

Coach's Handbook

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Mission:

Inspire and empower each learner to reach their full potential

Vision:

An innovative, high performing rural school district delivering educational excellence

Core Beliefs:

Students are our number one priority

Everyone can learn and grow

We welcome and respect diversity

Everyone is treated with compassion, kindness and dignity

An engaging education includes rigorous academics, as well as relevant life skills

Creativity and innovation are key in a rapidly changing world

We promote integrity, trust, accountability, and hard work

Community, collaboration and partnerships are vital to our success

ATHLETIC AFFILIATIONS

League: [Center State Conference](#)

Section 3: [Section III Athletics](#)

State: (N.Y.S.P.H.S.A.A.) [New York State Public High School Athletic Association](#)

***Disclaimer** - All policies and procedures established by the Athletic Department, Board of Education, the Center State Conference, Section 3, Section 4, and the NY State Public High School Athletic Association will be abided by.

COACHING RESPONSIBILITIES

14 Legal Duties of a Coach (NIAAA, NFHS, NASPE)

Duty 1: Properly Plan the activity.

- Develop a season plan using progressions that are appropriate for your athletes.
- Test players to determine their physical capacity and skill level for your sport.
- Develop written practice plans.
- Adapt your plans to the individual needs of your athletes.
- Don't deviate from your plans without good cause.
- Keep all records of your planning and testing.

Duty 2: Supervise the activity closely.

- Always provide general supervision for all facilities and playing areas your team uses.
- Provide specific supervision when teaching new skills and when the risk of injury increases.
- Know your sport so well that you can anticipate potentially dangerous situations and be positioned to prevent them from occurring.
- Do not condone reckless or overly aggressive behavior that threatens the safety of any athlete.

Duty 3: Provide a safe physical environment

- Note and remedy hazardous conditions through regular inspections of the playing facility and the warm-up, training, and dressing areas.
- Develop facilities inspection checklists for the facilities and equipment used in your sport.
- Change any dangerous conditions that you can; reduce the hazard if you cannot remove it. Warn your players of the hazard and notify the athletic director about correcting the hazard.
- Give precise rules for using the facility.

Monitor the changing environment and make prudent judgments about continued participation if it becomes hazardous.

Duty 4: Evaluate athletes for injury or incapacity

In cooperation with the athletic office, make sure that all athletes have received pre-participation physical examinations.

Use extraordinary judgment in identifying athletes who are injured or so ill they should not participate.

Get medical clearance before permitting seriously ill or injured athletes to return to participation.

Duty 5: Provide adequate and proper equipment

Buy the best equipment you can afford, considering the age and skill of your athletes.

Teach your athletes how to fit, use, and inspect their equipment. Encourage them to return any equipment that does not fit or appears defective.

Examine equipment regularly.

Warn players of potentially hazardous equipment, and give verbal and written instructions on using it.

Duty 6: Provide proper instruction

Keep up to date with instructional standards for your sport and use them.

Teach techniques, tactics, and rules in accordance with customary methods of your sport and the development level of your athletes.

Make your instructions clear, complete, and consistent. Provide adequate feedback on how your athletes are progressing.

If you are a head coach, you must supervise any instruction that you delegate to others.

Duty 7: Duty to condition properly

- Evaluate athletes for initial preparedness to safely participate in sport or activity.
- Evaluate conditioning to discuss working with athletes slowly if they have not been conditioning prior to the season. This is important in the first practices and ongoing throughout the season.
- Use NYS [Heat Index](#), [Wind Chill Index](#), [Tornado Policy](#), and [Thunder/Lightening Procedure](#) to plan accordingly. Err on the side of caution and practice protective judgment when weather conditions warrant. It is the responsibility of the coach to be knowledgeable about the proper weather conditions for safety purposes of our athletes.
- Ensure every student has a valid and current physical, concussion baseline test and other necessary paperwork on file prior to participation.
- Follow concussion policies and return to play protocols.

Duty 8: Warn of inherent risks.

- Warn your athletes of the inherent risks of the sport so they know, understand, and appreciate them.

Duty 9: Provide Emergency Care

- Obtain an emergency contact and medical release from the beginning of the season from each player and keep it with you during practice and games.
- Protect the athlete from further harm.
- Attempt to make or restore life using CPR when required.
- Comfort and reassure the athlete.
- Activate your emergency plan, transferring the treatment responsibility to trained medical personnel.
- Complete the injury report form as soon after the injury occurrence as possible.

Duty 10: Design and Emergency Response Plan

- Review with students Anyone Can Save a Life Action Plan (Appendix A)
- Coaches and athletes should know the emergency response plan and conduct practice drills.

Duty 11: To Select Train and Supervise Coaches

- Consideration will be given for the head coach to be part of the hiring process for potential candidates within the sport program.
- A mentor should help guide new coaches to ensure rules, policies, procedures and program goals are followed.
- All coaches paid or unpaid are required to have NYS coaching certification and be appointed by the Board of Education.

Duty 12: To Match/Equate Athletes

- Match players according to size, maturity, skill, and experience as well as age so that they are not placed in situations in which the risk of injury is increased.
- Enforce eligibility rules; they often are intended to provide equitable competition.
- Modify the drill or practice structure when mismatches in ability cannot easily be corrected.
- Be especially alert to mismatches between sexes, when athletes are recovering from injury, and among athletes with disabilities.

Duty 13: To Provide Safe Transportation

- SECSO provides transportation to and from sporting events.
- It is expected that transportation rules will be followed while riding on school-provided transportation.
- If there are extenuating circumstances for a student not to be able to ride school transportation that should be discussed with the coach and athletic director 48 hours in advance of the contest or trip.

Duty 14: Sport-Related Disclosure

- Always provide factual and true information to athletes that does not violate HIPAA and FERPA rules.
- Work with school counselors and administrators on placing athletes on the right path of course work to satisfy NCAA/NAIA college requirements for admission.
- Provide accurate information to athletes and parents related to registering on NCAA/NAIA Clearinghouse.
- Ensure the requirement is met to disclose whether the school offers medical insurance coverage.

Code of Ethics

1. Emphasize the proper ideals of sportsmanship, ethical conduct, and fair play;
2. Eliminate all possibilities that tend to destroy the best values of the game;
3. Stress the values derived from playing the game fairly;
4. Show cordial courtesy to visiting teams and officials;
5. Establish a happy relationship between visitors and hosts;
6. Respect the integrity and judgment of the sports officials;
7. Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility;
8. Encourage leadership, use of initiative, and good judgment by players on the team;
9. Recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual players;
10. And remember that an athletic contest is only a game, not a matter of life or death for a player, coach, school, fan or community.

VARSITY HEAD COACH RESPONSIBILITIES OVERVIEW

Under the direct supervision of the Director of Athletics, the head coach organizes, coordinates, and promotes a comprehensive program of instruction that is designed to meet the needs and interests of the Sherburne-Earlville community.

The head coach will provide structure to the program by:

- Developing a plan to promote the whole program by forming the program's structure and philosophy.

- Helping recruit and interview candidates for junior varsity and/or modified coaching positions.
- Sharing skill development strategies and drills with all coaches in the program
- Providing proper communication so that all program teams operate on the same philosophy.
- Working with community programs; may include providing youth coaches with skills and drills either in written form, at practices or at coaching clinics.
- Understanding the written rules and regulation of the sport and sharing this knowledge with the other coaches in the program.
- As much as practical; providing out of season opportunities with camps, clinics, open gyms, and/or summer league
- Seeking out professional development opportunities for all coaches in the programs when applicable

The head coach will demonstrate value in the total school program by:

- Respecting and supporting other coaches and clinics
- Supporting multi-sport athletes and work with other coaches to avoid conflict
- Displaying commitment to academic success
- Helping players with the college recruitment process

The head coach will demonstrate high level personal and professional relationships by:

- Being respectful to officials, parents and spectators
- Developing a good rapport with the athletic director, athletic administrative assistant, building principal, coaches, booster club, and building and grounds crews.
- Treating student-athletes in a firm, fair, and consistent manner; enforces all school district policies regarding student athletes and athletics code of ethics.
- Conduct a parent meeting to inform them of policies & procedures and build relationships.

