



COACH'S MANUAL

Youth Sports

“Organized youth sports programs are one of the greatest resources available for instilling valuable life skills in youngsters” – *National Alliance for Youth Sports.*

“Making sure these resources are kept.
Positive, Beneficial, and FUN is our Job” –
Williston Recreation & Parks



YOUTH SPORTS - PROGRAM GOALS

1. SAFETY

Nothing is more important than providing a safe playing environment for the player, both physically and emotionally.

HOW TO PUT IT INTO ACTION: Inspect playing areas and equipment, follow the department guidelines for treating injured players, and make your players feel worthy and good about themselves. Involve children in making safety rules and guidelines.

2. POSITIVE COACHING

The way to coach is to build players up, not degrade them. If you want happy children and happy parents, be positive in your actions and comments.

HOW TO PUT IT INTO ACTION: Screaming is out! No one likes to be screamed at, and you will not get the response from a child that you are looking for. Screaming does not motivate children, it scares them. Be positive, find something good the child is doing, and follow that comment with a helpful correction if needed. Give constructive criticism in private; never embarrass a child in front of their peers.

3. SKILL DEVELOPMENT/ LEARNING NEW THINGS

The opportunity to learn new skills and practice already acquired ones. Each child does this at their own pace.

HOW TO PUT IT INTO ACTION: Keep in mind the age group you are coaching, teach first, then coach. Keep players active during practices. Be sure to work in small-sided game experience during practices. Players will revert to old habits in stressful situations, so be sure to practice new skills in game-like conditions.

4. MEET NEW PEOPLE, MAKE NEW FRIENDS

The opportunity to meet and make new friends is important for children to broaden their boundaries beyond their neighborhoods. Recreation sports can provide youngsters with the opportunity to do this.

HOW TO PUT IT INTO ACTION: Recreation Staff put together teams that have a mix of experience; and come from different neighborhoods, different grade levels, and in coed programs a mix of boys and girls. As a coach, you can foster this by having youngsters introduce themselves and use first names on the fields and courts.

5. HAVING FUN

It is recreation. Everyone is looking for something fun to do. Children have lasting memories of fun things.

HOW TO PUT IT INTO ACTION: Remember your own youth sports experience. What stands out for you? The pressure to win and screaming adults or the sandlot play with friends and coaches who were fun and made the sport fun. Remember to keep things low-key and fun. No pressure on you, no pressure on them.

6. EVERYONE PLAYS

The reason children sign up for recreation sports is to play. Everyone wants his or her chance to try and be successful. Playing in the game rewards hard work in practice.

HOW TO PUT IT INTO ACTION: Coaches will need to produce a system of substituting players so that all players receive fair and balanced playing time. Players will also be rotated around into different positions. Recreation programs are designed for children to gain the complete sports experience, not specializing in one sport or position.

COACHING TIPS

Why Do You Coach?

The first step is to examine your own beliefs and values around youth sports and ask yourself the following:

1. Why do I Coach?
2. What are my goals as a coach?
3. Do they support the philosophy of the Recreation Dept.
4. What values do I want the children on my team to transfer beyond the sports experience into their daily lives?
5. In what order of value do I rank winning, personal development, and having fun?
6. What type of people do I want to develop?
7. What is my most important role as a coach?

Developing a Team Philosophy

Discuss with your players the Recreation Philosophy and what their philosophy is, Ask them the following:

1. Why do you want to play on a team in this sport?
2. What are the most important things about playing?
3. What does teamwork mean to you?
4. What are your goals as a player on this team?
5. What does it mean to be a good player?

Coaching Your Children

1. First, examine your motivation. You should be willing to do what is best for your child's development, not to make a star.
2. Some coaches go out of their way to be harder on their children. This does not solve problems-it creates new ones. Treat them the same!
3. Do not compare your child to other players. Let them develop at their rate.
4. Realize your child's teammates may become jealous.
5. Talk with your child about how they feel you are doing. You may be surprised at what they tell you.
6. End practice on the field or court. Do not make the ride home an extension of the practice.

Relating to the Child Athlete

1. There are two basic approaches to influencing athletes.
 - a. Positive Approach- Strengthen desired behaviors by praising or rewarding athletes when they do something well.
 - b. Negative Approach- Eliminates negative behaviors through punishment, criticism, or fear.
2. Coaches use both, but the positive approach is best because it works better and creates an enjoyable atmosphere.
3. The Importance of Reinforcement and Encouragement
 - a. Reinforce desirable behaviors. Be liberal with positive reinforcement.
 - b. Reinforcement can include a pat on the back, a smile, clapping, verbal praise, or a friendly nod.
 - c. Reinforcement will not spoil a child but gives them something to strive for.
 - d. Encouragement is also an important part of the positive approach.
 - e. Encouragement helps to increase a child's natural enthusiasm- Encourage effort, do not demand results.
 - f. Never encourage in a sarcastic or degrading manner.
 - g. Be realistic and base your encouragement on reasonable expectations for the age and ability level.

Gaining Payers' Respect

1. Show your players that you can teach them to develop their skills and that you are willing to make the effort to do so.
2. Be a fair and considerate leader. Show them that you care about them as individuals and that you are glad to be coaching them.

