TIMES YOU MAY DRIVE PER WEEK (Related to grades)

Grades:

- | | |
|------------------------|----------------------|
| A _____ Miles per week | _____ Times per week |
| B _____ Miles per week | _____ Times per week |
| C _____ Miles per week | _____ Times per week |
| D _____ Miles per week | _____ Times per week |
| F _____ Miles per week | _____ Times per week |

YOU WILL LOSE YOUR USER PRIVILEGE THESE NUMBER OF DAYS FOR EACH TRAFFIC OFFENSE OR AT-FAULT CRASH:

- | | |
|---------------------------|------------------------------|
| First Offense _____ days | Preventable crash _____ days |
| Second offense _____ days | serious violation _____ |
| Third offense _____ days | Drugs or alcohol _____ |

YOU WILL BE REQUIRED TO COMPLY WITH THE FOLLOWING REGULATIONS:

- _____ You will provide destination and time of return
- _____ Safety belt will be fastened at all times
- _____ Every passenger must wear a safety belt
- _____ No alcohol or other drugs
- _____ You may not lend the car or allow others to drive it
- _____ You will call if more than 30 minutes late

YOU ARE LEGALLY RESPONSIBLE FOR YOUR ACTIONS AS A DRIVER.

WE, AS VEHICLE OWNERS, ARE LEGALLY LIABLE FOR DAMAGES DONE BY YOU AS A DRIVER.

Signed on the _____ day of _____, 19 _____

Parent _____

Parent _____

Son/Daughter _____

Driver Education Program Evaluation Forms Information

The "Driver Education Student Progress Report" is an important communication to the parent(s)/guardian(s) which details student performance. The form is not only used to pinpoint problems that need to be addressed but is also very useful to encourage students by commending for a job well done. For example, if a student previously received a progress report which noted problems that have since been overcome, a progress report would be completed commending the fact that this skill has now been mastered or problem corrected. This report is very valuable to the parent when conducting behind-the-wheel supervised drive time. The parent is able to focus on the areas of concern and help further develop those skills and judgments needed for the student to become a safe, responsible, and accomplished driver. This progress report, however, must be preceded by some explanation of the current Driver Education terminology and training to support the classroom concepts of safe driving skills.

The "Evaluation of Classroom Instructor," "Evaluation of In-Car Instructor," and "Evaluation of Driver Education Program" forms are crucial elements if your program is to meet the needs and expectations of the students and parents/guardians. These need to be completed and carefully reviewed at the conclusion of every Driver Education course.

DRIVER EDUCATION PROGRESS REPORT

(school name)(school address)(school phone number)

Date: _____

Student: _____

Teacher: _____

Student Performance

- Doing exceptional work
- Work is satisfactory
- Working below capacity
- Failing or near failing

Attendance

Times Absent: Excused _____
Unexcused _____

Tardies: _____
(insert individual building policy)

Problems to Address

- Does not complete/do assignments
- Late assignments
- Fails tests
- Does not make up tests
- Poor attendance
- Inattention/sleeps in class
- Disruptive behavior in class
- Does not bring materials to class
- Inappropriate use of class time
- Lack of effort/motivation
- Disrespectful/uncooperative
- Needs home driving practice
- Student finds work difficult

Commendations

- Displays good attitude/responsibility.
- Cooperative/pleasant/respectful
- Contributes to class discussions
- Asks good questions
- Good effort
- Always prepared for class
- Follows instructions
- Shows good study/work habits
- Completes work on time
- Is a pleasure to have in class
- Excellent test scores
- Home driving practice is evident

Immediate attention needs to be given to the following:

1. Assignments to turn in: _____

2. Tests to make up: _____

3. Materials to return/fees to pay: _____

4. Student is in need of home driving practice in the following skill areas:

- | | |
|--|---|
| <input type="checkbox"/> Pre-drive Checks (lock door, mirrors, safety belt, etc.) | <input type="checkbox"/> Vehicle Handling/Smoothness |
| <input type="checkbox"/> Operation of Vehicle Controls | <input type="checkbox"/> Driver Confidence/Decisions |
| <input type="checkbox"/> Starting/Putting Vehicle in Motion | <input type="checkbox"/> Right-of-Way Situations |
| <input type="checkbox"/> Stopping (Completeness/Smoothness/Position) | <input type="checkbox"/> Time/Space Management |
| <input type="checkbox"/> Responding to Traffic Control Devices (signs, signals) | <input type="checkbox"/> Backing Around the Corner |
| <input type="checkbox"/> Communication (signals, vehicle positioning, etc.) | <input type="checkbox"/> Backing Straight/Turning |
| <input type="checkbox"/> Space Management (following time, etc.) | <input type="checkbox"/> Parallel Parking |
| <input type="checkbox"/> Reference Points Usage | <input type="checkbox"/> Lane Position Usage |
| Visual Skills: | <input type="checkbox"/> Speed Control |
| <input type="checkbox"/> Aiming High - looking into intended path of travel | <input type="checkbox"/> Inconsistent Speed - too fast/too slow |
| <input type="checkbox"/> Target-Target Area-Target Path | <input type="checkbox"/> Lane Changes |
| <input type="checkbox"/> LOS/POT Detection (12 sec. or more ahead) | <input type="checkbox"/> Turn Lanes/Bays |
| <input type="checkbox"/> Identifying Open/Closed Zones | <input type="checkbox"/> Left Turns |
| <input type="checkbox"/> M.S.M.O.G. Checks (mirror, signal, mirror, over-shoulder, go) | <input type="checkbox"/> Right Turns |
| <input type="checkbox"/> Intersection Searching (scanning left-forward-right) | <input type="checkbox"/> Freeway Driving |
| <input type="checkbox"/> Mirror Checks (before stopping/slowng, 5-8 sec.) | <input type="checkbox"/> Search Into Curves/Hills |
| <input type="checkbox"/> City Driving | |

Additional Comments: _____

Recommendations: More student effort _____ Outside class help _____ Parent/teacher conference _____

Please sign and return to the instructor: _____

Parent Signature

Date

Noticed: If you have further questions regarding your student's progress, please call me at (phone number).

**DRIVER EDUCATION EVALUATION
EVALUATION OF CLASSROOM INSTRUCTOR**

CLASSROOM INSTRUCTOR: _____

The following statements refer to your classroom instructor. Read each statement and, using the scale below, indicate by a number between 1 and 10 your feelings about each statement. If the statement definitely states your feelings and you definitely agree with it, your response would be "10". If you feel the statement does not express your feelings and you definitely disagree with it, your response would be "1". If you are uncertain how you feel about the statement or are neutral, your response would be "5".

**The nearer your answer to "10", the more definite your "YES" answer.
The nearer your answer to "5", the more NEUTRAL/UNCERTAIN your answer.
The nearer your answer to "1", the more definite your "NO" answer.**

1	2	3	4	5	6	7	8	9	10
NO				MAYBE					YES

<u>Statement</u>	<u>Response</u>
1. a. The instructor seemed to be concerned whether the students learned the material	_____
b. I enjoyed going to driver education	_____
c. The instructor knew the subject matter	_____
d. The instructor seemed to feel driving aspect of driver education is more important than the class-room aspect	_____
e. The instructor was prepared for class	_____
f. The instructor recognized individual differences in the abilities of the students	_____
g. The instructor was generally too involved in lecturing to be aware of the class	_____
h. The instructor satisfactorily answered questions asked by the students	_____
i. The classroom instructor seemed to feel the classroom aspect of traffic safety education is more important than the driving aspect	_____
j. The classroom instructor was a better-than-average teacher	_____
k. The instructor provided a good combination of lecture and discussion	_____
l. The instruction I received in the classroom helped make me a better driver	_____

EVALUATION OF IN-CAR, ON-THE-ROAD INSTRUCTION

BEHIND-THE-WHEEL INSTRUCTOR: _____

1. The following statements refer to your in-car, BTW instructor. Please record your response number in the space provided.

The nearer your answer to "10", the more definite your "YES" answer.

The nearer your answer to "5", the more NEUTRAL/UNCERTAIN your answer.

The nearer your answer to "1", the more definite your "NO" answer.

<u>Statement</u>	<u>Response</u>
2. a. The instructor seemed to be concerned whether the students learned the material	_____
b. I enjoyed going to this part of the driver education class	_____
c. The teacher showed mastery of the subject matter	_____
d. The instructor was prepared for class	_____
e. The instructor recognized individual differences in the abilities of the students	_____
f. Questions asked by the students were answered satisfactorily by the instructor	_____
g. My in-car instructor was a better-than-average teacher	_____
h. My instructor was genuinely interested in having us learn to drive	_____
i. My in-car instructor caused emotional stress by asking me to perform a task(s) which had not first been demonstrated or explained	_____
j. I feel that I am a better driver because I took the driver education course	_____

3. What did you especially **LIKE** about the in-car, on the road instruction? _____

4. What did you especially **DISLIKE** about the in-car, on the road instruction? _____

8. How worthwhile was the parent evening seminar?

- | | | | |
|----|---------------------|----|-----------------------|
| A. | Very worthwhile | C. | Not very worthwhile |
| B. | Somewhat worthwhile | D. | Not at all worthwhile |

9. How many times did your teenager take the road test before passing it? (Sometimes students may not test after completion of course until much later.)