The head coach will handle necessary administrative duties by:

- Submitting rosters by the end of the first week of the season
- Submitting accident reports within 24 hours
- Submitting equipment requisitions including all of the program's equipment needs; showing good stewardship of equipment and facilities used in the sport.
- Maintain written records of practices and season outline
- Attending required meetings
- Submitting highlights to the media

The head coach will:

- Develop respect by setting examples in behavior, appearance, and conduct

- Assist players in reaching highest athletic potential possible through training and leadership
- Develop practice plans to enhance the individual's performance and team play
- Prepare to win games, which include scouting upcoming opponents
- Follow medical clearance and policy procedures
- Provide supervision of the locker room, practice areas and on the bus.

JUNIOR VARSITY AND MODIFIED COACH RESPONSIBILITIES OVERVIEW

Under the supervision of the Director of Athletics and the varsity coach:

The coach will enhance player development by:

- Developing/enhancing sport specific skills, focusing on the fundamentals
- Developing/enhancing strategic play
- Developing/enhancing the physical conditioning of players
- Developing/enhancing work ethic
- Planning/preparing for practices and games

The coach will demonstrate value in the total school program by:

- Respecting and supporting other coaches and athletes
- Supporting multi-sport athletes and working with other coaches to avoid conflicts
- Displaying commitment to academic success

The coach will demonstrate high level of personal and professional relationships by:

- Being respectful to officials, parents, and spectators
- Develop a good rapport with the athletic director, athletic administrative assistant, building principal, coaches, booster club, and grounds and building crews
- Treating student-athletes in a firm, fair and consistent manner

The coach will handle necessary administrative duties by:

- Submitting roster by the end of the first week of practice
- Submitting accident reports in a timely fashion
- Submitting equipment requests to the varsity coach.
- Maintaining written records of practice and season outline
- Attending required meetings

The coach will:

- Develop respect by setting examples in behavior, appearance, and contact

- Assist players in reaching their highest athletic potential possible through training and leadership.
- Develop practice plans to enhance the individual's performance and team play
- Follow medical clearance and policy procedures
- Provide supervision of the locker room, practice areas, and on the bus.

VOLUNTEER COACHES

Volunteers are an integral component to the function of the Sherburne- Earlville Central School District. Volunteer coaches are required to have sport specific knowledge, that will make them an asset to the coaching staff.

[Guideline for the Coaching Requirement](#)

PRE-SEASON RESPONSIBILITIES

Prior to the official starting date of your sport season, several important tasks must be completed. It is required that all coaches:

1. Are responsible to ensure that they are up to date with coaching certification, first aid/AED/CPR, Concussion certifications
2. Attend all necessary meetings with the school district, athletic director, and league (if applicable)
3. Provide athletes with information on upcoming season, FamilyID sign up, and an overview of your try-out period including a cut procedure if necessary
4. Thoroughly understand the coach's handbook, all protocols and procedures for the various scenarios that could happen in a season
5. Head Varsity coaches must complete the proper APP request if necessary, 6 weeks prior to the start of the season to the Athletic Director
6. Obtain all necessary equipment from the athletic office
7. Communicate with the athletic director about any concerns you have

IN-SEASON RESPONSIBILITIES

Once your season has begun the coach must:

1. Provide the athletic director's secretary with a roster, before the end of the first week of the season

2. Schedule and hold a parent meeting once the team has been solidified. The parent meeting should include, but are not limited to:
 - a. An introduction of yourself and your background
 - b. The form of best communication between the coach, parents, and athletes (email and/or Parent squared)
 - c. An explanation of Schedule Galaxy for game schedule and how to subscribe to receive immediate updates for any changes.
 - d. Policy on away games and traveling home with their parent(s) only.
 - e. Personal rules or policies you have for your team, such as:
 - i. Consequences for missing practices/games
 - ii. What to do when a problem occurs (chain of command)
 - f. Fundraising
3. Provide your athletes with developmentally appropriate practice consistently.
4. Start and end practices on time
5. Leave your practice space clean and ready for the next group to use
6. Provide and record equipment and uniforms handed out to athletes
7. Game Day Management responsibilities – Speak with the athletic director in advance regarding your responsibilities on game days. Do you as a coach need to find a scorekeeper, timekeeper, game filmer, etc.
8. Communicate regularly with parents.
9. Report your game outcomes to the appropriate outlets:
 - a. school for announcements
 - b. media -varsity only

POST SEASON RESPONSIBILITIES

1. Collect all uniforms and equipment from student-athletes and return to the athletic office.
2. Complete end of season report.
3. Attend a post season meeting with the Athletic Director to receive your coaching evaluation.

Assessment of Modified Student-Athletes Form

Directions: The purpose of this form is to give the head coach and the athletic director an advance understanding of the quality of student-athletes on your team. This will allow them to plan for the needs and strategies of future teams that these student-athletes may participate on. Please write the name of each of your players, then place a checkmark in one of the boxes provided. Room for comments is provided. Thank you for your input.

Student-Athlete's Name	Below Average Ability	Average Ability	Above Average Ability	Superior Ability	Academic Standing (good/poor)	Readiness (physical, social, emotional)	Comments

Date of assessment: _____ Form completed by: _____

Coaching Performance

	Highly Effective	Effective	Developing	Ineffective
Administration	<ul style="list-style-type: none"> ◆ All equipment is issued and returned ◆ Prepared and followed practice plans daily ◆ Adhered to school policies ◆ Supervision of students is constant and ongoing ◆ Athletic contest reports are submitted in a timely fashion ◆ Supervision of entire staff development ◆ Program development is constant and ongoing throughout the year 	<ul style="list-style-type: none"> ◆ One item is not issued or returned ◆ Prepared and followed practice plans weekly ◆ Adhered to school policy 90% of the time. ◆ Supervision of students is mostly consistent ◆ Athletic contest reports are submitted in a timely fashion 	<ul style="list-style-type: none"> ◆ Two items are not issued or returned ◆ Prepared and followed practice plans monthly ◆ Adhered to school policy 80% of the time. ◆ Supervision of students occurs during practiced times only. ◆ Athletic contest reports are seldom or rarely completed ◆ Some Supervision ◆ Program development only occurs during season 	<ul style="list-style-type: none"> ◆ Three or more items are not issued or returned ◆ A written plan is not developed or followed ◆ Adhered to school policy 70% or less. ◆ Supervision of students did not occur. ◆ Athletic contest reports are never completed or submitted. ◆ Supervision did not occur ◆ Program development does not occur
Coaching Skills and Performance	<ul style="list-style-type: none"> ◆ Fundamentally superior ◆ Clearly communicated expectations and fundamentals through repetition. ◆ Condition of players is superior ◆ Prevention and care of injuries are handled in a timely fashion and accident report is submitted by 9am the next business day. ◆ Game preparation was superior through strategy and scouting ◆ Team unity and appearance was superior ◆ Team execution and hustle was superior ◆ Team enthusiasm and conduct was superior ◆ All athletes and team improved from beginning to end of season 	<ul style="list-style-type: none"> ◆ Fundamentally sufficient ◆ Communicated expectations and fundamentals through repetition. ◆ Condition of players is sufficient ◆ Prevention and care of injuries are handled in a timely fashion and accident report is submitted after 3pm the next business day. ◆ Game preparation was sufficient through strategy and scouting ◆ Team unity and appearance was sufficient ◆ Team execution and hustle was sufficient ◆ Team enthusiasm and conduct was sufficient ◆ Most athletes and team improved from beginning to end of season 	<ul style="list-style-type: none"> ◆ Fundamentally adequate ◆ Communicated expectations and fundamentals occasionally ◆ Condition of players is adequate ◆ Prevention and care of injuries are handled in a timely fashion and accident report is submitted within two business days. ◆ Game preparation was adequate through strategy and scouting ◆ Team unity and appearance was adequate ◆ Team execution and hustle was adequate ◆ Team enthusiasm and conduct was adequate ◆ Some athletes and team improved from beginning to end of season 	<ul style="list-style-type: none"> ◆ Fundamentally sparse ◆ No Communication of expectations and fundamentals through repetition. ◆ Limited condition of players ◆ No prevention and care of injuries handled in a timely fashion and accident report was not submitted. ◆ Game preparation through strategy and scouting was not demonstrated. ◆ Team unity and appearance was sparse ◆ Team execution and hustle was sparse ◆ Team enthusiasm and conduct was sparse ◆ Few athletes improved from beginning to end of season

