

# COACHING FOR SAFETY

A RISK MANAGEMENT HANDBOOK  
FOR HIGH SCHOOL COACHES

by  
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FOR MEMBERS OF THE SOUTHWEST WASHINGTON RISK MANAGEMENT INSURANCE COOPERATIVE

**ESD 112**  
Educational Service District 112

**COACHING FOR SAFETY**  
*A Risk Management Handbook for High School Coaches*

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- Informed Consent Form
- Parent's Preseason Meeting Letter
- Return to Play Form
- Safety Wallet Card
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#### I. INTRODUCTION

Athletic risk management is boring. There are no trophies for running a safe program. Spectators do not chant "We're Number One – in Safety!" Athletic risk management is only recognized when there is a problem.

This handbook is about managing the risks associated with athletics. It is about the ways and means of lowering the chance of and severity of injuries to athletes. It is a coach's major duty.

"It has been estimated that more than 6 million high school youth from approximately 20,000 high schools participate in local sports programs each year. This population of young athletes accounts for more than 2 million injuries, 50,000 doctor visits and 30,000 hospitalizations" (from a 1999 report "Injury Patterns in Selected High School Sports" in *Journal of Athletic Training*).

A 1996 study from New York University School of Education Report on High Schools states that most accidents occur in September and October. Most injuries occur during practice, and that sprains and fractures to the lower extremities were the most frequently recorded injuries. Most injuries occurred in football, basketball, wrestling, soccer and track and field. Risk will always be part of athletics.

Athletic risk management recognizes and responds to risks that interfere with a programs services and operation. It begins with the identification of potential problems such as hazards that may lead to injuries. The objective of risk management is to control these injuries and possible claims. Regardless of the excellence of any risk management program, it cannot totally eliminate injuries. Therefore, an athletic risk management program has a "game plan" for when an injury or "loss" occurs. Athletic risk management is managing risk of injury and risk of liability.

Coaches need to:

- Recognize that risks exist
- Identify those risks (what can go wrong)
- Evaluate the risks (when these occur)
- Have a plan to lower the risk
- Supervise your program
- Remind participants of their role in controlling risks
- Remain vigilant as risk management is a continual process
- Review and revise your program when necessary
- Ask for assistance from superiors
- Care about the welfare of your athletes

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#### **A. Purpose of this Handbook**

The purpose of this handbook is to offer fundamental risk management strategies and suggestions so to help lower the chance of injury to young people participating in athletics.

The lack of a risk management plan increases the chance of injury to participants and claims against the school. It places an increased financial burden on institutions already battling budgets. It increases the chance of quality teachers/coaches/counselors leaving the field. It can result in the loss of worthwhile programs and activities.

This handbook will enhance both the coach and athletic director's knowledge about the various legal issues that have unfortunately become part of the athletic world. This handbook will help keep players *on the court* and coaches *out of the court*.

#### **B. Limitations**

The information in this handbook is intended to serve as educational material related to athletic risk management for coaches and athletic administrators. This handbook does not offer legal advice. Anyone seeking legal advice should seek such information from the appropriate professionals.

Every effort has been made to be as accurate and complete in regard to the information, recommendations and guidelines in this handbook. This handbook cannot guarantee that following the information will prevent injuries. The use of this information is offered to help decrease the risk of injury in athletics. No handbook can cover every possible risk.

#### **C. About the Author**

Richard P. Borkowski, Ed. D., C. A. A. is a Sport and Recreation Safety Consultant in Narberth, PA. He retired as Director of Physical Education and Athletics at the Episcopal Academy in Merion, PA. after 33 years of service. He has been involved in the area of sport and recreation safety as an author, speaker and consultant for over 35 years. He has personally coached most sports. He serves as an expert witness in legal cases involving athletics. Over 275 of his 375 published articles have dealt with safety and the legal responsibilities of coaches and teachers.

This handbook was written by Dr. Richard Borkowski, and edited by Henry Karnofski, C.A.A. (Athletic Director, Castle Rock School District) and Peggy Sandberg, ARM (Loss Control Specialist, ESD 112). Peggy Sandberg also wrote the section on Insurance Coverage.

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#### **D. The Handbook Format**

The next section deals with what most in society refer to as the *legal duties* of a coach and/or athletic administrator.

Because the athletic administrator is the coach of the coaches, or the athletic risk management point man, a section is devoted to his/her role.

The defensive game plan is a series of suggestions and ideas that have proven to lower the chance of injury and, if an injury does occur, lower the chance of claims and legal action against coaches and schools.

*The Daily Dozen* is a short checklist that should be used with each sport specific checklist.

The Additional Risk Management Considerations section deals with risk management issues that affect sports in general. Concussions, dehydration, and locker room supervision are some of the issues.

A series of risk management related forms and a small appendix emphasizing further sources of information complete this handbook.

#### **E. How to Use this Handbook**

Initially read the handbook in one sitting. The handbook can then be used as a reference. The sport specific checklists can be copied and used each season. Each checklist can be modified to add school specific issues. Coaches should find these checklists an improvement over the more generic sport checklists.

*The Daily Dozen Checklist* should accompany each sport specific checklist. Place it on your clipboard to use as a daily reminder.

Administrators should share this material with all his/her coaches as well as school administrators.

The handbook should be used as a resource throughout the year for the sport safety committee, coaches and for discussions.

This athletic risk management handbook, like risk management itself, is not an end product. It is an on going process that continues to improve.

The objective of any risk management program is to lower the chance of and/or control injuries. That's good in and of itself. It also lowers claims against you and the school. That means there is more time and money to enhance the education

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of young people. That is a win-win situation. The goal of this handbook is to help coaches and administrators meet that objective.

## II. THE DUTIES OF A COACH

Coaches, like all professionals, are held to a certain level of performance or what is legally called a "standard of care." That standard of care includes meeting certain legal duties. By meeting these duties we appreciably decrease the chance of injuries to athletes, the number of claims, and the chances of lawsuits against coaches and schools. It will also make the athletic experience worthwhile -- and enjoyable.

The good news is that a coach's legal duties are fundamentally the same as his/hers coaching duties. If you are a good, caring coach you are also meeting your legal duties.

### *A few introductory remarks*

- \* The duties suggested in this chapter are based on a consensus of opinions by those in athletics and those who have had many years of association with members of the legal profession.
- \* This section was written by a coach and administrator with extensive experience interpreting the legal duties of coaches.
- \* Whenever in doubt, seek the advice of your school's legal counsel.
- \* This section addresses only direct coaching responsibilities.

The basic legal duties of a coach are:

- To properly plan the activity
- To offer appropriate equipment
- To offer appropriate facilities
- To offer appropriate instruction
- To offer appropriate supervision
- To appropriately condition the athlete
- To appropriately warn about the risks of the activity
- To offer appropriate post injury care
- To offer appropriate activities



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- To maintain reasonable records
- To follow the appropriate rules and regulations

#### **A. Some Legal Terms and Issues**

Coaches are held to something called the *reasonable prudent profession* standard. You act in the manner that those in your profession would act under similar circumstances. It is reasonable, for example, that a football coach examines a player's helmet. Not checking a helmet is unreasonable.

Failing to be a reasonable prudent coach is being *negligent*. The test for negligence is:

- You must have a duty – Coaches clearly have a duty to lower the risk of injury to their players. For example, a soccer coach has a duty to supervise her practice.
- You breach or fail to meet that duty – The soccer coach decides to watch the J.V. team play. She leaves the varsity team by themselves. She is not supervising.
- There must be an injury - Two varsity players get into a fight while the coach is absent. One receives a broken jaw.
- There must be a connection between the duty, the breach of the duty and the injury. This is called "proximate cause" – It would not be difficult to make the connection. If the coach were present, this injury, in all probability, would not have happened.

The term *foreseeable* is another way of saying "DID YOU PLAN AHEAD?" For example, is it foreseeable that one is increasing the chance of infection in a wrestling room by not disinfecting the mat on a daily basis.

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#### B. A Coach's Legal Duties

Your legal duties are:

1. **To properly plan the activity** – You have a duty to develop a sequence of progressive practice sessions, game preparation and strategies to offer a worthwhile and safe experience for students. It is the master plan. It is organizing and accomplishing all the following legal duties.

For example, it would be poor planning if the basketball coach did not utilize a safety checklist until mid-way through the season.

2. **To offer appropriate equipment** – The days of giving the old, poor fitting equipment to the freshman girl's softball team is over – that's a good thing.

Equipment should fit the needs of the players. Avoid purchasing new "state of the art" equipment until it becomes "established" equipment.

Buy only from established and reputable companies.

Equipment lasts for only a certain length of time. Replace it before it is no longer functional. Obsolescence is a problem with all equipment.

Don't modify equipment or use it for any other activity than its intended purpose. Don't use homemade equipment.

The bottom line is get the best equipment you can, maintain it, make sure it fits and never permit a player to use equipment that you know is improper or unsafe.

3. **To offer appropriate facilities** – A coach's duty is to inspect the site he/she is going to use. If there is a problem, correct it. If it cannot be corrected immediately, adjust the activity and report the problem.

Stay current with facility recommendations. A backboard without padding was appropriate several years ago. It is not today. Read the rulebook.

Use the facility for its intended purpose. A parking lot is not a place for hockey practice. A hallway is not a place for track practice.

The failure to consider safety or buffer zones is a major hazard. Since we know players sometimes leave the playing area, we must create an obstruction free space outside the playing area.

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4. **To offer appropriate instruction** – You not only have a duty to instruct your athletes to play well, you must teach the proper techniques to lower the chance of injury. The repetition of fundamental skills is one of the major, and often neglected, techniques of lowering risks.

Coach only those sports you know. Continue to improve your knowledge by attending workshops. Have the skill demonstrated and let the players practice before the game or match. "Teach" before you "test." Never use coercion. Good coaches motivate.

*Properly match players.* Keep competition as equal as possible. Skill, experience, maturity, height, weight, age, sex, one's mental state and the activity itself, all play a part in this attempt to seek equal participation. You want to avoid competitive miss matching.

Plan the activity; prepare the participants, yourself and the area. Ask yourself - is there a better and safer way to teach this activity?

5. **To offer appropriate supervision** – The lack of proper supervision is one of the most often cited complaints against coaches.

Being present and attentive during an activity is the first line of defense against potential problems and injuries. Supervision means controlling the situation by continually scanning the activity from the best vantage point.

Supervision is a matter of foreseeability, planning and vigilance. I have observed many coaches who fall into what I call the "Safety Sloth Syndrome." They are there, but have no concern about safety issues.

RID is an old and effective lifeguard term relevant to supervision.

R = Recognizing the situation. Is there a problem? Is it foreseeable the situation will lead to an injury? Correct it immediately. Be vigilant.

I = Intrusions. Don't be engaged in activities that intrude with your primary job of supervising. This is not the time to permit parents or teachers to ask "for a few minutes of your time." It is not the time to make one "last phone call."

D = Distractions. You are present, but your focus has been diverted. You become engrossed in the J.V. game on the next field, you are thinking about a new defense. Your mind is not on the job at hand.

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You must consider the age and skill of the player, the specific risks of the activity, know the activity you are supervising and know the techniques of supervision.

Being vigilant at all times is the key to meeting this duty.

#### *Students moving equipment*

Caution must be exercised when permitting students to move equipment such as wrestling mats, portable goal posts, volleyball standards, and small bleacher sections. Remember:

- Check with your school's policy regarding this.
- A coach must be present and in control of all actions.
- The equipment cannot be broken or in poor condition.
- Students must be physically capable of handling the equipment. Do not permit students to move equipment if there is a question as to their skill and/or strength. Call the maintenance department.
- Avoid moves that require uneven surfaces and difficult maneuvers.
- Students must be instructed about how to lift, carry and deposit equipment.
- When possible, use equipment (such as dollies, hand trucks, etc.) to assist with the move.

6. **To appropriately condition the athlete** - This is another common sense coaching duty. Progression is the key to proper conditioning. Trying to do *too much too soon*, and cutting back on the conditioning phase to get in more skill practice are two major concerns of appropriate conditioning.

Participants must be evaluated prior to participation. Your conditioning program should reflect the physical demands of the sport. Remember that rest, water and nutrition information are part of physical conditioning.

Follow your association's conditioning guidelines. The current body of knowledge concerning proper physical conditioning is extensive. It also tells us what exercises are inappropriate.

Prepare the individual for the activity. It is your legal and coaching duty.