The Positive Sandwich- Reacting to Mistakes

1. Start with a compliment- (Way to hustle! You got to the ball!)
2. Follow this up with the future-oriented corrective instruction- (If you follow the ball after kicking it, you will be in the play)
3. The end with another positive statement- (Hang in there- you are going to get better with practice)

Even Mistakes Can Have a Positive Side

1. Do not punish when things go wrong.
2. Punishment is not just yelling- it can be in the form of disapproval, tone of voice, or actions.
3. Avoid giving corrective instructions in a punitive or hostile manner.

Three Ways Children Learn

1. **Modeling-** Children learn by watching.
 - a. How do you respond to losing? What do you say when the referee makes a bad call?
 - b. Do you say one thing and do another? How do you administer discipline?
 - c. Do you preach sportsmanship yet swear under your breath?
 - d. How you act is more important than what you say.
 - e. Your players are watching every move. If you want to encourage respect, you must model respect.
2. **Dialogue-** Discuss important issues with people they look up to and trust.
 - a. How much time do you spend on conversation with your players? Do you do all the talking?
 - b. Have you created an environment where children are encouraged to share their ideas?
 - c. Do you empower your players, or do you need to be in control?
 - d. Mutual dialogue exercises the mind, encouraging intellectual, social, and moral development.
3. **Rewards-** A third important way of learning is through rewards and consequences.
 - a. What do you reward? Do you subtly treat the better players differently?
 - b. What are your policies and rules? Do you enforce your rules ?
 - c. What values do your rules support?
 - d. When a coach says that swearing is wrong, yet allows the best player to swear, the other players are watching and learning.

Keep it FUN!

Children learn more when they are having fun. Be creative in making practices fun and exciting. Break up skill drills with game-like play. Playing is where children learn the most.

The following general tips may help increase participation and keep it fun for all.

1. All players are required to play. A fair and balanced time is to be provided to all players in games and practices.
2. Do not keep score.
3. Rotate positions.
4. Require that no player can shoot twice consecutively.
5. Require that all players touch the ball before shooting.
6. Equate winning with the best dribbling or best passing.
7. Talk about fun and development.
8. Use small groups in skill practices.

Practice Guidelines

The goals of any practice session, with children of all ages, should be based on having fun, creating success, and generating a team environment. To do this, a coach will need to spend time planning practice sessions but also must be willing to be flexible when necessary. To organize a practice session, think of these keywords:

Safety, Routine, Pacing

- **Safety:** What is your practice area like? Is the surface safe? Are there any factors that may cause injuries to the players? What is the fitness and skill level of the players? Work around any safety issues you may have. Correct anything that you can, either short-term or long-term. Have a safety signal that you and your player's practice. This will always help when you need to get their attention immediately.
- **Routine:** What will the beginning, middle, and end of each practice entail? Will there be running warm-up laps, ball skills, or other activities as the children arrive? What will be your warm-up routine? What will happen during your water breaks? How will the children know that practice has ended? Develop a routine that meets the needs of your players and your coaching needs.
- **Pacing:** Which activities take a lot of effort and running? Which ones rely on observation, listening, and waiting? Which ones are asking the player to focus on something completely new? Alternate these types of drills and activities so that the players are not too tired or asked to be inactive for long periods.

Practice Tips

- **Use Assistants**- If you have volunteers or there are parents staying and watching, put them to work. Give them a small group of players to work with. You can set up stations, explain what is to happen at each, and then use assistants or parents to monitor the stations and players rotate through.
- **Keep Player Active**- Have multiple areas/stations for players to use. The more players performing activities or drills, the less standing around waiting.
- **Pre-Plan**- have a handful of drills and activities ready for each practice. Better to have more than you are going to use.
- **Have fun but take it seriously**- Your goal at each practice is to ensure that every player improves in some way. However, a more important goal should be that no matter what, every player wants to come back next season to play again.

Practice can take on many forms yet should always begin with a warm-up period and stretching. There should also be a short meeting to greet everyone and to communicate practice goals.

Keep these ideas in mind:

- When planning a practice be determined to find ways to have fun.
- Keep everyone moving and involved. Create more than one line of the same drill.
- A drill to practice the new skill that was learned at the last practice (Review)
- Games such as tag, follow the leader, and others can be used for almost any skill.
- Defining boundaries for games and drills by using cones and natural boundaries.
- Stretching and water breaks can be good times to let your team know what is happening next.
- A 12-15-minute game or short-sided games are great ways to apply skills emphasized earlier in practice.
- Cool down and announcements about the next practices or games. This should always be part of the last 5-10 minutes of practice.

A Word About Parents

1. Parent Meeting before the season is a good idea.
2. Topics to be covered in a Parent Meeting:
 - a. Your appreciation of their interest and concern.
 - b. The goals of the program.
 - c. The specific approach you plan to use.
 - d. How they as parents can assist the attainment of the program's goals.
 - e. Your willingness to discuss with them any problems that might arise.
3. Parent's Meeting Agenda
 - a. Welcome & Introductions
 - i. Coach's Background as an athlete, coach, parent, etc.
 - ii. Each parent introduces themselves and who their child is.
 - b. Coaching Philosophy
 - i. Team Values, Playing time, missing practices, etc.
 - c. Goals & Hopes for the Season
 - i. Coaches and then Parents share their Goals and Hopes for players.
 - d. Logistics about the Season
 - i. Schedules, Phone Lists, Emails, Other
 - e. Volunteers
 - i. Snacks, Rides, etc.