	Highly Effective	Effective	Developing	Ineffective
Professional and Personal Relationships	<ul style="list-style-type: none"> ◆ Superior rapport with players and coaching staff ◆ Superior rapport with parent(s), game officials, and community ◆ Superior rapport with academic teachers and administration ◆ Firm, fair, and consistent treatment of athletes is superior ◆ Use of appropriate language is superior ◆ Modeled and promoted good sportsmanship is superior 	<ul style="list-style-type: none"> ◆ Sufficient rapport with players and coaching staff ◆ Sufficient rapport with parent(s), game officials, and community ◆ Sufficient rapport with academic teachers and administration ◆ Firm, fair, and consistent treatment of athletes is sufficient ◆ Use of appropriate language is sufficient ◆ Modeled and promoted good sportsmanship is sufficient 	<ul style="list-style-type: none"> ◆ Adequate rapport with players and coaching staff ◆ Adequate rapport with parent(s), game officials, and community ◆ Adequate rapport with academic teachers and administration ◆ Firm, fair, and consistent treatment of athletes is adequate ◆ Use of appropriate language is adequate ◆ Modeled and promoted good sportsmanship is adequate 	<ul style="list-style-type: none"> ◆ Rapport with players and coaching staff did not occur ◆ Rapport with parent(s), game officials, and community did not occur ◆ Rapport with academic teachers and administration is sparse ◆ Firm, fair, and consistent treatment of athletes is sparse ◆ Use of appropriate language is sparse ◆ Modeled and promoted good sportsmanship is sparse
Related Coaching Responsibilities	<ul style="list-style-type: none"> ◆ Participation in staff meetings is superior ◆ Participation in league meetings is superior ◆ Persists on learning through literature and other resources ◆ Regularly attended clinics or camps ◆ All New York State approved coaching courses are completed and on file with the athletic department. ◆ SAVE and Abuse Reporting classes are completed and on file with the athletic department ◆ CPR/AED and First Aid are current and on file with the athletic department 	<ul style="list-style-type: none"> ◆ Participation in staff meetings is sufficient ◆ Participation in league meetings is sufficient ◆ Persists on learning through literature and other resources ◆ Occasionally attended clinics or camps ◆ Two New York State approved coaching courses are completed and on file with the athletic department. 	<ul style="list-style-type: none"> ◆ Participation in staff meetings is adequate ◆ Participation in league meetings is adequate ◆ Persists on learning through literature and other resources ◆ Seldom attended clinics or camps ◆ One New York State approved coaching courses are completed and on file with the athletic department. 	<ul style="list-style-type: none"> ◆ Participation in staff meetings is sparse ◆ Participation in league meetings is sparse ◆ Persists on learning through literature and other resources ◆ Never attended clinics or camps ◆ No New York State approved coaching courses are completed and on file with the athletic department. ◆ SAVE and Abuse Reporting classes are incomplete and not on file with the athletic department ◆ CPR/AED and First Aid is not current and not on file with the athletic department

SUPERVISION – BEFORE AND AFTER PRACTICE AND CONTESTS

1. It is the coach's responsibility to always supervise their athletes.
2. Upon the end of a practice or game, no athlete should be left alone waiting for a ride.
3. No athlete should be left alone at any time.
4. A coach should always be in reach in the event a situation arises.

TRANSPORTATION

When traveling on a school bus the following rules must be followed:

1. The team must load the bus all together with the coach
2. Coaches should maintain behavior of students in cooperation with the driver and make sure students clean up after themselves
3. Use of Emergency exits of the bus by students or coaches should be cleared with the bus driver before utilizing - latches are broken very easily if not used properly
4. No food or drink on the bus - per State Education Department
5. All food stops should be approved by athletic director prior to the trip
6. Metal cleats are not allowed to be worn on the bus - they cause damage to the floor
7. Coaches must have their roster of students on board the bus for emergencies -per State Education Department
8. Please remember - School buses are held to standard set by the State Education Department, NYS DMV and NYSDOT - standards are set for the safety of students and reduce damage of equipment
9. Call the Athletic Director or Secretary for any bus changes - please do not call the transportation department to make changes
10. The bus time you request is the time the bus plans to pull away from the school

OFF-SITE TRANSPORTATION FOR PRACTICE/HOME CONTESTS

If your sport requires your athletes to be off-site for practices or home contests you must communicate with the Athletic Director about specific concerns with your team and transportation. We may allow students and parents to drive themselves to the practice/home contests due to extenuating circumstances.

PUBLICITY (FOR ALL COACHES)

- Provide school building of game scores and special achievements to announce during morning announcements
- Provide athletic director or athletic director secretary with game scores to update social media accounts

WEATHER

It is the responsibility of the coach to be knowledgeable about the proper weather conditions for safety purposes of our athletes. The athletic director and/or the athletic secretary will notify coaches on any changes in practice or game plans due to inclement weather.

MEDICAL

Health Office Availability:

The Summer plan for Bassett Healthcare Network is to be available for physicals on Tuesday and Friday through the summer. You should have athletes call ahead for an appointment 844-255-7242. Our school nurse is Andrea Gunther. She can be reached by email (gunthera@seonline.org) or by phone 607-674-7314.

If there is an injury, please notify the Athletic Department immediately at 607-674-8433. The original accident report needs to be given to the Athletic Director. Once the Athletic Director receives the accident report, I will then distribute the form to the Health Office (Andrea Gunther: gunthera@seonline.org and insurance clerk Melissa Kreiner : kreinerm@seonline.org).

Accident reports need to be filled out in a timely manner. Please ask athletes at the conclusion of each practice and/or contest if there are any injuries or problems that you should be aware of.

Each coach will be receiving medical information printed from Family ID pertaining to their athletes. That should be kept confidential and with you at all times.

All paperwork (Register with Family ID, physical and/or health history update, and baseline concussion test) must be completed prior to the start of practice. No paperwork = No practice. Individuals in this situation may watch practice but it doesn't count toward the total number of practices needed. Practices must be at least 45 minutes in duration and sport specific. Remember to maintain an accurate attendance log.

FIRST AID/AED/CPR

1. AED and first aid kits should be available at all athletic practices and contests
2. First aid kits and supplies are available from the athletic trainer
3. Each coach is responsible to see that the kits are always easily accessible and fully stocked.
4. There is an ice machine available in the high school gym for ice.