7. **To appropriately warn about the risks of the activity** - Warning and obtaining an *informed consent* form from players and parents is a positive aspect. It is an established duty.

It is sometimes difficult to get the entire staff to support this important duty. Some coaches feel the time and effort is unnecessary because "everyone knows that you can get hurt in athletics." Other coaches feel that if you describe the potential injuries, students will stop participating. This has

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proven to be untrue. Participation in athletics has not decreased.

Informing people about the potential risks of participating in any activity, and how to avoid those risks, lowers the risk of injury.

a. Things to remember about informed consent forms:

- Your legal counsel should review the informed consent form. A warning must be understood and appreciated by the recipient.
- The forms should include pertinent words in large print such as "Warning," "Attention" and "Please Read." The heading on the form should also be in large print.
- The form should cover all phases, sites and the duration of the program.
- Ask parents and players if they have any questions and if they understand what they are signing. This permission slip is an agreement to participate and they are signing it voluntarily.
- Give a copy to the parent. Keep the original.

b. For parent/student-athlete warning session meetings:

- Require all coaches and the athletic administrator to attend.
- Require both parents and athlete to attend.
- Have a positive "we are doing this to help" atmosphere.
- Address the following topics:
  - \* The value of athletic participation as well as the potential risks that range from minor to catastrophic injuries. (Read the "informed consent" form and/or the "warning acknowledgment" form).
  - \* The responsibility of the student-athlete to follow all training and safety rules.
  - \* The responsibility of the student-athlete to report all injuries.
  - \* The responsibility of the parent/guardian to communicate with the coach and school.
  - \* The meeting should cover all phases of the program including attendance requirements, practice schedules, nutrition, rest, transportation rules and team rules.
- Be sure to open the meeting for questions and answers.
- Collect signed forms at the end of the meeting.
- You may want to serve refreshments following the meeting.

c. Ongoing warnings

Give oral warnings and reminders about how to prevent injuries frequently and within the normal context of instruction. Inform

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athletes about their role in lowering the chance of injury to themselves and to others. This is called *shared responsibility*.

8. **To offer appropriate post injury care** - Regardless of the excellence of any risk management program, injuries will still occur.

A coach is expected to have basic knowledge as to what he/she should and should not do when a player is injured. For example:

- Coaches are required to have certification in basic first aid and CPR.
- Maintain a first aid kit that includes individual emergency medical forms.
- Protect the player from further harm. Comfort the athlete. Do not offer medical assistance beyond your ability.
- Have and immediately implement your emergency plan.
- Obtain a higher level of medical care as soon as possible.
- Avoid offering information to those in the area except to your superiors or medical personnel.
- Video or take pictures of the incident site if possible.
- Report and document the incident as soon as possible.

Coaches are expected to stay current regarding post injury care.

Remember the golden rule of injury assessment and first aid care – always assume and treat for the worst possible injury. Treat for the worst and hope for the best.

Require a return to play note from the doctor. Be aware of "second impact syndrome."

9. **To offer appropriate activities** – Boxing, combative water polo and even axe throwing were at one time part of athletic programs. Today, what is and is not an appropriate activity is often a matter of how that activity is run and supervised.

Rugby, for example, is a sport that has fewer injuries than a number of other traditional high school contact sports. However, at the present time, it is an unacceptable activity because of the general lack of qualified coaches in high schools.

Coaches that do not permit rest and water breaks in football during August practices turn the sport into an inappropriate activity, as would football if played without mouth guards.

Sports become inappropriate when played at unsuitable sites. Indoor baseball practice near windows and discus throwing without a cage, are

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examples of inappropriate activities.

Ask yourself if you are running an activity in an acceptable manner. Is this the best and safest way to run that practice drill?

10. **To maintain reasonable records** – You must keep records. It is your duty. It will save you a great deal of time in the future. Reviewing prior practice plans helps you make better practice plans the next year. Written rules and regulations prevent misunderstandings.

Check with your athletic administrator as to the number of years you should maintain records. My sources suggest between four and seven years. The Risk Cooperative recommends these be kept until three years after the athlete's 18th birthday, especially if the athlete been injured.

The records you keep on file must reflect what you do. You prove your negligence if your written rules state no javelin throwing inside the track – and someone is hit with a javelin walking across the infield.

Maintaining records and following the guidelines of your school demonstrates you are meeting your professional and legal duty. It gives you credibility.

11. **To follow appropriate rules and regulations** – Coaches are required to follow the National Federation of State High Schools (NFHS) and the Washington Interscholastic Activities Association (WIAA) rules and regulations. Complete criminal history screening of all coaches.

You are required to know the rules of your specific sport and fulfill the requirements of the national and state associations. There is no excuse for not staying current with all rules and regulations. Attend all state and local meetings for your sport(s). Rule clinics are mandatory for all head coaches and recommended for all other coaches.

For example a basketball coach should know about backboard padding. A swim coach should know that you don't start a race in the shallow end. The spirit coach should know what is and is not an acceptable pyramid.

Make sure to obtain and *read the entire* rulebook. Never modify any regulation that pertains to a safety issue.

**REMEMBER:** The best defense against injuries and claims is meeting your legal duties. Meeting these duties make you a good and caring coach.

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### **III. THE DUTIES OF THE ATHLETIC ADMINISTRATOR**

When it comes to risk management, the athletic administrator is the "point person." He/she is the "coach of the coaches." If the athletic administrator doesn't make safety a top priority – no one will. The A. A. is the role model, the "seller of safety."

The ability to communicate with coaches, faculty members, school administrators and parents is paramount to successful risk management. When people are working together towards mutual goals, it insures a successful risk management program.

This section deals only with the risk management responsibilities of the athletic administrator and is listed chronologically.

#### **A. Duties by Month**

##### June

1. Review the school year; what were the problems, what went well, and what needs to be improved?
2. Review and summarize all the completed safety checklists from the school year.
3. Have a final meeting with the sport safety committee and discuss future agenda items.
4. Review new equipment and facility purchases with safety in mind.
5. Review the past year from a risk management point of view, include student accident reports.
6. Send out schedules to Officials Association.

##### July

1. Attend clinics with risk management courses. This is a time to "catch up" with your professional reading.
2. Review your athletic department handbook.
3. Encourage clinics, camps and in-service work for your coaches.



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#### August

1. Inspect all facilities and equipment.
2. Hold meetings to set risk management agendas with administration, business manager, transportation coordinator, security, medical support and maintenance.
3. Have all risk management forms available. Maintain the following records for at least three years following the graduation of an athlete:
  - Student physicals for interscholastic sports
  - Sport records
  - Coaching evaluations
  - In-service education and certifications
  - Curriculum guides and practice plans
  - Parental permission slips
  - Accident and incident reports
  - Return to play forms
  - Written job descriptions for all staff personnel
  - Sport checklists
  - Emergency plans
  - Maintenance reports for equipment and facilities
  - Athletic eligibility rules and records
  - Coaching handbooks
  - Minutes and records of risk management meetings
  - Team rosters and attendance reports
  - All special communications
  - School athletic rules and regulations
4. Distribute the athletic department handbook, risk management handbook, and appropriate rulebooks. The handbook topics include:
  - a. Program philosophy and coaching ethics
  - b. Appropriate attire
  - c. Supervision responsibilities
  - d. First aid responsibilities
  - e. Emergency care procedures, including post accident follow up
  - f. Policies of the school and school rules
  - g. Equipment care
  - h. Practice dates and times
  - i. League rules
  - j. The legal duties of a coach
  - k. Time responsibilities

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- l. Eligibility rules
  - m. Meeting commitments
  - n. Summary of accident reports
  - o. Transportation policies
5. Coaches' orientation meeting includes safety issues and distribution of checklists to fall coaches. Basic risk management areas include establishing goals, and presenting each coach or leader with a copy of the master safety checklist and several copies of his/her sport specific checklist. Have the coaches sign off that they have read the athletic department's handbook.
6. Review credentials and competencies of fall coaches. Make sure coaches hold valid first aid and CPR certification. This is also done prior to the winter and spring season.
7. Check that all pre-participation physical examinations and proof of medical insurance forms are completed.
8. Schedule the first of several sport safety committee meetings to be held throughout the year.
9. Schedule and plan parent/player information meetings.
10. Check all auxiliary areas, such as locker rooms, hallways, walkways and athletic parking lots.

#### September

- \* "GOOO" (Get out of office). There is no better risk management technique than regular visitations and communications with your coaches.

#### October

1. Inspect selected programs using the sport specific checklist. Make additions and/or modifications if appropriate.
2. Send out schedules to Officials Association.

#### November

- \* Initiate similar pre-season procedures for the winter season (see August list).

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December

1. Review risk management details regarding tournaments, overnight trips and special events.
2. Inspect selected sites using the sport specific checklist.

January

1. Ask for suggestions to improve the risk management program via a questionnaire.
2. Check all spectator areas with maintenance department.
3. Check all signage in athletic areas.
4. Send out schedules to Officials Association.

February

- \* Initiate similar pre-season procedures for the spring season (see August list).

March

1. Evaluate spring athlete fields and equipment.
2. Check for hazards, such as holes, erosion and debris, lime lines, etc. Check with maintenance on field pesticide treatments.
3. Check holiday practice and or travel plans for teams, including overnight trips.

April

- \* A time to do everything you did not have time to do during the year.

May

1. Review and plan for next year.
2. Review proposed projects and ideas with the sports safety committee.
3. Check current equipment and order new equipment purchases from reputable suppliers
  - a. Check reconditioned equipment
  - b. Make sure all warning labels are in place

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- c. Order medical supplies
  - d. Order new uniforms
  - e. Remove damaged and inadequate equipment
4. Review and update the risk management handbook.
  5. Include risk management issues in next year's budget. Safety costs money, but far less than a claim or lawsuit.
  6. File all records.
- B. Additional considerations**
1. Have an insurance program for athletes.
  2. Stay abreast of local and state association information regarding current risk management issues.
  3. Address risk management issues when interviewing new coaches.
  4. Hold special in-service clinics for walk on or volunteer coaches.
  5. Write everything down. It demonstrates your professionalism and makes your work easier the next time.
  6. Teach coaches the art and skill of supervision. Proper supervision is more than "just being there."
  7. Have a crisis management/crowd control plan. Ask yourself what could turn into a major crisis and do we have a plan for that crisis? If a gang fight starts in the gym, with a packed house, during a night basketball game, what is the procedure?
  8. An athletic administrator's best risk management technique is visiting practices and contests on a regular basis to show that you care.

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#### **IV. The Risk Management Defensive Game Plan for Coaches**

This section lists practical, general strategies for lowering the chance of injuries to your players and chances of claims against you, your school, and school district.

These suggestions are based on research, education and many years of coaching and administrative experience. These considerations are also based on serving as an athletic "expert witness" for the past 35 years.

These athletic risk management ideas have:

- Prevented an injury.
- Prevented litigation when an injury did occur.
- Demonstrated that the coach acted in a reasonable way if and when there was legal action.

These ideas are not new nor are they highly sophisticated. They are a combination of common sense and staying vigilant.

As you review the list, remember these major points:

- \* You are measured by a standard of care for your profession, not by a standard practice. An example of a standard practice would be to withhold liquids from wrestlers in order to "make weight." That is not the standard of care. The standard of care and your standard practice should be the same.
- \* Understand your legal duties as a coach. The good news is that a coach's legal duties are also the same duties of a good coach.
- \* The best defensive game plan is being a competent, caring professional who wants to run a worthwhile program for young people. Any worthwhile athletic program has risk management/safety considerations as a top priority.
- \* We now live in a very litigious society. (The reason for more lawsuits in America is an interesting topic, but not the focus of this handbook.)

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### **The Game Plan**

Make the following part of your defensive game plan to prevent injuries:

1. Athletic risk management is a proactive job. Attend seminars, workshops and continue your education. Join professional groups and subscribe to professional magazines. In short, stay abreast of current information. If you do not stay up with current information, you are failing in your duty of care.
2. Make the issue of safety important. This will motivate and make it important to your players.
3. Recognize a problem or hazard, correct it immediately and/or notify administration.
4. Read and follow the rulebook. Refer to it often.
5. Be knowledgeable in your sport and currently certified by the state association.
6. Have enough qualified coaches for the specific sport.
7. Know and maintain basic emergency care skills.
8. Attempt to utilize additional athletic medical care. This may include a team doctor, Emergency Medical Technicians (EMTs), the local college's sports medicine department, a physical therapy center, and/or certified athletic trainers.
9. Consider having an automatic emergency defibrillator (AED) on the school grounds with qualified users.
10. Have a written emergency plan.
11. Read and follow your school's athletic department handbook.
12. Consider establishing a team handbook.
13. Establish training rules and policies that are in agreement with the directives of the school district. This could be part of your team handbook.
14. Plan all aspects of your program carefully.
15. Have an athletic safety committee comprised of coaches, administrators, maintenance staff, the business manager, the school's legal counsel, an

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insurance consultant and medical personnel. Their task is to continually review and implement athletic risk management guidelines. This group would also check, revise and implement general and sport specific checklists. The simple fact of having such a committee establishes program credibility.