_____ Once _____ Twice _____ Three or more times

10. If you were to grade the traffic safety education program your teenager received, the grade would be (check one):

"A" "B" "C" "D" "F"

11. Comments about the course: _____

Course Completion Documentation Information

The student has now successfully completed the classroom and behind-the-wheel phases of driver education. Your job as the Driver Education instructor may be done, but the parents still have some tough decisions to make. Provide some final helpful hints and assistance in establishing guidelines for their new student driver.

The Course Completion Letter, Course Completion Form and Now That I Have My Certificate documents are sent home to the parent(s)/ guardian(s) upon successful completion of the Driver Education course. The Completion Form includes ways in which the parent(s)/guardian(s) may continue to assist in further developing necessary competencies and indicates skills which need additional practice to guarantee that their student is prepared for the road. The bottom portion of the Course Completion Form is to be returned to the classroom instructor. This ensures that the parents/guardians and student have both read and understand the contents of the letter and form. It is strongly recommended that the sample parent-teen contract, parent guidelines for implementing a parent-teen car use agreement, and vehicle use and operations agreement which were handed out during parent night are included with this mailing. Also included with this final communication is Now That I Have My Certificate, What's The Next Step.

The Course Non-Completion Form is sent to the parents/guardians of those students who did not successfully complete the Driver Education course. This gives the parents/guardians a complete understanding of why the student earned an incomplete and exactly what requirements must be met prior to the student receiving the Driver Education Certificate. Once again, the parents/guardians are to acknowledge their understanding of the conditions by signing the bottom portion of this form and returning it to the **(classroom instructor/program coordinator/driving school)**.

DRIVER EDUCATION COMPLETION LETTER

Dear Parent(s)/Guardian(s):

(Students Name) has satisfactorily completed both the classroom and the behind-the-wheel phases of Driver Education at (**School Name**)

The three basic concepts that have been emphasized in the Driver Education program are:

1. The driving tasks
 - a. Basic control (including starting, stopping, turning, shifting and special maneuvers).
 - b. Traffic flow (including passing, lane changing, intersections, and multiple lane and interstate driving).
 - c. Critical systems (including vehicle failures and skidding).
2. Precision driving
 - a. Reference points.
 - b. SIPDE/Zone control.
 - (1) See a LOS/POT (line of sight/path of travel) change.
 - (2) Check other zones.
 - (3) Get best control.
 - (a) Speed
 - (b) Lane Position
 - (c) Communication
3. Factors which interfere with driving (including alcohol, other drugs, emotions & attitudes, fatigue, sleep deprivation and narcolepsy).

These concepts meet the general goal of Oregon Department of Transportation/Transportation Safety Division/Driver Education programs: to prepare students with the essential operator competencies needed to drive motor vehicles on the public streets, and highways, and to develop growth as a competent and responsible participant in the highway transportation system in both operator and non operator roles.

While many safe driving skills have been practiced during the course, there ***has not been*** sufficient time for the student to become an accomplished driver. A vital part of the Driver Education program is the attempt to instill in teenagers the proper attitudes and habits for safe and skillful driving that will result in increased knowledge and sound judgments required in the driving task.

Every student requires additional hours of ***supervised*** practice before he or she begin to acquire the skills and judgments needed to become safe, responsible drivers. You can help in the further development of their skills and judgments if you point out, as you ride with your son/daughter, those traffic situations that may lead to trouble or collisions unless good decisions, correct maneuvering, and proper defensive driving techniques are practiced.