*NYS requires all coaches to be certified in First Aid/CPR & AED/Concussion Protocol**

TREATMENT FOR INJURIES

1. Only administer immediate first aid
2. If in doubt, call for help
3. You and/or the athletic trainer are to notify the parents when an injury is serious
4. You and/or the athletic trainer are to call an ambulance when necessary (neck/back injury, possible broken bones), use common sense.
5. Do not allow a student to continue to practice or play in a game if there is a head injury.

IMPORTANT CONTACT INFORMATION TO HAVE

Emergency/Ambulance – 911	Superintendent- Robert Berson - (607) 674 - 7343
Sherburne Police - (607) 674 - 2203	Athletic Director – Brad Perry – (607) 674 - 8433
Chenango Co. Sheriff - (607) 334 - 2000	Athletic Secretary – Kristina Shaw – (607) 674 - 7375
Madison Co. Sheriff - (315) 366 - 2318	MS/HS Nurse -- Andrea Gunther – (607) 674 - 7314
Sherburne Fire Dept. - (607) 674 - 2204	Bldgs/Transportation - Ben Lewis - (607) 674 - 7329
Chen. Memorial (Norwich) - (607) 337 - 4017	HS Principal – Mike Waters – (607) 674 - 8420
Comm. Memorial (Hamilton) - (315) 824 - 1100	MS Principal – Randy Smith – (607) 674 - 7328
Bassett Hospital (C'town) - (607) 547 - 3160	Aquatics - Marge Morgan - (607) 674 - 7327
Syracuse Time & Alarm - (315) 433 - 1234	Athletic Trainer - Andrew Spence - (607) 674 - 8416
Utilities: Electrical - (607) 674 - 2202	Mt. Top Golf Course - (607) 674 - 4005
Utilities: Gas/Water - (607) 674 - 2202	Hi-Skor Lanes - (315) 691 - 3211

ACCIDENT POLICY ROUTINE

All accidents must be reported to the Athletic department and the nurse as soon as possible and properly recorded on the accident form provided. It is the responsibility of the coach to see that this is done.

1. If the accident occurs during the school day, call the school nurse and administrator immediately.
2. The parent will be called and informed of the injury and a recommendation by the school of the action that should be taken
3. If the parent disagrees then determine the action that they would prefer to be taken. If this is feasible, follow the action recommended by the parent.
4. If the accident occurs after school hours, the athletic trainer should be notified immediately.
5. If the athletic trainer is not available, perform basic first aid, remove athlete from play carefully, and call 911 if necessary
6. If the student athlete has a possible concussion, they should be removed from play until cleared by medical personnel.

**** ANY ATHLETES SEEN BY A DOCTOR FOR ANY INJURY RECEIVED MUST BE CLEARED BY THE SCHOOL NURSE PRIOR TO RETURNING TO PLAY****

PROCEDURE FOR AN INJURY WHEN PLAYING AWAY

All accidents must be reported to the Athletic Trainer, Athletic Director, and the nurse as soon as possible and properly recorded on the accident form provided. It is the responsibility of the coach to see that this is done.

1. Follow the guidance of the athletic trainer at visiting school, if they do not have a trainer, YOU are the first responder, rely on your training.
2. If an ambulance is called and no parent is in attendance, have an assistant coach, parent or other known adult travel with the student athlete.
3. Have FamilyID medical information readily available to provide EMS if necessary.

ACTIVATING EMS

Call EMS for the following:

1. Unconscious athlete
2. Asthma attack that is not controlled by inhaler
3. Allergy attack not responding to medication
4. Any breathing difficulties caused by injury or stress
5. Any obvious deformity (fracture; dislocation)
6. Athletes going into shock or not handling injury well.

Notify parents as soon as possible after notifying EMS.

Sherburne-Earlville Central School Concussion Management Protocol

The National Federation of High School Associations (NFHS) has implemented a standard rule change in all sports dealing with concussions in student-athletes. The basic rule in all sports states:

“Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health care professional.”

A **concussion** is a mild traumatic brain injury that occurs when a blow or a jolt to the head disrupts the normal functioning of the brain. Some students lose consciousness, but others are just dazed or confused. A concussion can also occur due to whiplash.

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The following protocol has been established in accordance to the National Federation of State High School Associations and the International Conference on Concussion in Sport, Prague 2004. In addition it has been fabricated in a collaborative effort with concussive experts within the great Central New York area and the Sherburne-Earlville Central School’s Supervising Medical Officers and concussion management team. As such it is imperative to remember the safety of the student is the primary concern of Sherburne-Earlville School District and its medical personnel.

The information contained below is to be used as mere guidelines that are to be implemented in the time following a concussive event. This information is **not to be considered as all-inclusive or all encompassing.**

When a student shows signs or **symptoms of a concussion** or is suspected to have sustained a brain injury after an evaluation by medical personnel or athletic trainer at the time of the incident:

1. The Student **will not** be allowed to return to play/activity in the current game or practice.
2. The Student should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following injury.
3. Following the initial injury, the Student **will be seen by** a Health Care Provider or in the Emergency Department within the first 24 hours.
4. The student **must have** the “**initial Concussion Checklist** by Athletic Trainer or Coach/Nurse” and the “**Concussion Checklist Healthcare Provider Evaluation**” signed. These forms must be returned to School Nurse at Sherburne-Earlville Central School.
5. Return-to-play **must follow a medical clearance by a physician in writing** and successful completion of the “Return to Play Procedure.”
6. The nurse will supervise and document the “Return to Play Procedure.” School District appointed M.D. has final determination for student’s return to play status.

**The medical director will permit the school nurse of each building to accept a medical clearance for concussion from a private physician.** The student will complete the Return-to-Play procedure as outlined in the Concussion Management Program for Sherburne-Earlville Schools. The school nurse may still defer to the school physician with questions or concerns regarding the clearance.

**Physical rest:** Activities students should avoid include, but are not limited to, the following: contact and collision, high speed in tense exercise/sports, high risk for re-injury or impact, and any activity that results in an increased heart rate or increased head pressure.

- The cornerstone of proper concussion management is rest until all symptoms resolve and then a graded program of exertion before return to sport/activity. The program is broken down into six steps in which only *one step is covered per one 24-hour period.*

*The six steps involved with the Return-to-Play Procedure are: (for Middle/High school students)*

|    |                                                                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | No physical activity                                                                                                                                                                                                       |
| 2. | Low levels of physical activity, i.e., walking, light jogging, light stationary biking, light weight lifting (lower weight, higher reps, no bench, no squat).                                                              |
| 3. | Moderate levels of physical activity with body/head movement, moderate jogging, brief running, moderate intensity stationary biking, moderate-intensity weightlifting (reduced and/or reduced weight from typical routine) |
| 4. | Heavy non-contact physical activity, to include sprinting/running, high intensity stationary biking, regular weight-lifting routine, non-contact sport-specific drills (in 3 planes of movement).                          |
| 5. | Full contact in controlled practice.                                                                                                                                                                                       |
| 6. | Full contact in game play.                                                                                                                                                                                                 |

*The six steps involved with the Return-to-Play Procedure are: (for Elementary school students)*

|    |                                                                                        |
|----|----------------------------------------------------------------------------------------|
| 1. | No physical activity                                                                   |
| 2. | Locomotive Activities for 10 minutes.                                                  |
| 3. | Locomotive Activities for 10 minutes.                                                  |
| 4. | 20 minutes of activity, 10 minutes locomotive activity and 10 minutes lesson activity. |
| 5. | 20 minutes of activity, 10 minutes locomotive activity and 10 minutes lesson activity. |
| 6. | 30 minutes of activity, 10 minutes locomotive activity and 20 minutes lesson activity. |

*If any concussion symptoms reoccur, the student should drop back to the previous level and try to progress after 24 hours of rest. In addition, the student should also be monitored for recurrence of symptoms due to mental exertion, such as reading, working on a computer, or taking a test.*

- No student who is on restricted activities for treatment of a concussion will be required to complete packets of reading or written information in place of physical participation in the physical education program, as cognitive rest is needed.