16. Utilize and maintain various records and forms for several years including:
  - Pre-participation physical examination
  - Informed consent form
  - Proof of medical insurance
  - Emergency information cards
  - Return to play form
  - Accident and/or incident report form
  - Practice plans, attendance records, and training rules
  - Equipment purchase and inventory records
  - Work orders
  - Records of insurance
  - Completed safety checklists
  - Equipment inspection forms
17. Have a parent information meeting to review the season and the risk and benefits of participation. This is a good time to collect informed consent forms and address issues such as sportsmanship and proper behavior at games.
18. Purchase only from reputable dealers and follow manufacturer's guidelines for installation, maintenance and repairs.
19. Check all equipment and facilities on a regular basis.
20. Avoid using "homemade" equipment.
21. Wait until the new "state of the art" equipment becomes acceptable standard equipment before purchasing it.
22. Consider an out of season conditioning program for athletes not participating in other sports.
23. Seek outside opinions concerning your risk management program. This could be a coach or athletic administrator from another school.
24. Stay in communication with the maintenance department.
25. Understand the legal or basic responsibilities of care for your athletes.

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26. A coach understands:
  - That he/she always follows the directions of higher qualified medical personnel.
  - The concept of "buffer" or safety zones for practice and games.
  - The skill of general and specific supervision, as well as the supervisory technique known as "scanning." The failure to be present or properly supervise is a major reason for claims against athletic programs.
  - The concept of NO! No, we won't use that broken backstop. No, we won't practice on that field if it is not safe. No, we won't play with that equipment if it needs repair.
27. Inform the general public about what you do in regard to safety. Athletic safety public relations are important and too often neglected. Saying "No" is often the most difficult word in coaching.
28. Demonstrating you care about your athletes as individuals is the best public relations there is. This includes staying in touch with injured athletes. This is important.
28. Avoid negative terms such as the "nutcracker" or "bell ringer" drill. Do we have to call a conditioning drill a "suicide?"
29. Avoid post injury discussions with anyone but your supervisor. Avoid unnecessary communication. Your task is to initiate first aid and the emergency plan – not give interviews to crowds and the local press.
30. Make accident and incident reports factual and to the point. Don't editorialize.
31. An athlete should not return to play after an injury or illness without a completed "return to play" or other appropriate form signed by a qualified medical professional.
32. Continually remind your athletes of their responsibility for their own safety and the safety of others on the playing field.
33. Walk into every situation and ask yourself, "Have I done all that is reasonable to lower the chance of injury to those in my charge?"

This defensive game plan for coaches accomplishes two important things. It decreases significantly the chance of injury to athletes and also establishes you as a caring and credible professional. This second value will appreciably decrease the chance of claims and complaints against you and your school. That's a win-win situation.



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**V. THE DAILY DOZEN SAFETY CHECKLIST**

Prior to every practice and game check these twelve items. Keep it on your clipboard.

1. **CHECK YOUR PRACTICE PLAN** - Have you planned a practice with safety considerations in mind? Did you plan for rest and water breaks?
2. **CHECK THE RULES** - Have you familiarized yourself with the NFHS, WIAA and district rules, including this year's changes and all areas of safety?
3. **CHECK THE ENVIRONMENT** - Is the place you are going to play or practice (field and/or facility) free of hazards? Have you walked and assessed the area?
4. **CHECK ALL EQUIPMENT** - Is the stationery equipment and play/practice equipment used for the day in good condition?
5. **CHECK THE INDIVIDUAL PLAYER'S EQUIPMENT** - Does the protective equipment fit? Are your players in appropriate attire, especially footwear? Has jewelry been removed?
6. **CHECK THE CONDITION OF THE PLAYERS** - Are all players physically ready to participate? Do you include a warm up, stretching and cool down in the practice plan?
7. **CHECK COMPETITION MATCHING** - Have you avoided the mismatching of players in regard to size, age and skill level?
8. **CHECK THE SUPERVISION** - Are there an adequate number of qualified coaches? Are players always under the supervision of a coach? Do you know the best place to observe and scan the activity? Do you monitor the locker room?
9. **CHECK THE MEDICAL AND EMERGENCY PLAN** - Do you have an emergency plan in case of an injury? Have you reviewed it with all concerned? Do you have the students' medical cards with you? Is there a game night security plan in place?
10. **CHECK THE RECORD KEEPING** - Have you collected physical examination forms, informed consent forms, emergency cards, attendance records, insurance forms, and eligibility forms for any new player? Do you have a completed return to play form for any injured player?
11. **CHECK THE ATHLETE'S UNDERSTANDING OF HIS/HER**

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RESPONSIBILITY – Have you recently warned and informed your players about the potential risks of participating? Have you reminded them of their own role in injury prevention to themselves and others? Have you reminded the athletes about proper fundamentals, and to take practice seriously?

12. CHECK THAT IDENTIFIED PROBLEMS ARE ADDRESSED – Have you contacted the Athletic Director with problems or concerns? Have you adjusted your practice or game to the facility you are using?

*(A one-page checklist version of this list can be found in the Checklists section.)*

## VII. ADDITIONAL ATHLETIC RISK MANAGEMENT CONSIDERATIONS

The following are issues and potential problems that can adversely affect athletes and athletic programs. (It is not the intent of this section to completely cover all the ramifications of these subjects.)

### A. Student Athlete's Rights

The athletic experience must be available to all students. Each student should have the right to participate in high school sports, provided they meet the requirements and standards for that activity.

The landmark Title IX legislation states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance."

The Americans with Disabilities Act (ADA) established the right for challenged citizens to receive equality in all walks of life, including athletics.

Coaches and administrators must be sensitive and supportive of the rights of the athlete. The descriptions of these regulations are beyond the scope of this handbook.

Risk management strategies and procedures must be afforded all players, regardless of the level of play, their sex and/or physical disabilities. Every boy and girl should be provided equal opportunities to participate in sports. It is what coaches call "an even playing field."

### \* Cross Gender Athletic Considerations

Cross gender is when one gender joins, or wants to join a team traditionally made up of the other gender. It could be males wanting to join female teams, but

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it is usually the reverse. The NFHS reports that male participation grew from 3,666,917 to 3,861,749 from 1971 to 2000. At the same time female participation grew from 294,015 to 2,675,874. And 19,289 females participated with males. (From the 1999-2000 NFHS Athletic Participation Summary).

In order to address cross gender issues in athletics, I recommend the following:

- The school and athletic administration must present a clear written policy regarding cross gender athletics to the coaching staff.
- Coaches must share the attitude that all students have the right to make the team.
- Review any special circumstances. There are very few besides separate locker rooms. The key is to be open to making adjustments - as we have done forever - for players who are smaller, younger or less experienced. We simply need to continue this approach.
- Make yourself available to parents. The time to review policies and answer questions is before the season. Communication is the key.
- Inform the opposing schools that you have a cross gender situation. Some feel this is unnecessary. I suggest it is a courtesy.
- Create plans for establishing a team for the minority gender. Females want to play on a male soccer team because they want to play soccer - and there is no female soccer team.

#### **B. Hazing and Harassment**

Hazing and harassment are difficult to define, but most coaches know the difference between team traditions, innocent fun and inappropriate activities. While harassment is more serious, neither has any place in schools. Sexual harassment is unwelcome sexual conduct. Make it clear to the athletes and parents what behaviors will or will not be tolerated on or off the field.

Have a written policy and communicate it. Have a working definition such as "This is when an act committed against an athlete/student, or when one is coerced into doing an act that creates a risk of harm or embarrassment." This may be the risk of physical harm, requiring the use of alcohol, actions or innuendoes of a sexual nature. It can be any activity that creates an intimidating environment.

Coaches must ask themselves, "Is the action acceptable or is it demeaning to an individual or group?"

The closeness, frequent trips, overnights and the locker room environment of athletics increases the opportunity for "just fun" experiences to become inappropriate experiences.

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Avoid direct physical contact or competition with athletes that could potentially result in an injury or be misinterpreted as anything but proper instruction. Be careful when demonstrating techniques on student athletes.

Any allegation of inappropriate behavior must be responded to quickly and appropriately according to school district policy and procedure.

The best deterrent to unacceptable behavior will always be the integrity, honor and character of the coach.

#### **C. Transportation**

Excellent school travel safety guidelines are available in ESD 112's *School Field Trip Procedures*. This handbook is available online at [http://www.esd112.org/insurance\\_programs/resources.html](http://www.esd112.org/insurance_programs/resources.html).

Establish a transportation policy in writing. Inform the athletes and parents of the transportation rules. Rules such as the need to always remain seated facing the front of the bus while the bus is moving.

The best carrier is generally the school system's school buses.

A coach/supervisor must be on the team bus. Establish designated pick-up and drop-off locations. If possible, don't use the general school population transportation site and/or don't leave during school dismissal times.

The coach should carry a cell phone, emergency numbers and student emergency permission cards. Special transportation arrangements must be made prior to the event and must be in writing.

Another way of transporting teams is the use of vans driven by coaches or other school personnel. Check the driving records of staff drivers. Vans (with a capacity of less than 10 persons) are a reasonable second choice, and often used for the smaller teams such as golf or tennis. The liability for safe transportation remains with the school.

Coaches using their own vehicles to transport athletes, or having parents drive students other than their own children, or taking public transportation is not recommended because, among other things, supervision is lost or limited. In addition, since insurance follows the vehicle, liability starts with the driver.

Additional considerations and situations:

- Schools should supply directions for the coach and/or bus driver.
- Address special requests to the athletic administrator. The school should have necessary forms specifying the particulars for special situations.

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- If a parent requests their child be dropped off somewhere (which is not recommended), that parent must be at the site to meet the player.

The key to athletic transportation safety is the same as all athletic safety issues - planning and vigilance.

#### **D. Using Volunteer Coaches**

Volunteers provide that additional help that often adds to the student's athletic experience. Remember:

- Adhere to district policies and WIAA regulations regarding the use of volunteers.
- The district must sanction the volunteers.
- The volunteer must receive and pass the required criminal screening.
- Never let a volunteer be the sole supervisor of a game or practice. All their work should be done under the supervision of the designated district coach.
- Don't let a volunteers treat any injury, but rather notify the head coach.
- Tasks such as suggesting conditioning programs, reporting to parents or disciplinary actions should be left to the designated district coach.

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### **E. Locker Room Issues**

Coaches have a duty to supervise locker rooms in a reasonable manner and/or have in place, a system of supervision. For example, one coach can remain in the locker room while the other is out on the playing field. Scheduling various coaches, teachers or aids is another idea. Having adult supervision in the locker room will appreciatively lower the chance of "horseplay."

The design of a locker room should permit the easy access and sight lines for the supervisor.

Unstable lockers, a dirty environment, and wet areas in the locker room are safety concerns.

### **F. Crowd Control**

Coaches can help in the general security and game operation. However, the athletic administrator is the key person in this area. Some of the concerns and risk management strategies include:

- Anticipate the size of the crowd, the importance of the game and your past history with the opposing school. Pre-planning is the key to crowd management.
- Put the crowd control plan in writing.
- If possible, have the athletic administrator and faculty present.
- Security staff and supervisors should be easily identified.
- Have adults control the gates. Place uniformed officers (when required) in visible positions. Provide specific instructions. Overreaction can be as much a problem as a lack of action.
- Check all information signs, equipment and bleachers. The public address system and announcer are very important risk management tools.
- Communicate with the visiting school. Offer directions, parking and seating arrangements. Ask for faculty help.
- Have an emergency plan in place. Call only those trained in this area. Have a code system to communicate important information such as an altercation or fire or medical emergency. Know the phone number of the local EMS, or if possible, have them present. Carry a cell phone.
- Practice the emergency plan.

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- The public address announcer should have the emergency plan in writing.