A Final Word on Coaching

1. As a coach you give a great deal of time and energy to provide a worthwhile life experience.
2. By putting use, the basic principles in this manual, you can increase the positive impact.
3. Do not underestimate your importance in the personal and athletic growth of children.
4. Strive to make the experience as much fun and personally meaningful for all.
5. Be sure that all players are provided the opportunity to play and practice.
6. You will have lots of fun!

PRACTICE PLAN OUTLINE

| Component | Time | Activity or Drill |
|------------------------|---------------|---|
| Warm-up | 5-10 minutes | Free Practice- till all players arrive. Team Meeting to go over Performance Objectives for practice. Dynamic Stretching- Activities that warm up muscles/players. |
| Review | 10-15 minutes | Skill Builder Activities Review the skills that were taught at the last practice. |
| Teach New Skills | 15-20 minutes | Skill Builders Activities that teach new skills. Players practice toward Performance Objectives. |
| Game-Like Situations | 15 minutes | Combine new and old skills learned into game-like situations. Small-sided scrimmages to practice skills. |
| Cool down/Team Meeting | 5 minutes | Have players pick up equipment. Meet to go over what they learned and when they meet next. |

Performance Objective: (States what you want to accomplish for that practice)

SAMPLE PRACTICE PLAN

1st Practice

Performance Objective: Players will be able to identify teammates and coaches by their first names and will begin to gain a basic understanding of the game.

| | | |
|------------------|-----------|---|
| WARM-UP: | 10 min | Check-In, Free Practice Warm-ups: Slow jog around the field, with and without a ball. |
| REVIEW: | 10 min | Introductions of coaches and players Name Game with passing. |
| TEACH: | 15-20 min | Skill Builder Activities |
| GAME SITUATIONS: | 10-15 min | Positioning, Offense/Defense, Rules |
| COOL DOWN: | 5 min | Coach's Meeting: Get to know your players, go over expectations and Team Rules Detail your Practice Schedule, Hand out information. |

2nd Practice

Performance Objective: Players will progressively learn the skills/techniques needed to succeed through creative/fun skill builders and games.

| | | |
|------------------|-----------|---|
| WARM-UP: | 10 min | Check-In, Free Practice Warm-ups: Slow jog around the field, with and without a ball. |
| REVIEW: | 10 min | Review names, and review Skills from the last practice. Add a new twist/variation to previously taught skill builders. |
| TEACH: | 15-20 min | New Skill taught Choose a skill and make that the theme for the night. |
| GAME SITUATIONS: | 10-15 min | Review positioning, offense/defense, start to incorporate skills taught into the games, Rules. |
| COOL DOWN: | 5 min | Coach's Meeting: Cool down and hand out info Review schedule. |

CODE OF ETHICS/CONDUCT VIOLATION

Discipline Procedure

The health and safety of all players, coaches, and volunteers is of paramount importance to the Recreation Department. Players should feel that every program is a safe and positive experience and should not be fearful of other players, coaches, or volunteers. Coaches and volunteers working in recreation programs must understand that their actions and behaviors influence and shape how the players behave. Coaches and volunteers must have the patience, understanding, and capacity to work with all children, parents, and league officials.

To that end, the Recreation Department has established the Youth Sports Mission, Philosophy, and Values. It is expected that all coaches and volunteers agree to, adhere to, and promote the mission, philosophy, and values of youth sports. Failure to adhere to it warrants investigation to understand the violation and action to establish an appropriate disciplinary response.

The Recreation Department has established the following procedures for dealing with violations of the Youth Sports Mission and Program Philosophy. These procedures provide a fair and even-handed approach so that all coaches and volunteers are treated consistently under similar circumstances. This includes the procedures for evaluating an incident, including the criteria with which to measure the severity of the violation, and the possible options that may be taken, depending on the outcome of the evaluation.

Evaluating the severity of an incident

Several factors must be considered when determining the severity of an incident and what, if any, action needs to be taken. The criteria must be applied on a case-by-case basis.

1. Type and severity of offense/incident

Is the offense procedural in nature, such as coach or volunteer not following proper policy or protocol? Did a coach or volunteer act inappropriately? Was a coach or volunteer threatening or endangering the health or welfare of a player, another coach, spectator, official, or family member?

2. Experience level of coach or volunteer

Are the coaches or volunteers new in their position and still learning and understanding the Youth Sports Mission, Philosophy, and Values? Is the coach or volunteer an experienced participant in Recreation programs and familiar with the Youth Sports Mission, Philosophy, and Values?

3. Repeat Offenses

Have there been multiple violations of a similar nature or is the incident isolated?

4. Documentation

Have the incidents been witnessed by parents, players, coaches, officials, Recreation staff, or a Williston Recreation & Parks Committee member? Have complaints been submitted in writing? Documented by staff?

Response Options

The Recreation Department has developed multiple options that can be used according to the results of the above evaluation.

The following list allows for several actions, in no order. Depending on the facts, The Recreation Department may immediately move to suspend or expel a coach or volunteer or take other action deemed necessary to protect all its participants, volunteers, and staff. The final decision on the violation and the required response will be discussed with the Recreation & Parks Committee. Regardless of the response the affected coach or volunteer will be notified in writing as soon as possible.

1. Warning

Provide a warning identifying the mission statement violation. Offer guidance in adherence to the program policy.