**Cognitive rest:** Activities students should avoid, but are not limited to, the following: computers, video games, television viewing, texting, reading, writing, studying, homework, taking a test or completing a project, loud music and bright lights.

- **Academic accommodations** will be made for the concussed student, if necessary, to ensure that the concussed student will have a safe and successful return to school. --Accommodations may include, but are not limited to:

- Rest breaks, if needed, during the school day in a quiet location.
- Reduced course and work load, if necessary.
- Avoid over-stimulation, (such as cafeteria or noisy hallways).
- Avoid re-injury, especially in PE class and crowded hallways/stairs.
- Extra time and quiet location for testing, if needed.
- Provide student with class notes or allow student to audiotape classes.
- Allow student to wear sunglasses to help with light sensitivity, if needed.
- **The school guidance counselor and nurse will communicate on a regular basis with all staff involved in the student’s academic program, as needed.**

SHERBURNE-EARLVILLE CENTRAL SCHOOL

**ATHLETIC DEPARTMENT**

**CONCUSSION MANAGEMENT PROTOCOL**

**I. Pre-Season Protocol for Student Athletes:**

A. All coaches will view the CDC “Heads Up” program (DVD/Video) and will become familiar with the CDC “Heads Up” guidelines for understanding and recognition of the signs and symptoms of a head injury and/or concussion. Coaches must sign a **STATEMENT OF ASSURANCE** that they have reviewed the above information, understand it, and their questions have been answered to their satisfaction.

B. All athletes will view the CDC “Heads Up” program and will receive a printed copy of the CDC “Heads Up” fact sheets for athletes.

C. All parents of athletes will be encouraged to view the CDC “Heads Up” program and will also be given a copy of the CDC “Heads Up” fact sheet for parents. Sherburne-Earlville Central School’s Return-to-Play procedure for concussion in athletes will be attached to the **ATHLETIC INFORMATION FORM**. Parents will sign that they have reviewed it and understand the policy.

D. All potential athletes in contact or collision sports at the Modified, JV and Varsity levels shall take a computerized pre-test of cognitive skills. Sherburne-Earlville Central School currently utilizes the **ImPACT** computerized cognitive test to establish a baseline. That testing will be available only by accessing the ImPact website by authorized school personnel.

**II. Sideline Management of Head Injury/Suspected Concussion:**

A. When a player shows any signs/symptoms of a concussion (utilizing sideline cards), the **first priority is to remove the athlete** from the current practice or game.

B. **The player suspected of having a concussion will not be allowed to return** to the current practice or game, even if symptoms appear to have resolved or the player denies injury or symptoms.

C. **The athlete will not be left alone** at any time.

D. The athlete will be evaluated at intervals by the coach(es), athletic trainer, or school physician.

E. If there are **any signs of deterioration in the athlete’s physical or mental condition, 911 must be called immediately**, and parents notified.

F. Parents must be notified when an athlete is suspected of having a concussion.

G. The athlete suspected of having symptoms of a concussion, but is stable, must be evaluated by the Emergency Department or their Primary Care Provider as soon as possible. Parents must be advised to seek immediate medical care if a concussion is suspected.

H. **An athlete with a witnessed loss of consciousness (LOC) of any duration should not be moved, and 911 called immediately.** Emergency medical personnel will immobilize and spine board the athlete, and transport them immediately to the nearest Emergency Department by emergency vehicle only.

I. **ALWAYS GIVE PARENTS THE OPTION OF EMERGENCY TRANSPORT EVEN IF IT IS NOT FELT TO BE NECESSARY.**



J. Any athlete diagnosed with a concussion **may** be given the ImPACT computerized neurocognitive test, preferably within 48-72 hours following the injury.

K. The ImPACT test **may** be administered, additionally, at intervals at the discretion of the coach, athletic trainer, school nurse, or school physician.

L. A school injury/incident report must be completed within 24 hours following an injury and submitted to the school nurse.

***Physical rest:*** Activities students should avoid include, but are not limited to, the following: contact and collision, high speed intense exercise/sports, high risk for re-injury or impact, and any activity that results in an increased heart rate or increased head pressure.

***Cognitive rest:*** Activities students should avoid, but are not limited to the following: computers, video games, television viewing, texting, reading, writing, studying, homework, taking a test or completing a project, loud music and bright lights.

### **III. Return-to-Play and Return-to Learn-Procedures: (See Appendix A)**

A. The concussed athlete will not be allowed to return to play until medically cleared by a physician. **This must be in writing. The medical director will permit the school nurse of each building to accept a medical clearance for concussion from a private physician.** The student will complete the Return-to-Play procedure as outlined in the Concussion Management Program for Sherburne-Earlville Schools. The school nurse may still defer to the school physician with questions or concerns regarding the clearance.

B. Medical clearance allows the concussed athlete to begin the Six Step Return-To-Play Procedure **only**. The Six Step Return –To-Play Procedure is a policy at Sherburne- Earlville Central School, and is attached.

C. Supervision of the concussed athlete’s Return-To-Play program will be provided by the school nurse, coach(es), athletic trainer, athletic director and the athlete’s physician. The **athlete may need to** see the school nurse daily, until at full play.

D. Progression of the concussed athlete’s Return-To-Play process will be **individualized**, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include:

- Previous history of concussion
- Duration and type of symptoms
- Sport the athlete will return to
- Results of periodic ImPACT testing
- Final decision by primary care provider

E. **No student who is on restricted activities for treatment of a concussion will be required to complete packets of reading or written information in place of physical participation in the physical education program, as cognitive rest is needed.**

F. **Academic accommodations** will be made for the concussed athlete, if necessary, to ensure that the concussed athlete will have a safe and successful return to school. Accommodations may include, but are not limited to:

- Rest breaks, if needed, during the school day in a quiet location.
- Reduced course and work load, if necessary.
- Avoid over-stimulation, (such as cafeteria or noisy hallways).
- Avoid re-injury, especially in PE class and crowded hallways/stairs.
- Extra time and quiet location for testing, if needed.
- Provide student with class notes or allow student to audiotape classes.
- Allow student to wear sunglasses to help with light sensitivity, if needed.
- **The school guidance counselor and nurse will communicate on a regular basis with all staff involved in the student’s academic program, as needed.**



# Initial Concussion Checklist for Students

To be completed by Coach and submitted to Nurse's Office

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Parent/Guardian Phone(s): H \_\_\_\_\_ W \_\_\_\_\_ C \_\_\_\_\_