The coach, as a role model, can also do much to establish the general atmosphere of the event.

#### **G. Lightning**

The presence of thunder and lightning means danger. Get athletes off the field at the first hint of lightning. Don't mess with Mother Nature.

Some suggest counting the seconds from the time the lightning is sighted to when the clap of thunder is heard and then divide this number by five to obtain how far away (in miles) the lightning is occurring. A 30 second flash to thunder could mean a distance of about 6 miles. Wait at least 30-minutes before returning. Any subsequent flash to bang resets the 30-minute clock.

Consider:

- Designate a chain of command: one person to monitor the weather conditions and one person who will make the decision to continue the activity or remove all participants (athletes, coaches, and spectators) from the field.
- Pre-planning includes determining the "safest" location to take cover. Safe locations normally mean buildings. Cars with hard metal roof and rolled up windows can be used. Don't touch the sides of the car.
- If no safe location can be found, try to minimize contact with the ground. Stay away from tall objects. Avoid being the tallest object in the area. Avoid open areas and trees.
- There are also lightning detectors that give early notice to shut down dangerous operations before the arrival of lightning. Seek professional advice regarding detector purchases.

#### **H. Eligibility Issues**

Check with the Washington Interscholastic Athletic Association Handbook – they have a "WIAA School Eligibility Checklist" which outlines requirements. In addition, know and follow your school district policy.

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#### **I. Health Issues**

##### **1. Concussions**

A Biokinetics and Associates study says 100,000 concussions are suffered each year.

Concussion safety and treatment suggestions have and continue to be re-evaluated. When there is a possibility of a head injury, remove the athlete from play and seek medical evaluation. "When in doubt – the player is out" of the game until clearance from a physician.

A vacant stare, delayed verbal and motor responses, confusion and inability to focus and disorientation are some signs of a head injury.

Expressions like "getting dinged" and "having your bell rung" downplay the severity of concussions. There is no such thing as a minor concussion. An athlete who suffers a possible concussion should not just "shake it off"; close monitoring of the player is a requirement. Even more important is that coaches need to recognize the potentially life-threatening damage that can be inflicted when a second concussion occurs before the athlete has recovered completely from the first concussion. This is the "second impact syndrome." This is when a person's brain suffers a second trauma before fully recovering from the first.

Your goal is not to get the athlete back on the field when he/she is ready to get back of the field but when he/she is medically able to do so.

##### **2. Heat injuries**

In the words of Dr. Frederick O. Mueller, chairman of the committee on football injuries, "No athlete should ever die from dehydration."

Restricting fluids during exercise could cause serious medical problems. Athletes must hydrate before, during and after physical activity. The athlete needs to drink several quarts of water to prevent dehydration.

Cold water is an excellent fluid replacement. Water leaves the stomach much faster than drinks containing glucose (sugar).

A lack of hydration can lead to heat cramps, heat exhaustion, heatstroke and death. Precautions include:

- Awareness that the early fall sports, especially football, are very susceptible to heat injuries.
- Pre-physical examinations are a must.



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- Players must be gradually acclimatized to hot weather activity.
- Water replacement in unlimited quantities is a must. A ten-minute water break every half hour in hot weather is suggested.
- Avoid practicing during the hottest time of the day.
- Rest in the shade.
- Players should have his/her own water bottle.

Consider the following "quick list" for Hydration:

#### *Remember HEAT (Helping Educate Athletes in Training)*

- \* Start conditioning slowly and prior to the start of "two a days." Acclimation is very important. This should be included in summer letters to athletes.
- \* Avoid working out in hot temperatures.
- \* Rest breaks and FLUIDS are part of practice.
- \* Drink about every 20 minutes during practice.
- \* Drink beyond thirst.
- \* Drink hours before the start of practice.
- \* Cool beverages are recommended.
- \* Sport type drinks should be considered for workouts over 45 minutes or intense workouts.
- \* Use the shade.
- \* Wear loose fitting clothing.
- \* If the sport requires headgear (such as a helmet), remove it whenever possible.
- \* Special attention should be given to large, overweight or out of shape athletes. This includes athletes with a history of heat related problems or those taking certain medications.

### **3. Nutrition**

Coaches, while not expected to be nutritionists, must be sensitive to potential nutritional problems. A balanced diet, including fluids, carbohydrates, proteins and electrolytes, to meet the energy needs of each athlete is critical.

The University of Minnesota confirmed that girls involved in activities such as gymnastics and contour revealing clothing sports such as swimming, cheerleading and ballet – that emphasize maintaining a certain weight - are more likely to practice unhealthy eating behaviors.

Wrestling and crew for boys and girls are two other areas of nutritional concerns.

Problem signs include mood swings, headaches, lack of energy, lack of esteem, lack of normal food consumption, excessive laxative use, menstrual cycle problems and headaches. Any signs of unhealthy practices must be dealt with immediately.

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Avoid unhealthy weight control practices. In general, any restriction on normal caloric intake is inappropriate. Maintaining weight charts and scheduling regular evaluations by the school nurse or other medical personnel help reduce this problem.

#### **4. Food supplements**

Coaches and school personnel may not dispense any drug, medication or food supplement (including vitamins), except in accordance with policies created with health care professionals, parents and administrators of the school district.

There should be no use of any drug or food supplement except when prescribed. Natural substances in unnatural amounts can also have negative health effects. According to the American College of Sport Medicine, there is a lack of solid evidence that demonstrates that supplements improve performance.

There are many safety concerns about nutritional supplements becoming part of athletic programs. There are few studies that show the long-term side effects. The products are unregulated by the Food and Drug Administration (FDA), and they may contain potentially harmful ingredients such as (but not limited to) creatine, ephedrine or excessive amounts of caffeine.

A well balanced diet should meet the needs of athletes. Only athletes with a defined nutrient deficiency will benefit from supplements.

The National Federation of State High School Associations (NFHS) strongly recommends "All student athletes and their parents/guardians should consult with their physicians before taking any supplement product. In addition coaches and school should not recommend or supply any supplement products to student athletes."

Coaches, athletic trainers and administrators should not become involved in a medical decision.

#### **5. Communicable diseases and bloodborne pathogens**

While risk of one athlete infecting another with HIV/AIDS during competition is very slim, there are remote risks for bloodborne infectious disease to be transmitted. However the Office of National AIDS Policy for the White House states that in the general public, two Americans under the age of 20 become infected with HIV every hour.

Use these precautions when dealing with players that have sustained an injury where blood or other body fluids are present to reduce the potential for transmission of infectious agents:

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- Do not permit athletes to participate when bleeding.
- Stop the bleeding. Cover the open wound. Have any blood covered uniform cleaned.
- Use protective gloves to prevent skin and mucous membrane exposure when in contact with blood.
- Immediately wash hands and other skin surfaces if you come in contact with blood or other body fluids.
- Clean all contaminated surfaces and equipment with an appropriate disinfectant before competition resumes. Get the custodial staff if possible.
- Properly dispose of contaminated towels and gloves. Seal contaminated material in a plastic bag and incinerate.
- Ensure that resuscitation bags or other ventilation devices are available.

Never assume any injured party is HIV negative. Infection cannot be identified from outward appearances.

#### **6. Drugs and alcohol**

The coach must make a clear statement about the use of illegal drugs and alcoholic beverages. This policy should be in writing and distributed to players and parents. Illegal drugs and alcohol are unacceptable. Cocaine, amphetamines, marijuana, opiates, barbiturates, anabolic steroids, alcoholic beverages and diuretics are examples of inappropriate drugs. Consult with your medical personnel. Follow all WIAA policies.

Coaches should continually offer warning reminders to all concerned parties about the negative results of the use of illegal drugs and alcohol.

Athletic administrators and coaches should read the NFHS Sports Medicine Handbook (go to [www.nfhs.org](http://www.nfhs.org) and click on sportsmedicine).

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**7. Asthma and the athlete**

The rescue inhaler permits between 16-22% of students to participate in athletics.

Temple University Sport Medicine and the National Asthma Education and Prevention Program offers the following general guidelines for asthmatic athletes:

- \* The athletic exam should state that the athlete is asthmatic.
- \* Schools should establish guidelines for athletes with asthma under the directions of a physician.
- \* The coach, nurse and athletic trainer must be aware of this condition and DEMAND the athlete carry the rescue inhaler AT ALL TIMES. No rescue inhaler - no participation.

Asthma emergency signs can include:

- Wheezing or coughing does not improve after taking medicine (15-20 minutes for most asthma medications).
- Student's chest or neck is pulling inward, while struggling to breathe.
- Student has trouble walking or talking.
- Student stops playing and cannot start again.
- Student's fingernails and/or lips turn blue or gray.
- Skin between the ribs sucks inward when breathing.

When these signs occur, call 911 and the student's parent. Emergency medical care must be under the direction of a trained individual.

**J. Insurance Coverage**

Your school district carries Comprehensive General Liability insurance which protects the school district (and its employees as its agents) against claims and lawsuits brought against it by others for damage or injury that others have suffered as a result of the school district's negligence. The school district must be liable (or potentially liable) for this coverage to respond.

Student accident insurance, purchased by the student's family, pays expenses for medical services rendered due to the injury of a named student (liability is not a consideration in this insurance). Student accident insurance offers specifically scheduled benefits, and limited catastrophic benefits (typically around \$25,000).

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#### **1. What to do when a student is hurt**

- Never fail to give aid (err on the side of caution).
- Do not move the student (due to the possibility of neck and spinal injury).
- Summon professional medical attention.
- Report the accident to the school office.
- Administer first aid as trained.
- Make sure the injured child is always attended by an adult.
- Contact parents as soon as possible.
- Do not discuss who will pay for medical care and **do not admit liability**.
- Complete an accident report promptly.
- Be sure to follow school district policies and procedures!
- Document any information you can think of and who was present.

#### **2. Why to complete a student accident report**

A Student Accident Report is completed primarily to document the circumstances of the incident and the injury in case of a potential claim or lawsuit. Another reason to complete the report is to alert the school/program administrator to potential problems. In the report's "Follow Up" section, action taken to prevent similar accidents is documented.

#### **3. When to complete a student accident report**

For:

- All student injuries where 911, EMT, or other outside medical assistance is called to the scene.
- All student injuries where the student is taken from school or a school event to a doctor or hospital either by the school or a parent or guardian.
- All student injuries involving the head, neck or back, other than minor scrapes or bruises.
- All student seizures, whether related to trauma or medical condition. (It is important to specify what action was taken by school personnel in dealing with the seizure.)
- All drug-related incidents, whether overdose or reaction from prescription drugs or illegal substances.
- All student incidents involving loss of consciousness. (Students suffering from a loss of consciousness should be examined by a physician.)
- All student incidents where a student goes into shock.
- All student injuries involving entering, exiting, or while riding on a school bus, other than minor scrapes and bruises.
- All student injuries that involve a defect in school equipment or facilities (actual or perceived).

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### 4. How to complete a student accident report:

- Use the district's Student Accident Report form
- Write legibly
- Report all information that you have at the time; someone may need to complete it more fully later
- If you did not observe the incident yourself, say how you found out about it
- Report **just the facts** – no opinions
- In the injury description, do not give a medical diagnosis (unless you are a trained medical professional); if the injury is suspected, state what you know about any injuries
- Be as specific as you can as to where the injury occurred
- List all persons involved including their names, phone numbers, and addresses (if known), and how they are related to the incident
- List all responding authorities (fire, police, ambulance, etc.); if possible get officers' names
- Detail what action has been taken (i.e. –what equipment was taken out of service, what hospitals students were sent to, etc.)
- If an incident form is not available or does not request relevant information that you have, complete a report on a separate sheet, answering who, what, when, where, why and how the incident happened

In your school district, Student Accident Report forms can be obtained from

Name	Title	Phone #
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Completed Student Accident Report forms should be given to

Name	Title	Phone #
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*Please call the Risk Cooperative at (360) 750-7504 with any questions.*

### VII. A FINAL WORD

Athletic Risk Management is an on going process. This handbook is a reference and teaching tool to lower the risk and severity of injury to athletes and claims against your school.

We have addressed the risk management duties of coaches and athletic administrators. A defensive risk management game plan has been offered as well as numerous sport specific checklists. A generic checklist called the Daily

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Dozen Safety Checklist is included to use with the sport specific checklist. Forms and a short appendix for future use can be found at the end of this handbook.