2. Allow participation on a probationary basis.

This provides the opportunity to review conduct on a systematic basis and to make any necessary changes. The coach or volunteer should be informed from the outset that participation is conditional upon continued satisfactory behavior, what the probationary period is, and the system for review.

3. Suspend Temporarily

A temporary suspension for a defined period may be the best solution depending on the seriousness of the behavior, in which case the Recreation Department makes clear to the coach or volunteer what steps must be taken for reinstatement, including when the review will take place, by whom, and what factors will be considered.

4. Expel from or deny participation.

Repeated and willful violations of the Youth Sports Mission, Philosophy, and Values will result in the dismissal of a coach or volunteer from their duties with the Recreation Department. Behavior or conduct that threatens or endangers a program participant, another coach, spectator, official, or family member will result in the immediate dismissal of a coach or volunteer.

5. Contact the Authorities

The Williston Recreation Department requires all volunteers and employees to report known or suspected child abuse to the child protective agency. Behavior or conduct that harms a participant, another coach, spectator, official, or family member will result in reporting to the proper authorities.

Appeal of Response

The coach or volunteer may appeal to the Williston Recreation & Parks Committee.

PREVENTION OF CHILD ABUSE

The purpose of this section is to initiate an atmosphere in which to protect children from abusive behavior. This section is also intended to protect coaches from the accusation of impropriety or the suggestion of impropriety. If you are aware of coaches who are not heeding these guidelines, you are required to speak with the director immediately.

- A coach may not be alone with a child in an area or location where other people, parents, or coaches cannot observe them.
- Coaches will not initiate contact with or accept supervisory responsibility for children outside of the practices or games.
- Coaches' behavior or disciplinary actions with children will avoid all abusive actions. Constructive methods must be used for maintaining group control and managing individual behavior. Corporal punishment and other humiliating or frightening techniques are prohibited. Punishment must not be associated with food, rest, isolation, or bathroom privileges.
- Coaches may not *initiate* physical contact such as hugs.
- Coaches may not touch a child in any location that is uncomfortable for a child or, as a rule of thumb, any part of their body that would be covered by a swimsuit.
- Coaches are strongly advised to discourage "lap sitting" and "piggyback rides." What you do for one you have to do for all.

Required Protective Measures

This section outlines specific measures that coaches are expected to take to protect children. These **MUST** always be followed.

- Children are never to be left alone under any circumstances. Children will not be left unsupervised apart from using an on-site bathroom, which should ALWAYS be done with "Buddy," another child.
- When using public restroom facilities, a coach must always check the facility for safety first. Children will **NEVER** be left unsupervised in a public restroom, shower, or locker room facility.
- Under no circumstances will coaches release a child to anyone other than the authorized parent, guardian, or an individual authorized by parents in writing or verbally.
- Coaches will not allow strangers to have contact with children. Suspicious individuals will be reported to the authorities as soon as possible.
- Children are not to be left unsupervised with outside personnel. A coach must always be present when outside personnel are present.

Sexual Abuse

Coaches need to be sensitive to everyone's personal needs, comfort levels, and preferences. For instance, not everyone wants to be touched.

Sexual child abuse is defined as any form of sexual contact, molestation, or harassment. Such abuse can occur with or without physical contact, such as an instance of obscene phone calls, indecent exposure, texting or sexting, the pornographic use of children, or contributing to the moral degradation of a child through verbal, written, or visual imagery which is considered sexually offensive.

All forms of child sexual abuse, are prohibited and will be subjected to the following measures:

- Any coach who observes or has reasonable reason to believe that child sexual abuse has occurred must report the incident directly and immediately to the Recreation and Parks Director or the Dept of Children and Families.
- Whether the alleged incident occurred on or off property, it will be considered job-related due to the youth-serving characteristic of the program.
- If the alleged incident involves another coach, that person(s) shall be immediately removed from further contact with children.
- Anyone accused of abuse is always considered "Innocent until proven guilty."
- Reinstatement of the alleged perpetrator shall occur only after allegations have been thoroughly investigated and cleared to the satisfaction of the Recreation & Parks Department.
- The Recreation & Parks Dept will report all incidents of alleged child abuse to the Williston Police and Department of Children and Families.

All information related to the alleged incident(s) shall be treated with a high degree of sensitivity and confidentiality.

Mandatory Reporting

- Youth sports volunteer coaches are recognized as Mandatory Reporters of child abuse under state and federal guidelines.
- The Williston Recreation Department requires all volunteer coaches to report known or suspected child abuse.
- Reasonable suspicion means that it is objectively reasonable for a person to entertain such a suspicion, drawing when appropriate, on his or her training and experience, to suspect child abuse.
- Youth sports volunteer coaches have an absolute duty to report any suspicion of child abuse, molestation, or sexual misconduct to the proper authorities.
- The Department of Children and Families will determine the accuracy of the report.
- Failure to report is grounds for removal from the program and may be grounds for criminal action.

CONCUSSION/BRAIN INJURY MANAGEMENT PROTOCOL

(Effective September 2018 for all activities)

The Williston Recreation and Parks Department is concerned about protecting the health and safety of participants during department-sponsored activities. Therefore, the following protocol will go into effect in September 2018 for all activities (athletic and non-athletic) sponsored by the Williston Recreation and Parks Department.