Sport: \_\_\_\_\_ Date of injury: \_\_\_\_\_ Time of injury: \_\_\_\_\_

Location of event where injury occurred: \_\_\_\_\_

Description/nature of injury: \_\_\_\_\_

## SYMPTOMS OBSERVED OR REPORTED AT TIME OF INJURY

**Please circle Yes or No for each symptom listed below**

|                    |     |    |                        |     |    |
|--------------------|-----|----|------------------------|-----|----|
| Dizziness          | Yes | No | Nausea/Vomiting        | Yes | No |
| Ringing in Ears    | Yes | No | Fatigue/Low Energy     | Yes | No |
| Drowsy/Sleepy      | Yes | No | Feeling "Dazed"        | Yes | No |
| "Don't Feel Right" | Yes | No | Poor Balance/Coord.    | Yes | No |
| Seizure            | Yes | No | Loss of Orientation    | Yes | No |
| Memory Problems    | Yes | No | Sensitivity to Light   | Yes | No |
| Blurred Vision     | Yes | No | Sensitivity to Noise   | Yes | No |
| Vacant Stare?      | Yes | No | Sensitivity to Sound   | Yes | No |
| Glassy Eyed        | Yes | No | Retro Grade Amnesia    | Yes | No |
| Irritability       | Yes | No | Change in Personality  | Yes | No |
| Headache           | Yes | No | Can't recall the event | Yes | No |
| Confusion          | Yes | No |                        |     |    |

Other \_\_\_\_\_

\_\_\_\_\_

Has student sustained a **prior concussion** (circle one)? Yes No Unclear  
(If YES, please indicate date, severity and treatment received) \_\_\_\_\_

Was there any **loss of consciousness**? Yes No Unclear  
(If YES, how long?) \_\_\_\_\_

Does student remember the injury? Yes No Unclear

Does student have an altered state of consciousness after the injury? Yes No Unclear

Were **student's parents/guardians** at sporting event at time of injury? Yes No

If YES, did they assume medical responsibility for their child? Yes No

If NO, were the parents notified? Yes No

If parents/guardians were notified, by whom? \_\_\_\_\_

Additional findings/comments: \_\_\_\_\_

**Final Action Taken:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

## **OTHER INFORMATION**

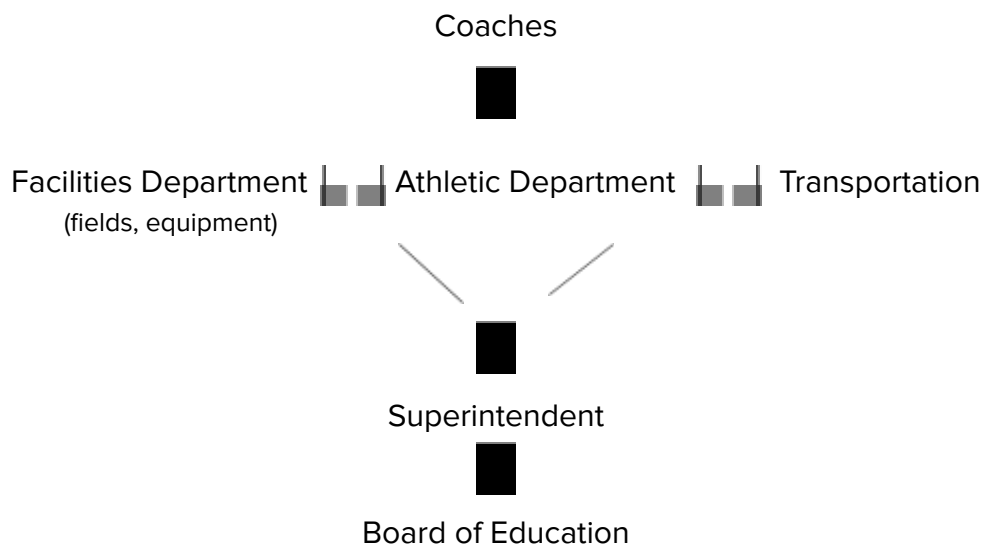
### **Contests on Aktivate**

A majority of Section 3 uses Aktivate formerly Schedule Galaxy for scheduling purposes. You can find athletic schedules by navigating through the SECS D school website. You can click on Athletics, then click on sports schedules. You will see that our school is listed in the upper left-hand side of the screen. Next, you can use the quick toggle to find sport and team. Furthermore, you can use the blue arrows on the outside of the name of the month to navigate to previous months or future months. Finally, I would encourage you to sign up for reminders when changes are made. This will enable you to have accurate information in real time. Additionally, you can get Aktivate as an app on your phone.

### **Communication:**

Please make every effort to communicate with the Athletic Department on a daily basis. As a general rule, when in doubt...ask. At the same time, plan well in advance so that an emergency on your part does not constitute an emergency at our end. The Athletic Department is well aware that extenuating circumstances exist.

- A. Organizational Structure of Athletic Department
- Outlined below is the organizational structure for the Sherburne-Earlville Athletic Program.
  - All decision making, both programmatic and day-to-day, moves through this organizational structure.



B. The chain of communication for those with questions or concerns in relation to the athletic program at Sherburne-Earlville should be completed in the following order:

1. Student-Athlete → Coach → Athletic Director (if necessary) → Superintendent
2. Parent/Guardian & Student-Athlete → Coach → Athletic Director → Superintendent
3. Parent/Guardian → Athletic Director → Superintendent → Board of Education

If you are creating additional rules, regulations, expectations, or any documents not provided by the Athletic Department, they need prior approval from the Athletic Department before distribution. Please make sure that documents sent to the community are academically sound.

If you are going to cancel practice, then please notify the appropriate personnel: High School Office (Becky Tredway: [tredwayr@seonline.org](mailto:tredwayr@seonline.org)), Middle School Office (Penny Jeffrey: [jeffreyp@seonline.org](mailto:jeffreyp@seonline.org)), and then carbon copy Brad Perry: ([perryb@seonline.org](mailto:perryb@seonline.org)) and Kristina Shaw: ([shawk@seonline.org](mailto:shawk@seonline.org)).

If you need to have your team dismissed earlier than the transportation form indicates, then you need to have prior approval from the Athletic Director. Once you have received approval from the Athletic Department, please send an electronic roster of athletes including coaches name to the following Kristina Shaw: [shawk@seonline.org](mailto:shawk@seonline.org) , High School Staff [HSStaff@seonline.org](mailto:HSStaff@seonline.org) and/or Middle School Staff at [MSStaff@seonline.org](mailto:MSStaff@seonline.org).

If you are going to have “cuts” and/or moving student athletes between levels; please let all stakeholders involved know in advance. This means you have discussed this with the Athletic Director prior to removing or moving student-athletes.

Inform the Athletic Department when athlete(s) are added to your roster or are no longer part of the team so that we can maintain an up-to-date roster. Rosters are due one week (7 days) from the start date of your season. Only an electronic version of your roster will be accepted. Rosters become the students “passport” if you will for the entire S-E District.

For coaches who are not in-district, you should frequently check your mailbox, located directly off of the high school office. Many important documents (student discipline referrals, physicals, picture forms, etc) are distributed to you in that location from

numerous sources. Please make every effort to check your mailbox daily. Finally, all paid coaches regardless of teacher coach or non-teacher coach should be using your school email account. It is your last name, first letter of your first name @seonline.org (i.e. [perryb@seonline.org](mailto:perryb@seonline.org)).

**Planning:**

Regardless of the level, as a coach you will be required to submit two weeks worth of practice plans. This is a requirement of all paid coaches. If you are following the direction, vision, mission, curriculum map of the varsity coach you should provide documentation of the drills or skills that you were responsible for.

Due to the various practice times, it is your responsibility to incorporate frequent water breaks. In addition, you must verify the [heat index/wind chill index](#) (Hyperlink) prior to your practice and/or contest. You can do this by going online to <https://www.weatherbug.com>. Prior to your season, related procedures and protocols must be reviewed and followed.

Varsity coaches, please make sure that you attend pre-season and postseason meetings. If you are unable to attend please select one member of your program to represent you. If you need a school vehicle please arrange that with the transportation department.

Finally, please use the Google Drive for Athletics to monitor student academic eligibility and attendance. As well as obtaining any additional important information and documents.