When you walk into a coaching situation ask yourself if you have done everything within reason to offer a worthwhile experience and have lowered the chance of injury to those in your care. You have prepared the athlete, the place that athlete will be playing and you have prepared yourself to coach.

While impossible to summarize an entire handbook, consider the following simple risk management mantra. I call it the **one-minute athletic risk management program**.

- **Recognize a hazard** – For example, at the end of a football field, there stood a baseball backstop. The backstop was an excellent safety structure for baseball, but was a big problem for wide receivers streaking into that end zone.
- **Remove the hazard** - Free weights on the floor are a hazard. Basketballs all over the gym floor are a hazard. Removing a baseball backstop, while not impossible, may be impractical. So you can -
- **Pad or cover the hazard** - Portable mats, similar to those used on walls behind basketball backboards, would diffuse the hazard - just as it does for basketball. If you cannot do this, then -
- **Adjust the activity** - Use the field for another activity other than regulation football. Or, make it a 90-yard field. This may be sacrilegious in some minds, but it is a lot safer. If this is impossible -
- **Remove the athletes from the hazard** - Once you recognize the hazard and you can't remove the hazard and you can't cover the hazard and you can't adjust the situation - then you move to another site.
- **If it is impossible to do the above - then you don't do the activity.**

Think of using these steps not only in regard to potential equipment and facility problems, but also in regard to all aspects of your program. This includes the conditioning, instruction and supervision techniques used by your coaches. A wrestling room may be free of physical hazards, but if the coach leaves that area to make a phone call, you have a hazard. If the field hockey coach neglects to properly warm up her players on that hazard free field - you nevertheless, have a hazard.

The key to professional athletic risk management is vigilance and caring about those who play for you.

## COACHING FOR SAFETY

### *A Risk Management Handbook for High School Coaches*

#### VIII. APPENDIX

##### A. Organizations

Amateur Athletic Union of the United States, Inc.

P.O. Box 10000  
Lake Buena Vista, Florida 32830  
407-934-7200  
[www.aausports.org](http://www.aausports.org)

ASTM International  
100 Barr Harbor Drive  
West Conshohocken, PA 119428  
610-832-9500  
[www.aema1.com](http://www.aema1.com)

Coalition of Americans to Protect Sports (CAPS)  
200 Castlewood Drive  
North Palm Beach, FL 33408  
561-840-1137  
[www.sportsafety.com](http://www.sportsafety.com)

Consumer Product Safety Commission  
Washington, DC 20207  
301-504-0580  
[www.cpsc.gov](http://www.cpsc.gov)

National Collegiate Athletic Association (NCAA)  
One NCAA Plaza  
700 W. Washington St.  
Indianapolis, IN 46206  
[www.ncaa.org](http://www.ncaa.org)

National Federation of State High School Associations  
P.O. Box 690  
Indianapolis, IN 46206  
317-972-6900  
[www.nfhs.org](http://www.nfhs.org)

National Operating Committee on Standards for Athletic Equipment (NOCSAE)  
10111 W. 87<sup>th</sup> Street  
Overland Park, KS 66212  
913-888-1340  
[www.nocsae.org](http://www.nocsae.org)

President's Council on Physical Fitness and Sports  
200 Independence Ave., S.W.  
Hubert H. Humphrey Building  
Washington, DC 20201  
202-690-9000  
[www.fitness.gov](http://www.fitness.gov)

Washington Interscholastic Activities Association  
435 Main Ave. S.  
Renton, WA 98055  
425-687-8585  
[www.wiaa.com](http://www.wiaa.com)



## COACHING FOR SAFETY

### *A Risk Management Handbook for High School Coaches*

#### **B. Sports**

American Baseball Coaches  
Association  
108 S. University Ave.  
Mount Pleasant, MI 48858  
989-775-3300  
[www.abca.org](http://www.abca.org)

USA Baseball  
2400 Westwood Ave.  
Richmond, VA 23230  
804-355-2144  
[www.usabaseball.com](http://www.usabaseball.com)

National Association of Basketball  
Coaches  
9300 W. 110<sup>th</sup> St.  
Overland Park, KS 66210  
913-469-1001  
[www.nabc.com](http://www.nabc.com)

Bowling, Inc.  
5301 S. 76<sup>th</sup> St.  
Greendale, WI 53129  
[www.bowl.com](http://www.bowl.com)  
United States Golf Association  
P.O. Box 708  
Far Hills, NJ 07931  
908-234-2300  
[www.usga.com](http://www.usga.com)

United States Gymnastics  
Pan American Plaza  
201 S. Capitol Ave.  
Indianapolis, IN 46225  
317-237-5050  
[www.usa-gymnastics.org](http://www.usa-gymnastics.org)

United States Soccer Federation  
1801-1811 S. Prairie Ave.  
Chicago, IL 60616  
[www.ussoccer.com](http://www.ussoccer.com)

American Swimming Coaches  
Association  
2101 N. Andrews Ave., suite 107  
Fort Lauderdale, Florida 33311  
954-563-4930  
[www.swimmingcoach.org](http://www.swimmingcoach.org)

United States Tennis Association  
70 W. Red Oak Lane  
White Plains, NY 10604  
[www.usta.com](http://www.usta.com)

USA Track and Field  
One RCA Dome  
Indianapolis, IN 46225  
317-261-0513  
[www.usaff.org](http://www.usaff.org)

National Strength & Conditioning  
Association  
1955 N. Union Blvd.  
Colorado Springs, CO 80909  
719-632-6722  
[www.nscalift.org](http://www.nscalift.org)

USA Volleyball  
715 S. Circle Drive  
Colorado Springs, CO 80910  
719-228-6899  
[www.usavolleyball.org](http://www.usavolleyball.org)

USA Wrestling  
6155 Lehman Drive  
Colorado Springs, CO 80918  
719-598-8181  
[www.usawrestling.org](http://www.usawrestling.org)

## COACHING FOR SAFETY

### *A Risk Management Handbook for High School Coaches*

#### C. Medical

American College of Sports Medicine  
P.O. Box 1440  
Indianapolis, IN 46206  
317-637-9200  
[www.acsm.org](http://www.acsm.org)

National Athletic Trainers  
Association  
2952 Stemmons  
Dallas, TX 75247  
214-637-6282  
[www.nata.org](http://www.nata.org)

#### D. Additional Sources

Athletic Business Magazine  
4130 Lien Road  
Madison, WI 53704  
800-722-8764  
[www.athleticbusiness.com](http://www.athleticbusiness.com)

Managing School Athletics Magazine  
747 Dresher Road  
P. O. Box 980  
Horsham, PA 19044  
215 784 0860  
[www.lrp.com](http://www.lrp.com)

Mueller, Frederick O., Robert C. Cantu, Steven P. Van Camp *Catastrophic injuries in High School and College Sports* (Book), HK Sport Science Monograph Series, Volume 8, Champaign, 1996.

Chapel, Linda Rae, *Coaching Cheerleading Successfully* (Book)  
Human Kinetics, Champaign, 1997

The National Center for Catastrophic Sport Injury Research Center.  
Mueller F., Cantu R., National Center for Catastrophic Sports Injury Research,  
<http://www.unc.edu/depts/nccsi/>, 1999

Richard T. Ball, Esq. has an excellent warning film. His organization is called BASIC. 3105 N. 62<sup>nd</sup> St., Scottsdale, AZ,; Phone: 480-663-6748

I would strongly suggest reading the following books on gymnastic safety:

- George, Gerald S. (ed.), United States Gymnastics Federation Gymnastics Safety Manual, The USGF Publications Department, Indianapolis, 1985.
- Wettstone, Eugene, (ed.), Gymnastics Safety Manual, (2<sup>nd</sup> edition) The Pennsylvania State University Press, University Park.

## COACHING FOR SAFETY

### *A Risk Management Handbook for High School Coaches*

#### IX. SPORTS-SPECIFIC CHECKLISTS

##### Introduction

This section covers risk management suggestions for the sports supported by the Washington Interscholastic Athletic Association as well as additional physical activities.

Use these sport specific checklists after using the **Daily Dozen Safety Checklist** (the first checklist that follows).

It is the purpose of this section (and this handbook) to be a guide rather than a several hundred-page text requiring hours of paper work.

No rating, point scale or calculation of a total score to obtain a profile is included. While these issues are important for future studies, the purpose of these checklists is to identify problems to be corrected. An item or area is "OK" or "Not OK." Unacceptable situations must be reported and addressed as soon as possible. The area, item or procedure must then be stopped until corrected. There is no such thing as being "half safe."

Additional spaces are provided in the checklist for additional issues. Use the back of the sheet for adding comments and the action taken.

Remember - The best checklist is worthless if you use it once and file it under "completed." Checklists are ongoing processes.

List of checklists:

- The Daily Dozen Safety Checklist
- Baseball/Softball
- Basketball
- Bowling
- Cross Country
- Dance
- Football
- Golf
- Gymnastics
- Soccer
- Spirit/Cheerleading
- Sport and Play Days
- Swimming and Diving
- Tennis
- Track and Field
- Volleyball
- Weight Training
- Wrestling

## THE DAILY DOZEN SAFETY CHECKLIST

*Prior to every practice and game use this checklist. Keep it on your clipboard.*

<b>ITEM TO CHECK</b>	<b>OK</b>	<b>Not OK</b>
CHECK YOUR PRACTICE PLAN - Have you planned a practice with safety considerations in mind? Did you plan for rest and water breaks?		
CHECK THE RULES - Have you familiarized yourself with the NFHS, WIAA and district rules, including this year's changes and all areas of safety?		
CHECK THE ENVIRONMENT - Is the place you are going to play or practice (field and/or facility) free of hazards? Have you walked and assessed the area?		
CHECK ALL EQUIPMENT - Is the stationery equipment and play/practice equipment used for the day in good condition?		
CHECK THE INDIVIDUAL PLAYER'S EQUIPMENT - Does the protective equipment fit? Are your players in appropriate attire, especially footwear? Has jewelry been removed?		
CHECK THE CONDITION OF THE PLAYERS - Are all players physically ready to participate? Do you include a warm up, stretching and cool down in the practice plan?		
CHECK COMPETITION MATCHING - Have you avoided the mismatching of players in regard to size, age and skill level?		
CHECK THE SUPERVISION - Are there an adequate number of qualified coaches? Are players always under the supervision of a coach? Do you know the best place to observe and scan the activity? Do you monitor the locker room?		
CHECK THE MEDICAL AND EMERGENCY PLAN - Do you have an emergency plan in case of an injury? Have you COMPLETED it with all concerned? Do you have the students' medical cards with you? Is there a game night security plan in place?		
CHECK THE RECORD KEEPING - Have you collected physical examination forms, informed consent forms, emergency cards, attendance records, insurance forms, and eligibility forms for any new player? Do you have a completed return to play form for any injured player?		
CHECK THE ATHLETE'S UNDERSTANDING OF HIS/HER RESPONSIBILITY - Have you recently warned and informed your players about the potential risks of participating? Have you reminded them of their own role in injury prevention to themselves and others? Have you reminded the athletes about proper fundamentals, and to take practice seriously?		
CHECK THAT IDENTIFIED PROBLEMS ARE ADDRESSED - Have you contacted the Athletic Director with problems or concerns? Have you adjusted your practice or game to the facility you are using?		