It is my opinion that a student **SHOULD NOT** be given free reign in the use of a car immediately

after receiving his/her license. it is extremely important that the student continue to practice all phases of driving with emphasis on ***night driving, heavy volume traffic in both cities and interstate, and driving under adverse conditions.*** You should continue to accompany her/him until you are convinced that (s)he is ready to assume the responsibility of driving alone. Establish driving guidelines that could make the safety difference for your teen:

- put a limit on the number of passengers allowed in the car (see Oregon Driver Manual 2001-2003 p. 3)
- limit or supervise your teens driving during times of increased risk (Friday and Saturday nights and early Saturday and Sunday mornings have the highest number of driving crashes)
- have a curfew
- insist that your teen wear his or her seat belt even for short trips
- set driving area limits (geographic guidelines) for your teen
- prohibit your teen from driving under the influence of alcohol or other drugs
- remind your teen to use good judgment when he or she is a passenger (this means not riding with drivers who take risks such as speeding or driving while impaired)
- make car choices with safety in mind
- be a good role model

The (**School Name**) Driver Education Department recommends that you discuss and use a driving contract to motivate the novice driver to drive safely. This contract gives the new driver certain driving privileges when safe and legal driving is practiced. Specific consequences should be detailed if safe driving practices and/or academic behaviors are not followed. Sample contracts were handed out and discussed during the evening parents' meeting. A sample contract is attached to this completion letter.

Perhaps a few statistic reminders should be presented before you allow your newly licensed driver to transport younger brothers, sisters, cousins, and teenage friends as passengers...

(1) Nineteen percent (19%) of ALL passengers who die in motor vehicle crashes do so when a teenager is driving.

(2) Most teenage passenger deaths (63%) occur in crashes in which another teenager is driving.

(3) About two in every five Americans will be involved in an alcohol-related crash at some time in their lives. (NHTSA, 1994)

(4) Fewer than one-in-three parents of tenth grade students are giving their children a clear "no-use" message about alcohol. (Johnson Institute, 1993)

Because the traffic crash represents the greatest potential threat to the health and well-being of our young people ages 15-24, we believe that you helping your teen to gain a courteous and respectful approach to driving is one of the most important concepts you can help him/her learn. If you have further concerns, please call the instructor at (**School Name**) (**phone #**).

Sincerely,

When the attached form is completed and returned to the instructor, your son/daughter will receive the Driver Education Certificate of Completion.

**DRIVER EDUCATION
COMPLETION FORM**

(To be signed and returned to the classroom instructor)

Dear Parent(s)/Guardian(s):

Date _____

Congratulations (**Student's Name**) who has successfully completed the traffic safety education course. Your cooperation and guidance have helped your student driver achieve this goal. Now that your teenager will be issued a completion certificate, you can continue to assist in several ways:

1. Continue practice sessions, reviewing skills that require additional practice.
2. Help your teenager prepare for the final licensing examination.
3. After licensing, limit vehicle use until you are satisfied with your teen's skill.
4. Define acceptable behavior and restrictions on the use of the (family) car.
5. Keep in close contact with your teenager's driving performance.
6. Continue to discuss, promote, and maintain:
 - a. Good judgment
 - b. Healthy attitudes
 - c. Sound values
 - d. Correct procedures
 - e. Satisfactory skills
 - f. Legal issues

We thank you very much for the interest you have shown and the time you have contributed toward helping your teenager meet the competencies of the driver education course. If you have questions or concerns, please call the instructor at (**School Name**) at (**Phone #**).

Sincerely,

Driver Education Instructor

The items checked below indicate skills which your teenager needs the most additional practice:

- | | |
|---|---|
| <input type="checkbox"/> Backing | <input type="checkbox"/> Use of eyes |
| <input type="checkbox"/> Passing | <input type="checkbox"/> Heavy traffic driving |
| <input type="checkbox"/> Speed control | <input type="checkbox"/> Special conditions (ice, snow, etc.) |
| <input type="checkbox"/> Lane changes | <input type="checkbox"/> Interstate - on/off |
| <input type="checkbox"/> Lane positions | <input type="checkbox"/> Following distance |
| <input type="checkbox"/> Turns - right/left | <input type="checkbox"/> Observance of traffic laws |
| <input type="checkbox"/> Stop sign procedures | <input type="checkbox"/> Recognize/react to traffic hazards |
| <input type="checkbox"/> Angle parking | <input type="checkbox"/> Alertness |
| <input type="checkbox"/> Parallel parking | <input type="checkbox"/> Night driving |
| <input type="checkbox"/> Parking on a hill | <input type="checkbox"/> Other |
| <input type="checkbox"/> Turn About | |
-

I have read and understand the contents of both the Completion Letter and the Completion Form. (Return this signed portion of the form to your instructor)

Student Signature: _____ Parent Signature: _____

NOW THAT I HAVE MY CERTIFICATE,
WHAT'S THE NEXT STEP?