**Security:**

Please make every effort to lock doors when you vacate the building. Please do not prop or wedge doors open. The High School Concession Stand Door (ice room), has a lever on the side of the door that needs to be slid to the down position and the door needs to be pulled hard to lock the door. Please keep in mind that athletes need to be supervised at all times while in this area.

Please reinforce security measures that athletes must take to minimize loss of personal items such as cell phones, equipment, money, etc.

Coaches should be the only individuals accessing the med kit. At the end of the season the keys and med kit need to be returned to the Athletic Department in a neat and organized manner.

Adult supervision is required in the concession stand. Four (4) inches of ice need to remain in the ice machine in order to continue to produce ice.

Finally, make sure each of your athletes has a safe and secure ride by parent or legal guardian before you leave campus. The athletic department will not be calling home to verify notes. This is the responsibility of the coach.

### **Parking:**

Sherburne-Earlville Central School has numerous areas utilized for parking. Please utilize these designated areas for parking, not the lawn/field. The service road that goes from the main parking lot to the weight room is not to be driven on. Please refrain from driving on the service road as students enter and exit from the lower gym at various times throughout the day.

### **Sports Booster Club**

If you would like to donate or support the S-E Sports Boosters program, email John Butzgy at [butzgyj@seonline.org](mailto:butzgyj@seonline.org).

### **ATHLETIC AWARDS**

Coaches can provide their teams with any kind of awards they wish to provide at the end of the season (up to 4 individual awards). Some coaches wish to provide their teams with awards such as, but not limited to, Most Valuable Player, Most Improved Player, Coach's Award, Best Defensive Player..etc.

## **Appendix A**

This is an emergency action plan for after-school practice and events. It is designed to save lives from emergencies, including sudden cardiac arrest (SCA), a leading cause of death among adults and student-athletes.

By having a plan – specifically, STUDENT RESPONSE TEAMS – your team is empowering student athletes to be part of the coordinated response necessary to ensure the best possible outcome to every emergency.

The goal is to save lives by immediately responding to life-threatening emergencies with a simple protocol that includes:

- Calling 911 to alert the Emergency Medical System (EMS)
- Early cardiopulmonary resuscitation (CPR)
- Early use of an Automated External Defibrillator (AED)
- Early transition to EMS

Emergencies go hand-in-hand with an after-school participation, so it is not a matter **if** one will happen, it's a matter of **when**. By having an Emergency Action Plan (EAP) in place for life-threatening events, you are preparing your team to respond immediately to get the help that is needed.

Coaches – you need to complete the following segment of the Emergency Action Plan (EAP) Worksheet.

- Emergency Contacts
- Nearest AED to your practice and event venues
- EMS Access Point for practice and event venues
- Cross Street Intersection for practice and event venues

Coaches – you need to complete the following with your team.

- Discuss the importance of each student's role on the Student Response Team and how it works.
- Assign Students to each role: 911 Call Team, CPR/AED Team, AED Retrieval Team.
- Use the Worksheet as a guide to assign roles, and discuss responsibilities and relevant information.
- Return a copy of your EAP Worksheet to the Director of Athletics. Retain a copy to keep on hand throughout the season.



ANYONE CAN SAVE A LIFE



# Emergency Action Planning Guide

for after-school practices and events



Plan. Learn. Save.

Developed and  
supported by



Minnesota State  
High School League



**Medtronic**  
PHILANTHROPY

Distribution funded by  
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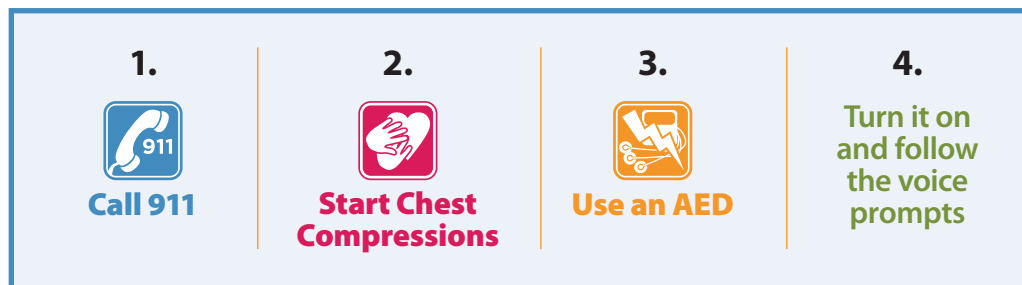
# Sudden Cardiac Arrest Facts

## The Condition

- Almost 400,000 people in the U.S. suffer sudden cardiac arrest (SCA) each year, yet less than 10% survive.
- SCA occurs when the heart suddenly and unexpectedly stops beating.
- At any one time, an estimated 20% of the U.S. population congregates on school grounds, increasing the likelihood of school-based cardiac emergencies.
- In children and adolescents, the causes of SCA are varied and include heart conditions that result from abnormal heart structure or function, primarily electrical abnormalities, and outside factors such as a sudden blow to the chest or drug use.
- Every 3 days a young competitive athlete dies of SCA in the U.S.
- A victim of sudden cardiac arrest will often complain of feeling “faint” or dizzy, usually during or just after exercise. They will rapidly become unconscious and may gasp for breath for a short time.

## The Treatments

- Victims of SCA can be brought back to life by providing chest compressions and early defibrillation with an automated external defibrillator (AED).
- Every second counts. When SCA occurs, chest compressions and the use of an AED need to start immediately.
- Survival rates decrease by 10% with each minute of delay.
- There is a 5- to 6-minute window before death or irreparable brain damage occurs.
- The AED can only help and will only deliver a shock if it is needed.
- The AED is very easy to use. Just turn it on and follow the voice prompts.
- Since anyone might witness a collapse, it is important for all staff members, parents, and athletes to have some general awareness of what sudden cardiac arrest looks like and what the action steps are to help:



# Symptoms and Risk Factors for Sudden Cardiac Arrest

Educating youth about the symptoms and risk factors of sudden cardiac arrest is one way to help prevent it. In more than half of the cases of SCA in youth, death is the first sign of a problem. Young people are often unaware of the risk factors and don't tell adults if they experience the symptoms. They may be frightened, embarrassed, or simply unaware that what they are feeling indicates a potentially fatal condition.

Athletes don't want to jeopardize their playing time, so they may also avoid telling their parents or coaches in hopes that the symptoms will "just go away" on their own. Let student athletes know that if they experience any of the symptoms below, it is crucial to get follow-up care right away with a primary care physician.

## **The symptoms below indicate that SCA may be about to happen:**

- Racing heart, palpitations
- Dizziness or light-headedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

## **The following factors increase risk of SCA:**

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of long QT syndrome, Brugada syndrome, hypertrophic cardiomyopathy, or arrhythmogenic right ventricular dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning, or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs such as cocaine, inhalants, or "recreational" drugs

# “Drop the Dummy” Training Drill Instructions

## Planning the Drill

### When:

Each Coach should conduct a drill once per year per sport. Do not tell the athletes exactly when you will do the drill.

### Who:

The drill will involve:

- Your student responder teams
- Your Athletic Administrator and/or your Athletic Trainer
- An objective observer to “drop the dummy” and fill out the Drill Report Card

### Materials required:

- Manikin with a T-shirt
- AED trainer
- Telephone (unconnected)
- First aid kit
- Real AED in its usual location
- Drill Report Card

## Conducting the Drill

1. Have the objective observer place the manikin on the floor in a visible location sometime during your practice. That person can shout, “Someone has collapsed and they’re not breathing. We need help.”
2. Enlist your response team with the agreed-upon phrase.
3. Your observer will fill out the Drill Report Card, recording the times at which each event occurs.
4. When the real AED arrives, the observer gives them the AED trainer to use, and encourages the Rescuer to carry on as if this were a real cardiac arrest.