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### BASEBALL/SOFTBALL CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Helmets are NOCSAE certified, correctly sized for each player, and sanitized regularly.			
Check catcher's glove, helmet, facemask, throat protector, pads and chin guards.			
Bats meet NFHS requirements and are checked regularly.			
There are protective screens and fences for players and spectators. Dugouts are protected from errant balls. The "on deck circle" and bull pen are out of harm's way.			
When necessary, screen protection for pitchers, first basemen and ball retrievers are used during practice.			
Inspect the batting cage.			
Inspect the bleachers and protective screening.			
Fence poles are on the outside of fences and the tops of low fences are capped.			
Each base's anchoring system is checked. The base anchor system is covered when base is stored.			
Consider using a machine for the "toss drill."			
Check for non-abrasive field markings.			
Remove unused equipment (rakes, pitching machine, etc.) from active areas.			
Changes are made with indoor baseball practice because of limited space.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### BASKETBALL CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check all backboard rims, padding and support cables.			
Check the padding on the walls behind backboards and nearby columns. (If a player might reach that area during normal play, pad that area.) Padding extends from the floor to a minimum of 6-7 feet and extends almost the full length of the end line.			
Have extra padding available to cover potential hazards during games, such as sharp railing edges or doorways. Pad scoring table edges and water fountains inside the gym.			
Check the protective screens on windows and light fixtures.			
Court equipment includes a mat for cleaning sneaks, extra towels, ball racks and mops.			
Check court access and control.			
The team bench is as far back as possible from the sideline.			
Check the bleachers, and if moveable, check the locking system.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including teaching players how to fall.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### BOWLING CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Bowl at a reputable center.			
Have an established transportation plan consistent with district policy.			
When possible, for better supervision have team members bowl on adjoining lanes.			
Supply team members with the rules of the bowling center.			
Know the location of the first aid station and emergency exits.			
Don't allow the use of earphones or headphones.			
Require bowlers to check shoe bottoms for debris.			
Check approach and lane surfaces for hazards such as spills.			
Make sure students understand the proper selection and placement of the bowling ball, including how to select, fit, and lift the ball.			
Remind bowlers to use "mag" powder to help prevent ball from slipping.			
Remind students of proper bowling etiquette, including (1) Avoid walking behind someone swinging a ball; (2) Don't bowl at the same time as the person in the next lane.			
Remind participants to avoid crossing the foul line as the lane is oiled and a fall is possible.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### CROSS COUNTRY CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Post appropriate flag signage on the course with flags at least 6 feet above ground and flexible.			
Recommend athletes wear warm up suits prior to and after running.			
Don't allow the use of earphones or headphones.			
As holes, ruts, and puddles may appear from day to day, check the site and the surrounding area regularly.			
Plan the running routes for practice.			
Avoid roads and streets as much as possible. If athletes do run on roads and streets, always face traffic and follow all traffic regulations. Use extra supervision when streets are used.			
Establish courses with planned points of observation. Have maps of the course.			
Ensure runners stay on the course and run only in indicated areas.			
The course width is a minimum of 3 feet wide, and has sections that permit runners to pass other runners.			
Ensure that inclement weather does not make the site hazardous.			
If running at dawn or dusk, ensure the use of reflective tape or attire.			
Never allow athletes to run by themselves; put runners in pairs.			
Have a whistle and bullhorn and use them. Have walkie-talkies and cell phones available.			
Teach proper fundamental and safety rules. Teach runners how to run on various terrains.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes. Supply water and ice.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_



Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### DANCE CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

*Safety concerns include the failure to stretch properly prior to activity, the lack of space, the lack of time to practice, and improper footwear.*

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
The floor is clean, even and clear of trip hazards.			
Use protective mats to cover sharp objects and protrusions.			
Check support rails, equipment, lighting and mirrors.			
Avoid over crowding.			
Encourage use of a sweat suit or other clothing available for "down time."			
Check athletes' shoes on a regular basis.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules. Always demonstrate techniques and movements. Teach the mechanics of safe lifting, how to fall, and how to spot.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### FOOTBALL CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check helmets for NOCSAE approval, warning labels, and recertification label. Check padding, shell, and chinstrap. Instruct players on how to check helmet fit according to manufacturer's guidelines, how to check for leaks in air-type systems, and how to check all hardware.			
Check and instruct on how to fit all other equipment.			
Check that all players have mouthpieces and these are being used.			
If possible, have additional space (buffer zones) outside the regular playing area.			
Check all field equipment such as sleds, dummies and water fountains. Inspect yard markers and pylons. Cover all electric outlets near the field.			
Inspect the padding on the goal posts. Cover all hard surfaces near playing areas with protective mats.			
If possible, have a certified athletic trainer or other competent medical person available.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### GOLF CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Teach the courtesies of the game; these help improve safety.			
Meet with course administrators for a review of regulations and emergency procedures for the course.			
Remind players to follow all course signage.			
Remind players to apply sun block before going into the sun, and suggest a sun visor.			
Have all practice shots made at the practice area of the course.			
When practicing on school fields, ensure these are free of all other activities. Be sure to account for all balls used.			
Before swinging a club, make certain the area is clear. Use a minimum zone of 5 yards buffer zones between players to the sides and back.			
Remind players to check before walking out of a hidden area.			
If you use carts, have only two players to a cart. All parts of the body must be inside the cart.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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\_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### GYMNASTICS CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check all equipment, cables, locks and plates prior to use. Check for warning labels on gymnastic equipment.			
All unnecessary equipment is removed from the activity area. The coach supervises the movement of all equipment.			
The coach maintains a history of each piece of equipment, including mats.			
The area is properly lighted and acoustically treated. The floor is slip resistant.			
There is no other activity in the gymnastic area except gymnastics.			
There are established traffic patterns and "buffer zones."			
There are equipment specific shaped mats with warning labels.			
Gymnastic shoes and hand guards are required.			
Trampoline-type equipment is not permitted.			
Athletes use "chalk" or "mag".			
Athletes have no loose fitting clothes, jewelry, buckles, buttons or zippers. Eyeglasses are secured and have safety lenses.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including gymnastic spotting, how to abort a skill, how to land, and what to do if you fail. Teach students how to check equipment for safety.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### SOCCER CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Goals are permanently installed, or well anchored using a goal anchor system such as J-stake, auger or sandbags to stabilize portable goals.			
Goals have the appropriate CPSC orange warning labels.			
Check the goal nets.			
Check field and goals prior to use, for debris, holes and other hazards.			
Flexible corner flags or rubber boundary cones are used.			
There is at least a 30-foot "buffer" zone around the field. Space is maintained for walkways, especially at multi-game events.			
Player benches are back a minimum of 10 feet from sideline.			
Overlapping of drill space is avoided to prevent collisions.			
Store unused goals where they cannot be played on.			
Don't use balls made heavy by wet weather or mud.			
Ensure players wear safety equipment including shin guards inside the sock, and quality shoes. Mouth guards are recommended.			
Safety equipment for the goalkeeper, including pads for the elbows, knees and hips, are recommended.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, with special attention given to heading, slide tackling and falling.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### SPIRIT/CHEERLEADING CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
All activities are approved according to the NFHS rulebook.			
Avoid rebound equipment, stunts under/over a mount or pyramid, flips or knee drops off pyramids and collapsing pyramids.			
Pyramids and partner stunts are no higher than two persons.			
Basket tosses are from ground level and spotting is used.			
All landings are assisted.			
Mats and a spotting harness are available and used when needed.			
There are regular practices.			
Practices are in a separate area that is free of distractions.			
The area of activity is checked prior to use. It is slip free, clean, flat and free from debris and protrusions. Concrete floors are avoided.			
Participants do not wear baggy clothes or jewelry, nor have long fingernails or long, loose hair.			
Outside help is obtained if skills or choreography go beyond the coach's skill level.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including spotting and falling and the use of specific oral and visual commands (start, abort, ready to spot).			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

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RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety

### SPORT AND PLAY DAYS CHECKLIST

*Special athletic days such as tournaments, pre-season jamborees and special events.*

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Coach/administrator has planned in advance of the event. S/he has checked the site for parking, traffic flow, base locations for teams, spectator and band seating, means of communication, and security.			
Written guidelines and schedule is published.			
Clear directions and information is sent to participating schools prior to the event. Schools bring participant medical emergency cards.			
A staff member is in charge and on site on the day of the event. This person checks that site preparation is complete before participants arrive. All equipment is checked prior to use. If necessary, barriers are in place. Information and caution signage are in place.			
Maintenance staff is available on the day of the event.			
All participating schools are supervised. Greeters and escorts for the arriving teams are available.			
A crowd control plan is in place and security personnel are available if needed. Field marshals assist with supervision.			
Sports Day staff are identifiable. There are ID badges for participants.			
There is a means of communication with all site staff.			
There is a medical emergency plan in place that includes medical personnel, a first aid station, ambulance service, and phone communication.			
Supervising staff has whistles.			
Remind participants of proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down if needed.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### SWIMMING AND DIVING CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Coach is knowledgeable and certified by a recognized aquatic organization. S/he follows American Red Cross aquatic safety guidelines.			
The pool has all the appropriate life saving equipment, including: ring buoys, shepherd's crook, ropes, spine board and head brace, blankets, and first aid equipment.			
The pool has lifeguard chair, floatation and lane lines, warning signage, depth markings on deck and pool walls, posted pool regulations, and a water testing kit. The pool has corrosion resistant non-protruding ladders and eyebolts.			
There is a designated lifeguard for all practices.			
Deck space is appropriately sized, non-skid, clean, and free of obstructions.			
The pool water is clean and clear. Check for any underwater hazards and the underwater slope in relationship to diver entrance.			
There is a separate area for diving or alternate diving and swimming. There is a separation between swimmers and spectators.			
Starting blocks are in the deep end, with non-slip surface on blocks.			
One-meter board has a minimum of 12 feet of water. Ceilings are at least 16' above diving boards.			
The "one person on the board at a time" rule is followed.			
There is regularly scheduled pool maintenance.			
Supplies and equipment are stored safely.			
The locker rooms are checked for hazards.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_



Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### TENNIS CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Check player's racquet for correct sizing, tension, grip, missing parts and cracks.			
Court is free of trip hazards such as balls, racket covers and articles of clothing. On hard court check for gritty surfaces, cracks, wet spots, and proper drainage. The chain link fence is a minimum height of 10'.			
There are "buffer zones" between courts of at least 12 feet. There is space behind the back line of at least 21 feet.			
The nets, posts, and balls have been checked.			
Information signs are posted outside courts.			
Towels are available for drying racquets and surface wet spots. Mats for the cleaning of sneakers are recommended.			
Only one player is permitted at a rebound board.			
The no "jumping over the net" rule is enforced.			
When needed shade and seats are available for players.			
Have a whistle and use it.			
Teach proper fundamental and safety rules. Emphasize the sportsmanship and etiquette of the game.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### TRACK & FIELD CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Only approved equipment is used.			
Check all equipment prior to the activity including: starting blocks, hurdles, high jump equipment and landing area, crossbars, pole vault equipment, shot put, discus, the discus cage, javelin equipment, and landing mats (that mats do not separate).			
Don't allow the use of earphones or headphones.			
Have throwing events at a separate field if possible. If not possible, adjust the time schedule for these events.			
The facilities are free of debris, holes and trip hazards. Runways are flat and free of holes, and takeoff boards are serviceable. The curb of the track is obvious and free of breaks.			
Barriers and buffer zones are in place for all events. Additional padding and barriers are available.			
Inspection for proper markings for lanes and buffer zones occurs between events.			
Qualified coaches and officials are used for the running, jumping and throwing events.			
Only trained staff retrieve throwing implements.			
Only active participants, coaches and officials are on the playing field.			
All unused equipment, including maintenance tools, are stored. Hurdles are kept away from track when not in use.			
A clear signal system must be in place for clearing the track and for emergencies.			
A bullhorn, cell phone and public address system are available. Have a whistle and use it.			
Teach proper fundamental and safety rules. Remind participants how to set up, use and take responsibility for their equipment.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### VOLLEYBALL CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Recommended equipment includes: <ul style="list-style-type: none"><li>• Elbow and kneepads and sweat suit (recommended)</li><li>• Body type glove and thigh wraps</li><li>• Protective eye guards (optional)</li></ul>			
The court is clean, flat and smooth.			
Side by side courts have a large buffer zone.			
Guidelines for setting up and taking down equipment are followed.			
If using heavy base portable standards, check for proper padding (at least 5'6" high and at least 1" thick) under and on top of the base. Sleeve plates are recovered after removing standards.			
Walls within reasonable distance of the court are padded. Nearby wall protrusions have been removed or covered. There is padding on the judge's stand.			
Guide wires should be identified by bright colored material and padded if possible.			
Nets which have a high tensile rope for the upper cable are recommended.			
Check all fittings, including floor plates and antennas on the net.			
All equipment is stored and secured when not in use.			
A ball cart is used to prevent loose balls on floor.			
Body sweat on floor is dried immediately.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including how to fall and dive.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### WEIGHT TRAINING CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Supervision is required at all times.			
Spotting is required for free weights.			
There is proper spacing of equipment and walkways.			
The free weight area is separate from machine weight area.			
Stretching space is available.			
Check floor surface for trip hazards such as electric cords, debris and wet spots.			
Keep all weights, collars and bars off the floor and are properly stored when not in use.			
Check exercise and shock absorbing weight mats.			
Equipment and facility are clean, and disinfectant squeeze bottles are available.			
Weight lifting gloves, belts and "mag" are available.			
Check all equipment on a regular basis: <ul style="list-style-type: none"><li>• Items are secure and/or stable on floor.</li><li>• Chains, pulleys and cables are in working order.</li><li>• There is no corrosion or rust.</li><li>• Machine "safety stops" are operable and not bent.</li><li>• Wall attachments, such as chinning bars, are secure.</li><li>• Barbell and weight storage racks are stability.</li><li>• Rowing machines, bikes, and climbers are in good working order.</li><li>• Warning and information labels are on the machines.</li><li>• Homemade equipment is not used.</li></ul>			
Follow the schedule for regular equipment maintenance according to manufacturer's recommendations.			
Safety and warning signs are posted.			
Have a whistle and use it.			
Teach proper fundamental and safety rules.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

Use with "The Daily Dozen Safety Checklist" from "Coaching for Safety"

### WRESTLING CHECKLIST

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

ITEM/ISSUE	OK	Not OK	COMMENT/ACTION
Use only approved wrestling mats with warning labels. Check mats daily for cleanliness, cuts and taping. Ensure mats are taped at all times with 3-4 inch wide strip of wrestling tape.			
Where needed, wall mats are used and are a minimum of 6 feet high.			
Mat disinfectant is used daily.			
To prevent curling, keeping wrestling mats flat when storing is recommended.			
Supervise the moving of mats.			
Assign drilling groups to a specific area on the mat.			
A plan is in place to deal with blood exposure. Wrestling mop, water, and towels are available.			
Participants do not wear jewelry, nor have long fingernails or long, loose hair.			
Have a certified scale to check weights.			
Have a whistle and use it.			
Teach proper fundamental and safety rules, including how to fall, roll, lift and protect oneself going to the mat.			
Use sports-specific stretches, warm up and cool down.			
Ensure proper hydration of athletes.			