Student safety is the Department's primary concern. **It is expected** that everyone connected with an event- coaches, officials, program staff, and parents -- shares responsibility in identifying any student displaying the symptoms of a concussion and/or brain injury. However, while **it is not expected** that the official, coach, or staff member will determine that a concussion/brain injury has occurred, it is their responsibility to remove a student from the event, as outlined in the procedure below, if the student shows signs or symptoms listed at the bottom of this page.

The following procedure will be followed (please note steps 1-3 refer to the same day an injury or potential injury occurred, and step 4 applies the following day):

1. When a coach, official, staff member, or parent suspects a student of having a concussion/brain injury, the student will be removed from participating in the event (removed from the field or court in an athletic situation or removed from the activity in a non-athletic situation).
2. Once removed from an event, the student with a suspected concussion/brain injury may only re-enter the event after examination and with approval by one of the qualified medical professionals listed below.
3. For a student to "return to play" (RTP) on the **same day**, a *Concussion/Brain Injury Return to Play Permission Form* must be signed by the medical professional who has ruled out that a concussion occurred. A student who has been removed for suspected concussion/brain injury may not RTP on the same day without being evaluated and cleared by an appropriate medical professional. If no medical professional is present, then the student may not be RTP.
4. If the medical professional determines that the student **may not RTP that day**, the student will need to have the *Concussion/Brain Injury Return to Play Permission Form* signed by an evaluating medical professional *and* a parent signature will also be required before the child's can rejoin the team.

Qualified Medical Professional: For this policy, an approved medical professional means one of the following (who are assumed to have proper licenses and certifications and are trained in identifying and treating concussions/head injuries). If none of these medical professionals are present and a concussion/brain injury is suspected, then the student should be sent for medical treatment. *RTP must not occur for any reason until approved medical clearance is obtained.*

- | | | |
|-------------------------------|-----------------------------------|--|
| 1. Licensed Physician | 3. Licensed Physician's Assistant | 5. Registered Nurse Practitioner |
| 2. Certified Athletic Trainer | 4. Registered Nurse | 6. Board Certified Sports Physical Therapist |

Signs of a Concussion:

| | | |
|--------------------------|---|---|
| Appears dazed or stunned | Confused about assignments or positions | Unsure of the game, forgets directions |
| Moves clumsily | Cannot recall events after hit or fall | Cannot recall events before hit or fall |
| Answers questions slowly | Shows mood, behavior, or other changes | Loses consciousness |

Symptoms of a Concussion/Brain Injury:

| | | |
|------------------------------------|--|-----------------------------------|
| Headache or "pressure" in the head | Nausea or vomiting | Balance problems or dizziness |
| Double or blurry vision | Feeling sluggish, hazy, foggy, or groggy | Sensitivity to light and/or noise |
| Concentration or memory problems | Not "feeling right" or "feeling down" | Confusion |

Signs Observed by Coach

- Appears dazed or stunned.
- Is confused about assignment or position.
- Forgets an instruction.
- Is unsure of game, score, or opponent.
- Moves clumsily.
- Answers questions slowly
- Loses consciousness (even briefly)
- Show mood, behavior, or personality changes.
- Cannot recall events prior to hit or fall.
- Cannot recall events after hit of fall.

Symptoms Reported by Athlete

- Headache or pressure in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not feeling right or is feeling down.

EMERGENCY ACTION PLAN FOR YOUTH SPORTS

TO CALL AN AMBULANCE- DIAL 911

WHEN TO CALL 911:

All serious injuries, breaks, any loss of consciousness, or if a child says they cannot move.

If parents are at practice or a game, have them come over and talk with their child. They will know their child's pain level and history better.

CONCUSSION/BRAIN INJURY

If you suspect a child has suffered a concussion, take them out of the game or practice and have their parents come over and check them with you. Do not put a child back in if you suspect any of the following:

WHEN YOU CALL 911:

1. Give your name.
2. Give the location of the injured player.
3. Describe the injury.
4. Stay on the line.
5. Send someone out to meet the ambulance.

FACILITY INFORMATION:

| <u>FACILITY</u> | <u>ADDRESS</u> | <u>LOCATION OF PHONE</u> |
|----------------------------|------------------------|--------------------------|
| Williston Central School | 195 Central School Dr. | Lobby- dial 9. |
| Allen Brook School | 497 Talcott Rd. | Main Office |
| Williston Community Park | 250 Library Lane | No Phone |
| Allen Brook Community Park | 497 Talcott Rd. | No Phone |

FIRST-AID KITS:

| | |
|-----------------|--|
| Indoor Sports- | There is a First-Aid Kit in each of the carts at the schools. |
| Outdoor Sports- | First Aid Kits are given to each team as part of their equipment bag. |
| Away Games- | First Aid Kits are given to each team as part of their away equipment bag. |

FORMS:

Accident Reports

An accident report must be filled out for any injuries that occur that require anything more than a Band-Aid. The report should remain with the coach and a call to the Recreation Dept needs to be made to make them aware of the accident and report. If anything, serious, an ambulance should be called, and the parents and Recreation Department notified.

Concussion/Brain Injury Return to Play Permission Form

Forms must be given to the parents of a player that you suspect has suffered a concussion. Players are not allowed to practice or play until the form is filled out and returned to the coach. Please follow all restrictions and dates on the form.

SAFETY GUIDELINES:

Safety must be your number one priority. Everyone must look for potential hazards and work to eliminate them.