1. Make an appointment for an exam by calling the Driver and Motor Vehicles Services Division at **(DMV office phone number)**.
2. When you turn 16 or older, take your certificate and proper proof of identification and age to the Driver and Motor Vehicles Services Division. Have your parent or guardian with you, they will need to sign the application form.
4. Follow the procedures as outlined in the Oregon Driver's Manual.
5. Pass the Safe Driving Practices Test
4. Pass the drive test.
5. Pay for the license when qualified.
6. If under 18, you must have your custodial parent or guardian sign for any type of license application. Note: Parent/guardian must show proof of identity and proof of relationship to the applicant. When last names are different, additional documents will be required.

GOOD LUCK!

(Remember - "Luck" is when preparation meets opportunity)

**DRIVER EDUCATION
COURSE NON-COMPLETION FORM**

Quarter: _____

Dear Parent/Guardian of (Student's Name):

Date: _____

Your son/daughter has received an incomplete or failing grade for Driver Education due to not completing the course requirements. A Driver Education Certificate cannot be granted until all of the requirements indicated below have been met.

I. Classroom Phase:

Assignments: _____

Tests: _____

Materials to return: _____

II. Simulation Phase: _____

III. Behind-The-Wheel (B-T-W) Phase: _____

Your son/daughter is unable to pass a final evaluation with minimum competency after ___ attempt(s). He/she has received instruction, but has been found deficient in the following driving skills:

- | | |
|---|---|
| <input type="checkbox"/> Pre-drive Checks (lock door, mirrors, safety belt, etc.) | <input type="checkbox"/> Vehicle Handling/Smoothness |
| <input type="checkbox"/> Operation of Vehicle Controls | <input type="checkbox"/> Driver Confidence/Decisions |
| <input type="checkbox"/> Starting/Putting Vehicle in Motion | <input type="checkbox"/> Right-of-Way Situations |
| <input type="checkbox"/> Stopping (completeness/smoothness/position) | <input type="checkbox"/> Time/Space Management |
| <input type="checkbox"/> Responding to Traffic Control Devices (signs, signals) | <input type="checkbox"/> Backing legal turn around |
| <input type="checkbox"/> Communication (signals, vehicle positioning, etc.) | <input type="checkbox"/> Backing Straight/Laterally |
| <input type="checkbox"/> Space Management (following time, etc.) | <input type="checkbox"/> Parallel Parking |
| <input type="checkbox"/> Reference Points Usage | <input type="checkbox"/> Lane Position Usage |
| Visual Skills: | <input type="checkbox"/> Speed Control |
| <input type="checkbox"/> Aiming High - looking into intended path of travel | <input type="checkbox"/> Inconsistent - Too Fast/Too Slow |
| <input type="checkbox"/> Target-Target Area-Target Path | <input type="checkbox"/> Lane Changes |
| <input type="checkbox"/> LOS/POT Detection (12 sec. or more ahead) | <input type="checkbox"/> Turn Lanes/Bays |
| <input type="checkbox"/> Identifying Open/Closed Zones | <input type="checkbox"/> Left Turns |
| <input type="checkbox"/> S.M.O.G. Checks (signal, mirror, over-shoulder, go) | <input type="checkbox"/> Right Turns |
| <input type="checkbox"/> Intersection Searching (scanning left-forward-right) | <input type="checkbox"/> Interstate Driving |
| <input type="checkbox"/> Mirror Checks (before stopping/slowng, 5-8 sec.) | <input type="checkbox"/> Searching Into Curves/Hills |
| <input type="checkbox"/> City Driving | |
| <input type="checkbox"/> Other _____ | |

Further home practice in the above skills will be necessary to bring your son/daughter up to a safe level of minimum driving competency. We suggest a minimum of **(number of hrs)** hours.

You are strongly encouraged to see that your son/daughter completes the above remaining requirements within **(the next two weeks)**. It will be up to him/her to make the necessary arrangements with the instructor.

Before a B-T-W re-test opportunity will be scheduled, we require that the parent guardian sign and return the agreement below.

I, _____ acknowledge understanding of the above conditions and agree to give my son/daughter the necessary encouragement so that these requirements can be met. (If deficient in the B-T-W phase) I further attest that I have provided my son/daughter with _____ hours of home driving practice and certify that he/she has reached a satisfactory level of competency in the driving skills indicated above.