OTHER CONCERNS OR COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RECEIVED BY: \_\_\_\_\_

Athletic Director

DATE: \_\_\_\_\_

## **COACHING FOR SAFETY**

### *A Risk Management Handbook for High School Coaches*

#### **X. SAMPLE FORMS**

This includes the following sample forms that can assist you with integrating risk management in to your sports program:

**Activity/Athletic Participation Form (including Athletic Insurance Information, Parent's or Guardian's Permission), and Student Medical History)**

**Annual Bleacher/Grandstand Inspection Report**

**Athlete's Equipment Form**

**Athletic Responsibility Awareness Form**

**Coach Evaluation Form**

**Emergency Information Card/Emergency Medical Authorization**

**Emergency Plan Information Sheet**

**Facility Inspection Form**

**Informed Consent Form**

**Parent's Preseason Meeting Letter**

**Return to Play Form**

**Safety Wallet Card**

**Student Accident Report (SWRMIC)**

**Transportation Exception for Athlete Travel**

**Transportation Rules**

For electronic copies of any of these forms (so they can be modified), call the Loss Control Specialist at the Southwest Washington Risk Management Insurance Cooperative at (360) 750-7504.

# NAME SCHOOL DISTRICT ACTIVITY / ATHLETIC FORM

This section to be completed by Student/Parent/Guardian

Circle School attending in 2003-2004: Name Middle School Name High School Student ID No. \_\_\_\_\_

Instructions: Please print all information except signatures.

Name \_\_\_\_\_ Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

Phone \_\_\_\_\_ Bus. Phone: Father \_\_\_\_\_ Mother \_\_\_\_\_

Grade in 2003-2004 \_\_\_\_\_ Birth Date \_\_\_\_\_ Sex: Male ☐ Female ☐

Sports in which I plan to participate: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**This application to compete in interscholastic athletics for the above school is entirely voluntary on my part and is made with the understanding that I have not violated any of the eligibility rules or regulations of the school or state association. I have read, understand and agree to follow the rules and regulations governing WIAA activity/athletic and school activity participation in the Name School District as presented in the Student Activities/Athletic Handbook.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## WARNING

Participation in any athletic activity will likely involve injury of some type to either yourself or a fellow student athlete. Such injury can include direct physical and possible crippling injury to one's body and the possibility of emotional injury experienced as a result of witnessing or actually inflicting injury to another. The severity of such injury can range from minor cuts, scrapes, or muscle strains to catastrophic injury, such as complete paralysis, or even death. Such injury can impair one's general physical and mental health and hinder one's future ability to earn a living, to engage in other business, social, and recreational activities, and generally enjoy life.

## ATHLETIC INSURANCE INFORMATION

This section to be completed by Parent/Guardian

All school athletes must be covered by medical insurance provided by parent/guardian for the duration of the athletic activity(ies) in which they participate. **Inform the school immediately should there be a change in insurance coverage.**

Parent/Guardian, please initial at least one of the following to indicate current coverage:

- \_\_\_\_\_ 1. Complete personal coverage with \_\_\_\_\_  
(name of insurance company).
- \_\_\_\_\_ 2. Student insurance plan (to be purchased by parent/guardian prior to participating in activity).

Name of Family Physician \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

## PARENT'S OR GUARDIAN'S PERMISSION

This section to be completed by Parent/Guardian

Do you give permission for this student to take a physical examination from a school selected physician? Yes ☐ No ☐

Do you give your permission for a physician to administer treatment to your child and to inform school officials of the health of the student as he/she participates in athletics? Yes ☐ No ☐

It is the parent's/guardian's responsibility to notify the school any time a medical problem occurs that would affect the health of the student as he/she participates in athletics.

**I have read and completed all of the sections of form and all statements are true to the best of my knowledge. I hereby give my consent for the above student to engage in school and state association approved athletic activities as a representative of his/her school. I also give my consent for this student to accompany the team when it travels to other schools.**

**I have read and understand the implications of the rules and regulations governing the participation of my son/daughter in WIAA activities/athletics and school activities sponsored by the Name School District. I understand that he/she is expected to follow the rules and regulations of participation as outlined in the Student Athletic Handbook and should he/she violate these provisions, he/she will be disciplined in accordance with procedures listed in the Handbook.**

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

STUDENT MEDICAL HISTORY  
This section to be completed parent/guardian

GENERAL

GENERAL

1. Have you ever been hospitalized?
  2. Have you ever had surgery?
  3. Are you presently taking any medication or pills?
  4. Do you have any skin problems (itching, rashes, acne)?
  5. Have you any other medical problems (infectious mononucleosis, diabetes etc.)?
  6. Have you had a medical problem or injury since your last evaluation?
  7. When was your last tetanus shot?
  8. When was your last measles (MMR) immunization?
- Explain "Yes" answers: \_\_\_\_\_

CIRCLE	ONE
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

HEART - LUNG

HEART/  
LUNG

1. Have you ever passed out during or after exercise?
  2. Have you ever been dizzy during or after exercise?
  3. Have you ever had chest pain during or after exercise?
  4. Do you tire more quickly than your friends during exercise?
  5. Have you ever had high blood pressure?
  6. Have you ever been told you have a heart murmur?
  7. Have you ever had racing of your heart or skipped heartbeats?
  8. Has anyone in your family died of heart problems or a sudden death before age 50?
  9. Have you ever had heat or muscle cramps?
  10. Have you ever been dizzy or passed out in the heat?
  11. Do you have any allergies (medicine, bees, or other stinging insects)?
  12. Do you have trouble breathing or do you cough during or after activity?
- Explain "Yes" answer: \_\_\_\_\_

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

EARS, NOSE, AND THROAT

EARS/  
NOSE/  
THROAT

1. Have you ever had any problems with your eyes or vision?
  2. Do you wear glasses, contacts, or protective eye wear?
  3. Do you have a known hearing loss?
- Explain "Yes" answer: \_\_\_\_\_

Yes	No
Yes	No
Yes	No

REFLEXES - MUSCULO SKELETAL

1. Have you ever had a head injury?
  2. Have you ever been knocked out or unconscious?
  3. Have you ever had a seizure?
  4. Have you ever had a stinger, burner, or pinched nerve?
  5. Have you ever sprained/strained, dislocated, fractured, broken, or had repeated swelling or other injuries of any bones or joints?
- |                                    |                                   |                                |                                  |
|------------------------------------|-----------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> Head      | <input type="checkbox"/> Shoulder | <input type="checkbox"/> Thigh | <input type="checkbox"/> Neck    |
| <input type="checkbox"/> Elbow     | <input type="checkbox"/> Knee     | <input type="checkbox"/> Chest | <input type="checkbox"/> Forearm |
| <input type="checkbox"/> Shin/Calf | <input type="checkbox"/> Back     | <input type="checkbox"/> Wrist | <input type="checkbox"/> Ankle   |
| <input type="checkbox"/> Hip       | <input type="checkbox"/> Hand     | <input type="checkbox"/> Foot  |                                  |
- Explain "Yes" answer: \_\_\_\_\_

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

ABDOMEN

ABDOMEN

1. Have you ever had abdominal surgery or problems?
  2. Have you ever had hepatitis or mononucleosis infection?
- Explain: \_\_\_\_\_

Yes	No
Yes	No

REPRODUCTIVE (Questions for Females only)

HERNIA/  
REPRODUCTIVE

1. When was your first menstrual period?
  2. When was your last menstrual period?
  3. What was the longest time between your periods last year?
- Explain: \_\_\_\_\_

Yes	No
Yes	No
Yes	No

I hereby state that, to the best of my knowledge, my answers to the above questions are correct.

Signature of student \_\_\_\_\_

Signature of parent/guardian \_\_\_\_\_

Date \_\_\_\_\_

OFFICE USE ONLY

Height \_\_\_\_\_ Weight \_\_\_\_\_  
Urinalysis \_\_\_\_\_ Blood Pressure \_\_\_\_\_  
Resting Pulse Rate \_\_\_\_\_

MEDICAL OFFICE USE ONLY

I certify that I have, on this date, examined the above student and recommend him/her as being physically able to participate in supervised activities except as indicated below:  
Limitations and restrictions: \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Examining Physician



# ANNUAL BLEACHER/GRANDSTAND INSPECTION REPORT

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_ INSPECTOR: \_\_\_\_\_

LOCATION: \_\_\_\_\_

Note: NFPA #102 recommends that the inspection be performed at least biennially by a professional engineer or qualified service personnel.

Check item if correct and note in REMARKS when problems are found.

## ALL BLEACHERS/GRANDSTANDS

(check above and below bleacher)

- ☐ Welds intact
- ☐ Fittings/joints secure
- ☐ No broken/missing/loose hardware
- ☐ Ends of bolts/tubing capped
- ☐ No loose nuts/bolts/pins/other fasteners
- ☐ No exposed pinch/crush points
- ☐ Rods/retaining brackets intact
- ☐ No visible bending/warping/breakage of any component
- ☐ No rust or paint needed
- ☐ No loose/broken/missing steps, rungs, or rails
- ☐ No broken or cracked wooden members or splinters
- ☐ For permanent grandstands, access to understructure is restricted
- ☐ Change in level walk areas easily visible

## TELESCOPING BLEACHERS/GRANDSTANDS

(both columns should be completed)

- ☐ No uneven spacing in stacked rows
- ☐ Wall ties secure
- ☐ Floor anchors tight
- ☐ Moving parts lubricated
- ☐ Slide stops functional
- ☐ Row locks move freely and engage
- ☐ Rail sockets secure
- ☐ Floor traction system operates smoothly
- ☐ Power operation drums secure
- ☐ Push-pull chains straight with even tension
- ☐ Push-pull pads in place
- ☐ Warning plates "DO NOT CLIMB" affixed

## REMARKS:

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## REPAIR PRIORITY:

1- Imminent Hazard  
(Repair Immediately)

2- Scheduled Maintenance  
(Repair Next Visit)

3- Planning  
(To Admin. for \$)

DATE REPAIRS COMPLETED: \_\_\_\_\_ BY: \_\_\_\_\_

# ANNUAL BLEACHER/GRANDSTAND INSPECTION REPORT

(Note-Items Repaired)

Signature

## ATHLETE'S EQUIPMENT FORM

High School: \_\_\_\_\_

Sport: \_\_\_\_\_

Athlete's Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

*This may not be a comprehensive list. Please add other equipment checked out.*

ARTICLE	# OR SIZE	N/A	OUT	IN
Practice pants				
Practice jersey				
Socks				
Sweatshirt				
Sweat pants				
Skirt				
Shoes				
Sneakers				
Helmet				
Shoulder pads				
Thigh pads				
Hip pads				
Kneepads				
Sliding pads				
Belt				
Baseball cap				
Game pants				
Game jersey				
Game stockings				
Special equipment				
Cheerleader equipment				
Other:				
Other:				
Other:				

I have received the above checked articles and/or equipment. I agree to be personally responsible for the care of those articles. I will return all the equipment when requested.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Coach/Equipment Manager

\_\_\_\_\_  
Date

## ATHLETIC RESPONSIBILITY AWARENESS FORM

I understand, as an athlete, I must follow the school's code of conduct, the Athletic Handbook, the coaches' team rules, and rules of the state athletic association WIAA.