- Make inspections of your facilities, equipment, and the arrangement of your activity areas to prevent accidents.
- Inspect all areas before and after activities.
- Fix all faulty and hazardous conditions immediately. If this is not possible, close the area until it is repaired.
- Teach the children to be aware and to report all broken or hazardous equipment to you.
- Guidelines should be established for each sport and clearly explained to the participants before the start of practice or games.
- Guidelines for the proper use of equipment should be explained to all participants.
- Be sure to enforce all rules when necessary, do not neglect any potential accidents.

DEVELOP HAZARD EYES:

Appropriate actions in dealing with hazards are critical. Enter all situations or areas with open eyes for hazards. This includes physical objects and behaviors and emotional and self-esteem issues.

ACCIDENTS:

Accidents are sometimes unavoidable but can be reduced with proper supervision. All areas to be used should be inspected before their use. Children should be closely supervised during the activity and hazards watched for. Do not allow horseplay or rules to be broken. Be consistent!

EMERGENCIES:

It is recognized that it is impossible to consider every type of emergency. You will have to call upon your common sense when an emergency occurs. The following are designed to help cope with some of the kinds of emergencies that may occur.

- The role of the coach is essential to maintain a sense of calm while determining the best course of action.
- Patients should not be moved in many instances, and 9-1-1 must be called immediately.
- Do not exaggerate symptoms or make diagnoses. Report the nature of the emergency and consider the effects upon both the patient and the other participants on the scene.
- Report all emergencies immediately. Do not wait until an activity is concluded.
- Report all bee stings and puncture wounds immediately. These must be examined and observed.
- In the event of an accident, an accident report must be filled out, specifying significant information related to the accident.

Life-Threatening Emergency:

In the event of an accident or a life-threatening emergency:

- EMS will be called.
- A coach certified in CPR and First Aid will check the victim and administer the appropriate care.
- A coach will always stay with the child.
- Other parents will remove all uninjured children from the area and supervise them.
- Emergency medical care is to be provided by the following: Williston Fire & Rescue and emergency room physician.
- The coach must complete the Accident Report immediately and forward it to the Recreation Department.

MINOR ILLNESS:

In the event of illness, such as stomachache, headache, general aches, and pains, the coach should bring the child to their parent.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN:

Coaches should not handle any body fluids (use universal precautions- use gloves). Cleaning supplies and first aid kits will always have rubber gloves included. If an injury or illness occurs send for assistance. Whenever possible let the person care for themselves by holding bloody bandages and wiping blood whenever possible. If assistance is required always use rubber gloves when one risks, contact with body fluids. Any exposure must be reported within 24 hours.

FIRST AID:

Only routine medical care is provided in the event of illness and minor injuries. All first aid supplies will be stored in a convenient location available to all coaches. Each coach is encouraged to carry with them rubber gloves and gauze pads in the event of an injury resulting in severe bleeding so that it can be treated immediately. The use of gloves and universal precautions will always be followed.

For Children with Reported Allergies:

- Give appropriate treatment.
- Notify EMS, or parents depending on the severity of the allergic reaction.

Bites & Bee Stings:

If a child is bitten or stung by an insect the coach should do the following: Remove the stinger with tweezers, if possible.

- Spray with antiseptic.
- ***Observe the child for unusual swelling or other allergic reactions.***
- Notify parents of bee sting and what was done for the child.
- Be prepared to call 911 in case the child has a severe allergic reaction.

Minor Cuts & Abrasions:

- Wear gloves.
- Apply pressure with clean gauze.
- Elevate the wound unless a broken bone is suspected.
- Maintain pressure until the bleeding stops.
- Wash wounds well with soap and water.
- Spray the area with antiseptic and use a band-aid if needed.

- Dispose of waste in appropriate containers. Wash your hands with soap and warm water.
- Advise parents of cut/abrasion and what was done for the child.

Bleeding Cuts:

- Wear gloves.
- Apply direct pressure with clean gauze.
- If bleeding continues apply more gauze without removing the original gauze.
- Elevate the wound when no broken bones are suspected.
- Maintain pressure until the bleeding stops.
- If the bleeding is not severe, check to see if the bleeding has stopped.
- If the bleeding stops wash the wound well with soap and water, and rinse.
- Put a clean, dry bandage on an open wound.
- If the bleeding starts again repeat the direct pressure and elevate.
- Dispose of waste in appropriate containers.
- Wash your hands.
- Notify parents.
- Call 911 if the bleeding does not stop.
- Treat for shock.

Bruises:

- Apply a cold compress to reduce pain and swelling.
- Elevate the injured area unless a broken bone is suspected.

Burns:

- Cool the burned area by flushing it with cool running water or cover the burned area with a towel soaked with cold water.
- Cover burns with loose wet sterile dressing.
- Call 911 for severe burns on the face, hands, feet, or genitals; or burns with blisters more than one inch wide.
- Notify parents.

Choking:

- For a conscious child – Ask: Are you choking?
- Shout for help if a child cannot speak, cough, or breathe.
- Call 911.
- Do abdominal thrusts until the object comes out or if the child becomes unconscious.
- If unconscious, lower the child to the floor and look for the object in the throat.
- Grasp the tongue and lower jaw to lift and open the mouth.
- If you see the object do a finger sweep.
- If not, a certified person should perform thrusts and rescue breathing.
- EMS is to be notified.
- Notify parents.