## After the Drill

Congratulate everyone and then take a few minutes to go over the Drill Report Card together, checking the times for each action.

1. Ask everyone how they felt about the drill and discuss any concerns.
2. Evaluate the Drill Report Card and see if there are any action steps that need to be taken. Were there any communication problems?
3. If the drill indicates any needed changes, discuss these with your response team and Athletic Administrator, make the changes and communicate them clearly to your team, then plan to have another drill that same season to test the new plan.

# “Drop the Dummy” Drill Report Card

SEASON: \_\_\_\_\_ SPORT: \_\_\_\_\_ COACH RUNNING THE DRILL: \_\_\_\_\_

Time drill started: \_\_\_\_\_

Time drill stopped: \_\_\_\_\_

1. Time victim discovered (Rescuer 1): \_\_\_\_\_
2. Staff member's response (check one):
  - Called for help (vocal): \_\_\_\_\_
  - Called for help (phone): \_\_\_\_\_
  - Assessed victim first, then called for help: \_\_\_\_\_
  - Ran for help: \_\_\_\_\_
  - Other: \_\_\_\_\_
3. Time rescue team arrived on scene: \_\_\_\_\_
4. How many people responded to scene: \_\_\_\_\_
5. Who was contacted by phone: 911, Athletic Director, Athletic Trainer, other? \_\_\_\_\_
6. Time 911 was called: \_\_\_\_\_
7. Time other staff/officials notified: \_\_\_\_\_
8. Did Rescuer direct others to await EMS? \_\_\_\_\_
9. Time AED sent for: \_\_\_\_\_
10. Time CPR started: \_\_\_\_\_
11. CPR started by Rescuer who discovered victim? Yes \_\_\_ No, performed by: \_\_\_\_\_
12. Is the Rescuer doing hard, fast chest compressions, 100 per minute? \_\_\_\_\_
13. Time AED arrived: \_\_\_\_\_
14. Time AED applied to victim: \_\_\_\_\_
15. Who performed AED functions: \_\_\_\_\_
16. Time other school staff arrived: \_\_\_\_\_
17. Time EMS arrived on the scene: \_\_\_\_\_

## QUESTIONS:

What did the Rescuers do right? \_\_\_\_\_

What could the Rescuers do better? \_\_\_\_\_

What was easy to remember to do? \_\_\_\_\_

What was hard to remember to do? \_\_\_\_\_

# Emergency Action Plan Worksheet – Student Response Team

|                     |           |        |
|---------------------|-----------|--------|
| Coach/Advisor Name: | Activity: | Level: |
|---------------------|-----------|--------|

## 1 911 TEAM

| CALL 911                                            |          |        |
|-----------------------------------------------------|----------|--------|
| CALL 911. Explain emergency. Provide location.      |          |        |
|                                                     | PRACTICE | EVENTS |
| Closest Phone                                       |          |        |
| EMS Access Point                                    |          |        |
| Street Intersection                                 |          |        |
| Student 1                                           |          |        |
| Student 2                                           |          |        |
| MEET AMBULANCE at EMS Access Point. Take to victim. |          |        |
|                                                     | PRACTICE | EVENTS |
| Entry Door/Gate                                     |          |        |
| Student 1                                           |          |        |
| Student 2                                           |          |        |
| CALL CONTACTS. Provide location and victim's name.  |          |        |
|                                                     | NAME     | CELL   |
| Athletic Trainer                                    |          |        |
| Athletic AD                                         |          |        |
| Student 1                                           |          |        |
| Student 2                                           |          |        |

## 2 CPR/AED TEAM

| START CPR                                                                                                                                                                                                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ol style="list-style-type: none"> <li>Position person on back.</li> <li>Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast, 100 presses/minute. Let chest completely recoil after each compression.</li> <li>Take turns with other responders as needed</li> </ol>                                                                  |  |
| Coach                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Student 3                                                                                                                                                                                                                                                                                                                                                                                 |  |
| WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS                                                                                                                                                                                                                                                                                                                                     |  |
| <ol style="list-style-type: none"> <li>Remove clothing from chest.</li> <li>Attach electrode pads as directed by voice prompts.</li> <li>Stand clear while AED analyzes heart rhythm.</li> <li>Keep area clear if AED advises a shock.</li> <li>Follow device prompts for further action.</li> <li>After EMS takes over, give AED to Athletic Administrator for data download.</li> </ol> |  |

## 3 AED TEAM

| GET THE AED              |          |        |
|--------------------------|----------|--------|
|                          | PRACTICE | EVENTS |
| Closest AED              |          |        |
| Student 1                |          |        |
| Student 2                |          |        |
| GET THE ATHLETIC TRAINER |          |        |
| Typical location         |          |        |
| Student 1                |          |        |
| Student 2                |          |        |

**CALL 911 for all medical emergencies.**  
**If unresponsive and not breathing normally, begin CPR and get the AED.**

## 4 HEAT STROKE TEAM

|                       | PRACTICE | EVENTS |
|-----------------------|----------|--------|
| Tub Location          |          |        |
| Water Source Location |          |        |
| Ice Source Location   |          |        |
| Ice Towel Location    |          |        |
| Student 1             |          |        |
| Student 2             |          |        |

| PREPARE TUB DAILY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PRACTICE | EVENTS |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |        |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |        |
| <ol style="list-style-type: none"> <li>Remove equipment/excess clothing. Move to shade.</li> <li>Immerse athlete into cold ice water tub, stir water.<br/>*If no tub: cold shower or rotating cold, wet towels over the entire body</li> <li>Monitor vital signs.</li> <li>Cool First, Transport Second.                             <ol style="list-style-type: none"> <li>Cool until rectal temperature reaches 102°F if ATC or MD is available.</li> <li>If no medical staff, cool until EMS arrives.</li> </ol> </li> </ol> |          |        |

# Emergency Summary Form

At the conclusion of a cardiac emergency, the Athletic/Activities Administrator should provide the lead responder with a copy of the emergency summary form. The lead responder must complete and return the form to the administration within 24 hours.

|                                                         |                                    |                                      |
|---------------------------------------------------------|------------------------------------|--------------------------------------|
| Location of event:                                      |                                    |                                      |
| Date of event:                                          |                                    |                                      |
| Time of event:                                          |                                    |                                      |
| Victim's name:                                          |                                    |                                      |
| Was the event witnessed or unwitnessed?                 | <input type="checkbox"/> Witnessed | <input type="checkbox"/> Unwitnessed |
| Name of trained Rescuer(s):                             |                                    |                                      |
| Was 9-1-1 called?                                       | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| If yes, name of 9-1-1 caller:                           |                                    |                                      |
| Where there signs of life at assessment?                | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| Was CPR started before the AED arrived?                 | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| If yes, name(s) of CPR Rescuer(s):                      |                                    |                                      |
| Were shocks administered?                               | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| Total number of shocks?                                 |                                    |                                      |
| Did victim regain a pulse?                              | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| Did victim resume breathing?                            | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| Did victim regain consciousness?                        | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| Was victim transported by the EMS?                      | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| If no, please explain:                                  |                                    |                                      |
| Any problems encountered?                               |                                    |                                      |
| Did the EMS encounter any problems accessing the venue? | <input type="checkbox"/> Yes       | <input type="checkbox"/> No          |
| If yes, please explain:                                 |                                    |                                      |
| Additional comments:                                    |                                    |                                      |
| Name of person completing form:                         |                                    |                                      |