Parent Signature: _____ Date: _____

PARENT INVOLVEMENT RESOURCES

Selected Insurance Companies

Pam Marshall
Allstate Insurance Company
2775 Sanders Rd., Suite D3W
Northbrook, IL 60062-6127
Ph (847)-402-8758
Pmarshall@allstate.com
Teen Drivers Taking Charge

Country Companies
1701 Towanda Avenue
P.O. Box 2020
Bloomington IL 61701
309-557-2836
Fax (309) 829-94309
Drive Right

Farmers Insurance Company
Regional Office
11018 N.E. 51st Circle
Vancouver, WA 98682
P-360 604-7307 F-360 604 7680
Youth Education & Safety

Liberty Mutual Insurance Group
175 Berkeley Street
Boston, MA 02117
P-617-357-9500 Ext. 43165
F-617-426-3589
Avoiding Collisions

Fred Mottola
Interactive Driving Systems, Inc.
P.O. Box 98
Cheshire, CT 06410
P-203-272-9391 F-203 250-0896
Partnership for Driver Excellence

Jeff Aeschliman
State Farm Insurance
4600 25th Avenue NE
Salem, OR 97313
P-503-463-2131 F-503-463-2886
Preparing Your Teen to Drive
The Keys to Safe Wheel

Private Industry

Charles Butler
Driver Education Services AAA
1000 AAA Drive
Heathrow, FL 32746-5063
P-407-444-7962 F-407-444-7956
AAA Parent Involvement Program

David T. Thompson
Auto Testers
P.O. Box 99466
Raleigh, NC 27624
P-919-554-4022 F-919-554-2699
The New Driver Car Control Program

FLI Learning Systems, Inc.
P.O. Box 2233
Princeton, NJ 08543-2233
P-609-466-9000
F-609-466-2333
Coaching The Beginning Driver

Barb Brody
MT ABE Union HS
Bristol, VT 05443
P-802-453-2383

Russell S. Floyd
RD 1 379 Plains Rd (PSG)
PO Box 347
Jericho, VT 05465-0347
Ph 802-899-3488

Parents' Survival Guide for Driver Education

Warren P. Quensel
Safety Enterprises
Bloomington, IL 61701
P-309-828-0906

Parent Teen Manual for Learning To Drive

Nationally Recognized Driver & TSE Parent Involvement School Programs

Gerry Apple
Shelton High School
3737 Shelton Springs Rd.
Shelton, WA 98584
Ph 360-426-8467
Fax 360-427-8610

Keith Bartol
Seattle Public Schools
13720 Roosevelt Way N.
Seattle, WA 98133
Ph 206-281-6595

Ray Kracik
Lake Forest HS
104 Kohl Drive
Lake Bluff, IL 60044
Ph 708-234-3600

Keith Mullins
Harwood UHS
Rt. #1, Box 790
Moretown, VT 05661
Ph 802-244-5186

Chuck Filippini
North Central HS
1600 N. Howard St.
Spokane, WA 99205-4798
Ph 509-353-5220 Fax 509-353-3676

Russell S. Floyd
RD 1 379 Plains Rd (PSG)
PO Box 347
Jericho, VT 05465-0347
Ph 802-899-3488

John Harvey
Program Manager-Driver Education
ODOT-Transportation Safety Division
235 Union Street NE
Salem, OR 973401
P-503-986-4413

Dr. Brad Bradshaw
Executive Director-ADTSEA
IUP
Highway Safety Center
Indiana, PA 15701
Ph 412-357-4051

Gary Direnfeld, Executive Director
I Promise Program
20 Suter Crescent
Dundas, Ontario L9H 6RS
Canada
Ph 905-628-4847 or 1 866-879-1999

This is a draft parent involvement resource guide.

It was reprinted and adapted, with permission, from the Washington Driver and Traffic Safety Association, Olympia, Washington. A special thanks is given to the WA Parent Involvement Task Force under the leadership of John Harvey Regional TSE Coordinator of Spokane, Washington. Recently, John has been selected as the new program manager of driver education for the state of Oregon.

The Oregon Parent Involvement Committee helped to revise this document for Oregon driver education programs. The committee members are Jess Miller, Umpqua CC; Kim Holmes, Clackamas CC; Sam Houston, Klamath Falls SD; Del Freeman of Doron Precision Inc. This document can be customized for your individual school district use. Specific areas will need to be updated with your school's individual information. However, be sure to thoroughly read each page to ensure there are no statements that are inappropriate for your district. Add or delete any necessary policy and procedure information prior to releasing this to your parents.

This document was created in "Microsoft Word" and is available at:
[www.odot.state.or.us/transafety/driver ed.](http://www.odot.state.or.us/transafety/driver%20ed)

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