EXTREME HEAT PREVENTING AND IDENTIFYING HEAT-RELATED ILLNESS

The Centers for Disease Control and Prevention (CDC) defines extreme heat as, "temperatures that are substantially hotter and/or more humid than average for a location at that time of year. Children, physically active children, are at a higher risk for heat-related illnesses." The CDC offers these tips to help ward off heat-related illnesses:

Drink Plenty of Fluids- When the weather is especially hot, increasing fluid intake is essential, regardless of your activity level. During heavy exercise in a hot environment, drink two to four glasses (16–32 ounces) of cool fluids each hour. This does not include liquids that contain large amounts of sugar. Also, avoid very cold drinks because they can cause stomach cramps.

Wear Appropriate Clothing and Sunscreen- Lightweight, light-colored, loose-fitting clothing is ideal. Sunburn affects the body's ability to cool itself and causes a loss of body fluids. It also causes pain and damages the skin. When outdoors, wear SPF 15 or higher (the most effective products say "broad spectrum" or "UVA/UVB protection") 30 minutes before going out. Continue to reapply it according to the package directions.

Use Common Sense- Remember to keep cool and use common sense:

- Avoid hot foods and heavy meals- they add heat to the body.
- Drink plenty of fluids.
- Dress in cool, loose clothing.
- Limit sun exposure during midday hours and in places of potential severe exposure such as beaches.

Warning Signs and Symptoms of Heat-Related Illness

- **Heat Rash-** Heat Rash is a skin irritation caused by excessive sweating during hot, humid weather. The heat rash looks like a red cluster of pimples or small blisters. It is more likely to occur on the neck and upper chest, in the groin, under the breasts, and in elbow creases.
- **Heat Cramps-** Heat cramps usually affect those who sweat a lot during strenuous activity. This sweating depletes the body's salt and moisture levels. Low salt levels in muscles cause painful cramps. Heat cramps may also be a symptom of heat exhaustion. Muscle pain or spasms are usually in the abdomen, arms, or legs.

Care- Have the child stop the activity and rest in a cool area. Stretch the cramped muscle. If the child is responsive and not nauseated, provide water.

Heat Exhaustion- Heat exhaustion is the body's response to an excessive loss of water and salt, usually through excessive sweating. Those most prone to heat exhaustion are those who are elderly, have high blood pressure, and those working in a hot environment. Heavy sweating, weakness, cold/pale/clammy skin, fast and weak pulse, nausea and/or vomiting, fainting.

Care- Have the child stop the activity and rest in a cool area. Remove any excess or tight clothing. If the child is responsive and not nauseated provide water. Have the child lie down. Apply cool packs to the armpits and to the crease where the legs attach to the pelvis. Seek medical care if conditions do not improve within 30 minutes.

Heat Stroke- Heat Stroke is the most serious heat-related disorder. It occurs when the body becomes unable to control its temperature: the body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. When heat stroke occurs, the body temperature can rise to 106° F or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not given. Body temperature above 103° F, hot/red dry or moist skin, rapid and strong pulse, unconsciousness.

Care- Call 9-1-1. Cool the child immediately by whatever means possible, cool, wet towels to the head and body accompanied by fanning and or cold packs against the armpits, sides of neck, and groin. If unresponsive and not breathing start CPR.

LIGHTNING SAFETY FOR OUTDOOR SPORTS

Each year, about 400 children and adults in the U.S. are struck by lightning while working outside at sports events, on the beach, mountain climbing, mowing the lawn, or during other outdoor activities. About 80 people are killed and several hundred more are left to cope with permanent disabilities. Many of these tragedies can be avoided. Finishing the game, getting a tan, or completing a work shift is not worth death or crippling injury.

- All thunderstorms produce lightning and are dangerous. Lightning kills more people each year than tornadoes.
- Lightning often strikes as far as 10 miles away from any rainfall. Many deaths from lightning occur ahead of the storm because people try wait to until the last minute before seeking shelter.
- You are in danger of lightning if you can hear thunder. If you can hear thunder, lightning is close enough that it could strike your location at any moment.
- Lightning injuries can lead to permanent disabilities or death. On average, 20% of strike victims die; 70% of survivors suffer serious long-term effects.
- Look for dark cloud bases and increasing wind. Every flash of lightning is dangerous, even the first. Head to safety before that first flash. If you hear thunder, head to safety!
- Blue Skies and Lightning. Lightning can travel sideways for up to 10 miles. Even when the sky looks blue and clear, be cautious. If you hear thunder, take cover. At least 10% of lightning occurs without visible clouds in the sky.

The Single Most Dangerous Place

Outdoors is the most dangerous place to be during a lightning storm. When lightning is seen or thunder is heard, or when dark clouds are observed, quickly move indoors or into a hard-topped vehicle and remain there until well after the lightning storm ends. Listen to forecasts and warnings through NOAA Weather Radio or your local TV and radio stations. If lightning is forecast, plan an alternate activity, or know where you can take cover quickly.

The U.S. lightning season is summer, but lightning can strike year-round! The Fourth of July is historically one of the deadliest times of the year for lightning. In summer, more people are outside, on the beach, golf course, mountains, or ball fields. Outdoor jobs such as construction and agriculture, and outdoor chores such as lawn mowing or house painting are at their peak, putting those involved in danger.