I'm expected to conduct myself in the appropriate manner expected of young men/women.

I'm expected to care for all athletic equipment. I will return all equipment or pay the current replacement cost for any unreturned equipment.

I cannot use or be in possession of tobacco, alcohol, illegal drugs or narcotics.

I have been properly advised, cautioned and warned by the coaching staff and administration that it is possible that I can be injured when participating in athletics. These injuries include, but are not limited to, bruises, sprains, fractures, loss of limb, body organ, paralysis or death. I still wish to participate. My parent(s)/guardian(s) also wish me to participate.

My parents/guardians and I have read and understand and appreciate all of the school district's athletic policies.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Date*

## COACH EVALUATION FORM

*(This risk management evaluation can be attached to a school's normal coaching evaluation form)*

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

	<b>Acceptable</b>	<b>Needs Attention</b>
<b>Professional and Personal Relations</b>		
Cooperates with administration		
Attends safety related meetings		
Follows all WIAA risk management policies		
Observes and evaluates assistant coaches		
Communicates safety issues with players		
Communicates safety issues with parents		
Communicates safety issues with assistants		
Demonstrates professional/ethical conduct		
Is sensitive to the litigious atmosphere		
Keeps safety as a priority		
Maintains good relationship with team doctor and athletic trainer		
<b>Knowledge</b>		
Has read the school risk management manual		
Knows his/her legal duties		
Emergency plan in place		
Reinforces warnings and cautions regularly		
Teaches fundamental skills		
Teaches how to wear protective equipment		
Regular equipment checks		
Demonstrates first aid skills and is CPR certified		
Checks facilities on a regular basis		
Reports all problems immediately		
<b>Recordkeeping</b>		
Requires all department forms to be complete		
Keeps all forms on file		
Uses athletic department safety checklists		

**General**

## COACH EVALUATION FORM

Areas of strength: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas that need attention: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments by coach: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of Coach: \_\_\_\_\_ Date: \_\_\_\_\_

*\* My signature indicates that I have seen this evaluation.*

Coach Eval 0403

NAME HIGH SCHOOL  
**EMERGENCY INFORMATION CARD**

STUDENT NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

PARENT/GUARDIAN \_\_\_\_\_ PHONE \_\_\_\_\_

EMERGENCY CONTACT \_\_\_\_\_ PHONE \_\_\_\_\_

PHYSICIAN \_\_\_\_\_ PHONE \_\_\_\_\_

HOSPITAL \_\_\_\_\_ PHONE \_\_\_\_\_

INSURANCE \_\_\_\_\_ PHONE \_\_\_\_\_

- MEDICATIONS \_\_\_\_\_
- ALLERGIES \_\_\_\_\_
- MEDICAL HISTORY \_\_\_\_\_

*IMPORTANT: PLEASE COMPLETE OTHER SIDE*

NAME HIGH SCHOOL  
**EMERGENCY INFORMATION CARD**

STUDENT NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

PARENT OR GUARDIAN \_\_\_\_\_ PHONE \_\_\_\_\_

EMERGENCY CONTACT \_\_\_\_\_ PHONE \_\_\_\_\_

PHYSICIAN \_\_\_\_\_ PHONE \_\_\_\_\_

HOSPITAL \_\_\_\_\_ PHONE \_\_\_\_\_

INSURANCE \_\_\_\_\_ PHONE \_\_\_\_\_

- MEDICATIONS \_\_\_\_\_
- ALLERGIES \_\_\_\_\_
- MEDICAL HISTORY \_\_\_\_\_

*IMPORTANT: PLEASE COMPLETE OTHER SIDE*

### EMERGENCY MEDICAL AUTHORIZATION

The undersigned hereby authorizes *Name* High School as our agent to give consent to surgical or medical treatment by any licensed physician or hospital in the state of Washington for our child \_\_\_\_\_ when such treatment is deemed necessary by such physicians and we cannot be reached within a reasonable length of time.

Such consent may include, but is not limited to, transportation to a hospital emergency room, administration of necessary anesthetics, medical treatment, tests, x-ray, examination, transfusions, injections or drugs, and the performing of whatever operation may be deemed necessary or advisable. It is understood this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

### EMERGENCY MEDICAL AUTHORIZATION

The undersigned hereby authorizes *Name* High School as our agent to give consent to surgical or medical treatment by any licensed physician or hospital in the state of Washington for our child \_\_\_\_\_ when such treatment is deemed necessary by such physicians and we cannot be reached within a reasonable length of time.

Such consent may include, but is not limited to, transportation to a hospital emergency room, administration of necessary anesthetics, medical treatment, tests, x-ray, examination, transfusions, injections or drugs, and the performing of whatever operation may be deemed necessary or advisable. It is understood this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian



## EMERGENCY PLAN INFORMATION SHEET

### NAMES AND PHONE NUMBERS

	<i>Name/Agency</i>	<i>Phone #</i>	<i>Cell or Pager #</i>
All Emergencies	All first responders	Call 911	-
Police Department			
Fire Department			
Ambulance			
Hospital			
School Nurse			
Athletic Trainer			
Team Physician			
Athletic Director			
Principal			
Maintenance			
Other:			
Other:			

### GENERAL INFORMATION

Location of phones	
Location of walkie talkies/cell phones	
Location of pay phones	
Location of emergency vehicle & keys	
Keys for doors and gates	
Location of Local Hospital	

### BASIC PROCEDURES

- ☐ Person with highest level of first aid skills stays with the injured person.
- ☐ Send someone with information (see below) to call for assistance. (Note: Cell phone in first aid kit eliminates this step).
- ☐ Remind caller to stay calm and tell him/her where the best entrance to reach the injured person is.
- ☐ This person can also notify school personnel such as the athletic director and principal. He/she can call injured person's parents.
- ☐ Send a person to meet the medical emergency care people at predetermined entrance. Obtain necessary keys if required.
- ☐ Send school personnel with injured person to hospital.
- ☐ Record all information about the incident. (See Student Accident Report Form)

# STUDENT ACCIDENT REPORT

Southwest Washington Risk Management Insurance Cooperative  
(360) 750-7504 • FAX (360) 750-9836

## SCHOOL INFORMATION

District: \_\_\_\_\_ School: \_\_\_\_\_ Building: \_\_\_\_\_  
Teacher (Home Room): \_\_\_\_\_ School Telephone #: ( ) \_\_\_\_\_

## STUDENT INFORMATION

Student's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parents / Guardian Name: \_\_\_\_\_ Telephone #: ( ) \_\_\_\_\_  
Street Address: \_\_\_\_\_ Mailing Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

## INJURY INFORMATION

Date of Injury: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_  
Specific Nature of Injury: (Body Part): \_\_\_\_\_  
Description of Accident: (What was student doing? List conditions at time of injury. Specify if tool, machine or equipment being used) \_\_\_\_\_  
\_\_\_\_\_

Person in Charge: \_\_\_\_\_ Title: \_\_\_\_\_ Present at Scene: Yes \_\_\_\_\_ No \_\_\_\_\_  
Specific Location of Accident: (Playground east side of slide, In hall outside room #, etc.) \_\_\_\_\_

Witnesses: (List name, address & telephone number - Attach separate sheet if necessary)

- (1) \_\_\_\_\_  
(2) \_\_\_\_\_

## ACTION TAKEN

Type of First Aid Treatment Given: \_\_\_\_\_  
Given by: \_\_\_\_\_ Student Sent Home? Yes \_\_\_\_\_ No \_\_\_\_\_ , If so, by whom: \_\_\_\_\_  
School Nurse, if involved: \_\_\_\_\_ EMT's, if involved: \_\_\_\_\_  
Sent to Doctor: Yes \_\_\_\_\_ No \_\_\_\_\_ By Whom: \_\_\_\_\_ Doctor: \_\_\_\_\_  
Sent to Hospital: Yes \_\_\_\_\_ No \_\_\_\_\_ By Whom: \_\_\_\_\_ Hospital: \_\_\_\_\_  
Hospital Address: \_\_\_\_\_  
Was parent/guardian or other individual notified? Yes \_\_\_\_\_ No \_\_\_\_\_ Who: \_\_\_\_\_ Relationship: \_\_\_\_\_  
How Notified: \_\_\_\_\_ Date \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_

## FOLLOW-UP

Status of Student after Incident: \_\_\_\_\_  
Problem Corrected: Yes: \_\_\_\_\_ No: \_\_\_\_\_ Specific Actions Taken to Prevent Future Accidents: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal's Signature \_\_\_\_\_

Person Observing or Reporting Accident \_\_\_\_\_

## EMERGENCY PLAN INFORMATION SHEET

### NAMES AND PHONE NUMBERS

	<i>Name/Agency</i>	<i>Phone #</i>	<i>Cell or Pager #</i>
All Emergencies	All first responders	Call 911	-
Police Department			
Fire Department			
Ambulance			
Hospital			
School Nurse			
Athletic Trainer			
Team Physician			
Athletic Director			
Principal			
Maintenance			
Other:			
Other:			

### GENERAL INFORMATION

Location of phones	
Location of walkie talkies/cell phones	
Location of pay phones	
Location of emergency vehicle & keys	
Keys for doors and gates	
Location of Local Hospital	

### BASIC PROCEDURES

- ☐ Person with highest level of first aid skills stays with the injured person.
- ☐ Send someone with information (see below) to call for assistance. (Note: Cell phone in first aid kit eliminates this step).
- ☐ Remind caller to stay calm and tell him/her where the best entrance to reach the injured person is.
- ☐ This person can also notify school personnel such as the athletic director and principal. He/she can call injured person's parents.
- ☐ Send a person to meet the medical emergency care people at predetermined entrance. Obtain necessary keys if required.
- ☐ Send school personnel with injured person to hospital.
- ☐ Record all information about the incident. (See Student Accident Report Form)

## EMERGENCY PLAN INFORMATION SHEET

### WHEN CALLING FOR HELP

- Try to remain calm and speak slowly.
- Give your location and who you are.
- Tell what happened. Explain the injury.
- Tell where the injured person is. Be specific.
- Tell them the best way to enter the field/building.
- Stay on the line to answer any questions.
- Contact other school personnel, such as the athletic director.

## TRANSPORTATION EXCEPTION FOR ATHLETE TRAVEL

When using other than district arranged transportation for travel to/from an athletic activity

*Note: This form must be on file in the Athletic Office no later than noon on the day requested for this special permission.*

Name of student: \_\_\_\_\_

Name of team: \_\_\_\_\_

Date(s) of travel: \_\_\_\_\_

Destination: \_\_\_\_\_

Name of adult driver: \_\_\_\_\_

For traveling: To \_\_\_\_\_ From \_\_\_\_\_ Both ways \_\_\_\_\_

Reason for special transportation request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I give my permission to permit the above student to be driven by the listed adult of my choosing for the event listed above. I am responsible for this transportation arrangement and hereby release the \_\_\_\_\_ School District from all liability for any adverse results that may occur.

Signature of Parent/Guardian

Date

Signature of Coach

Date

Approval of Athletic Director

Date

## TRANSPORTATION RULES FOR NAME SCHOOL DISTRICT

This is your team. How you act on and off the field is a direct reflection on you, your teammates, coaches and school. This includes the time you are being transported to various athletic events.

All passengers will understand and abide by the following:

1. Treat everyone the way you would like to be treated.
2. The coach remains responsible for the conduct of his/her players.
3. The bus driver's responsibility is to get everyone to a destination safely.
4. Do not distract or bother the bus driver.
5. Passengers should not:
  - Leave their seat while the bus is in motion.
  - Make unnecessary noise.
  - Tamper with any bus equipment.
  - Damage the bus in anyway.
  - Bring food or beverages on the bus.
  - Leave debris on the bus.
  - Place any part of your body outside the bus windows.
  - Toss items outside the window.
  - Make inappropriate remarks or gestures to people outside or inside the bus.

Failure to follow these basic rules may result in removal from the bus as soon as is safely possible and further disciplinary action.

I understand the above bus safety rules and will abide by them

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*Signature of athlete*

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*Date*