Lightning Safety Procedures

For organized outdoor activities, the Recreation Department has a lightning safety plan, and this plan must be followed without exception. The plan gives clear and specific safety guidelines to eliminate errors in judgment. The PLAN answers the following questions.

- When should activities be stopped? Where should people go for safety? When should activities be resumed? Who should monitor the weather and who is responsible for deciding to stop activities? What should be done if someone is struck by lightning?

When should activities be stopped?

The sooner that activities are stopped, and people get to a safe place, the greater the level of safety. In general, a significant lightning threat extends outward from the base of a thunderstorm cloud about 6 to 10 miles. Therefore, people should move to a safe place when a thunderstorm is 6 to 10 miles away. This should also account for the time it will take for everyone to get to safety. Here are some criteria that could be used to halt activities.

1. If lightning is observed. The ability to see lightning varies depending on the time of day, weather conditions, and obstructions such as trees, mountains, etc. In clear air, and especially at night, lightning can be seen from storms more than 10 miles away if obstructions do not limit the view of the thunderstorm.
2. If thunder is heard. Thunder can usually be heard for about 10 miles if there is no background noise. Traffic, wind, and precipitation may limit the ability to hear thunder to less than 10 miles. If you hear thunder, though, it is a safe bet that the storm is within ten miles.
3. Activities should be halted if the sky looks threatening. Thunderstorms can develop directly overhead, and some storms may develop lightning just as they move into an area.

When should activities be resumed?

Because electrical charges can linger in clouds after a thunderstorm has passed, experts agree that people should wait at least 30 minutes after the storm before resuming activities.

Who should monitor the weather and who is responsible for deciding to stop activities?

The supervisor in charge of the activity will serve as the "lightning monitor." The 'lightning monitor' should not be the coach, umpire, or referee, as they are not able to devote the attention needed to adequately monitor conditions. The 'lightning monitor' knows the plan's guidelines and is empowered to ensure that those guidelines are followed.

Safety Rules

1. Postpone activities promptly. Do not wait for it to rain. Many people take shelter from the rain, but most people struck by lightning are not in the rain! Go quickly inside a completely enclosed building, not a carport, open garage, or covered patio. If no enclosed building is convenient, get inside a hard-topped all-metal vehicle.
2. Be the lowest point. Lightning hits the tallest object. In the mountains, if you are above the tree line, you ARE the highest object around. Quickly get below the tree line and get into a grove of small trees. Do not be the second tallest object during a lightning storm! Crouch down if you are in an exposed area.
3. Keep an eye on the sky. Look for darkening skies, flashes of lightning, or increasing wind, which may be signs of an approaching thunderstorm.
4. Listen for the sound of thunder. If you can hear thunder, go to a safe shelter immediately.
5. If you see or hear a thunderstorm coming or your hair stands on end, immediately suspend your game, or practice and instruct everyone to go inside a sturdy building or car. Sturdy buildings are the safest place to be. Avoid sheds, picnic shelters, baseball dugouts, and bleachers. If no sturdy building is nearby, a hard-top vehicle with windows closed will offer some protection. The steel frame of the vehicle provides some protection if you are not touching metal.
6. Listen to NOAA Weather Radio. Coaches and other leaders should listen for a tone-alert feature during practice sessions and games.
7. If you cannot get to a shelter, stay away from trees. If there is no shelter, crouch in the open, keeping twice as far away from a tree as it is tall.
8. Avoid leaning against vehicles. Get off bicycles and motorcycles.
9. Get out of the water. It is a great conductor of electricity. Stay off the beach and out of small boats or canoes. If caught in a boat, crouch down in the center of the boat away from metal hardware. Swimming, wading, snorkeling, and scuba diving are NOT safe. Lightning can strike the water and travel some distance beneath and away from its point of contact. Do not stand in puddles of water, even if wearing rubber boots.
10. Avoid metal! Drop metal backpacks, stay away from clotheslines, fences, exposed sheds, and electrically conductive elevated objects. Do not hold on to metal items such as golf clubs, fishing rods, tennis rackets, or tools. Large metal objects can conduct lightning. Small metal objects can cause burns.
11. Move away from a group of people. Stay several yards away from other people. Do not share a bleacher bench or huddle in a group.

What to do if someone is struck by lightning:

- Call for help. Call 9-1-1 or your local ambulance service. Get medical attention as quickly as possible.
- Give first aid. If the victim has stopped breathing, begin rescue breathing. If the heart has stopped beating, a trained person should give CPR. If the person has a pulse and is breathing, address any other injuries.
- Check for burns in two places. The injured person has received an electric shock and may be burned. Being struck by lightning can also cause nervous system damage, broken bones, and loss of hearing or eyesight. People struck by lightning carry no electrical charge that can shock other people. You can examine them without risk.

Stay Informed About the Storm

Listen to NOAA Weather Radio or local media for the latest severe thunderstorm WATCHES and WARNINGS. Severe thunderstorms are those storms with winds more than 58 mph or hail larger than 3/4 inches in diameter. When conditions are favorable for severe weather to develop, a severe thunderstorm WATCH is issued.

Weather Service personnel use information from weather radar, satellite, lightning detection, spotters, and other sources to issue severe thunderstorm WARNINGS for areas where severe weather is imminent. Remember, however, that ALL thunderstorms produce deadly lightning.

For more information visit the National Weather Service website at <http://www.lightningsafety.noaa.gov/>