

**National Interscholastic Athletic  
Administrators Association**

**Quality Program Award**



**Application Guidelines  
And  
Assessment Rubrics**

The NIAAA Quality Program Awards initiative presents an opportunity to recognize outstanding high school athletics program at the NIAAA “Exemplary” level. The recognition level should be viewed as a current assessment of a local athletic program but not a final outcome. The assessment criteria should be thought of as a set of suggestions to enhance the planning efforts for a high school athletic program. Administrators are encouraged to pursue improvement in as many of the ten categories as possible and to strive for NIAAA Program Recognition.

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## **Quality Program Award (QPA) Glossary**

1. **QP Applicant** - Any individual high school whose athletic administrator has made use of Quality Program Assessment materials provided by NIAAA for local program assessment, planning and goal setting. Pursuant to this assessment, the applicant school may also apply for recognition of the local athletic program at the “Exemplary” level of excellence. **The athletic administrator of the applicant school must be a member in good standing of the National Interscholastic Athletic Administrators Association and their respective state athletic administrator association. The applicant must have the endorsement of the school superintendent or senior executive of schools and building principal. QP applicant must have completed Leadership Training Institute Course 799.**
2. **Assessment** - A voluntary, self-diagnostic assessment that may be used to compare the current status of a high school athletic program to ten categories of quality standards that are suggested by NIAAA. The primary goal of the NIAAA Quality Program Award (QPA) model is to encourage measurement, planning and goal setting aimed at continuous improvement of the local school athletic program. An NIAAA QPA assessment instrument is a part of this document and has also been provided electronically on the LTC 799 course CD.
3. **QP Awards** - Schools are recognized by the NIAAA for program excellence as a result of assessment, planning, goal setting and implementation of improvement plans. By meeting certain suggested standards within the NIAAA Quality Program Award assessment protocol, a recognition level of excellence may be granted with appropriate local and national publicity and commendation. The level of QPA Excellence is referred to as:
  - a. Exemplary Program Excellence
4. **QP Category** - Ten comprehensive categories of suggested practices are provided to facilitate local athletic program assessment. These categories are intended to guide the daily management and supervision of the interscholastic athletic program while giving direction to immediate and long range planning efforts in specific operational areas.
5. **QP Documentation** - Electronic copies of local policies, procedures, memorandums of understanding, course rosters, handbooks, manuals (tables of contents), warnings, safety checklists and site-specific EMS telephone scripts, etc are examples of valid documentation. This evidence is submitted with a school’s NIAAA Quality Program Award application. These documents provide evidence of currently implemented policies and procedures that comport with the suggested procedures, policies and practices identified in each of the ten Quality Program Award categories.
6. **Quality Program** - A core value of NIAAA is to enhance the educational experiences of students who participate in education based United States middle school and high school athletic programs through comprehensive assessment, planning and ongoing improvement(s) in **program quality**.

7. **Quality Program Award Coordinator (QPAC)** - An employee of NIAAA who has responsibility to administrate the program. Responsibilities include (a) recruit Quality Program Reviewers in accordance with qualifications set forth by NIAAA; (b) field and answer questions from school athletic administrators and Quality Program Reviewers (QPRs); (c) communicate with applicants as to the status of application.

8. **Quality Program Reviewer (QPR)** - An experienced, athletic administrator (may be currently-employed or retired) who holds a minimum CAA designation and also meets other identified experience and educational standards. QPR's volunteer their services and expertise to conduct assessments of submitted award applications and related documentation.

9. **Rubric** - Indicator of a specific program, practice or policy that clearly illustrates to reviewers how a school comports with one or more of the suggestions contained in the ten QP Categories.

# NIAAA Quality Program Award Evidence-Based Documentation

## Premise

The National Interscholastic Athletic Administrators Association (NIAAA) has developed a suggested set of measurement criteria that local high school athletic administrators may use to assess the current status of their athletic program. For this purpose, a panel of NIAAA professionals who have extensive experience in high school athletic administration has identified ten assessment categories. This assessment program is intended to focus on immediate and long-range plans. The goal is for program improvement. As importantly, this protocol also provides an opportunity to recognize outstanding high school athletic programs at one a level of athletic program excellence. The NIAAA AWARD recognition level is known as:

### 1. EXEMPLARY Program Excellence

Any applicant school receiving “Exemplary Program Excellence” status will receive an appropriate banner and plaque along with a letter of commendation, which will be presented at the NIAAA Annual Meeting in December of each year. The school program and administrator(s) will be recognized in the Interscholastic Athletic Administrator Journal, on the NIAAA website and E-newsletter. Press releases will be sent to identified local media outlets.

To be recognized as an “*NIAAA Exemplary High School Athletic Program*”, an athletic administrator must present evidence of existing policies, practices and procedures that meet *suggested* criteria identified within the following ten Quality Program Assessment categories. For each of the ten assessment categories and subcategories, providing documentation of existing school and/or district policies, and procedures may claim program achievements and points.

## NIAAA Quality Program Assessment Categories

See Evidence-Based Documentation Point Allocation, PP 7-18

Category I	Philosophy	Maximum Points 290
Category II	Educational Compatibility	Maximum Points 545
Category III	Mentoring	Maximum Points 300
Category IV	Safety and Risk Management	Maximum Points 700
Category V	Access and Equity	Maximum Points 320
Category VI	Budget and Supplemental Fund Raising	Maximum Points 500
Category VII	Personnel and Program Assessment	Maximum Points 300
Category VIII	Technology	Maximum Points 760
Category IX	Sports Medicine	Maximum Points 720
Category X	Innovation and Creativity	Maximum Points 250



## DIRECTIONS TO APPLICANTS

1. Prepare **Four Electronic Copies of the Application and Document Package.**
2. Complete the application demographic information including all required signatures. The application must be postmarked no later than April 30 to be considered for that calendar year.
3. Assemble policies, procedures, rosters, and other documentation to demonstrate how the suggested criteria will be met for each of the ten categories (**See Specific Directions**).
4. Using the 10 category checklists that follow, perform calculations for each of the categories.  
**NOTE – to submit an award application and documentation, the minimum number of points required in each of the first nine categories must be met. In addition, the minimum TOTAL SCORE for all 10 categories must be met.**
6. Prepare a numbered electronic folder for each of the ten assessment categories.
7. **Name each electronic folder with the assessment category name and category number (e.g. Category 1 - Philosophy).** To initiate each electronic category folder, create a Word document that summarizes the contents of the folder and the total points claimed for the category. (See example Appendix E, page 47)
8. Within each category folder create a word document page for each subcategory (e.g., separate word pages for I-A, I-B, etc). On this page for each subcategory, list the source of each document (e.g., local Board of Education Policy, School Policy manual, parent manual, student manual, coaches manual, etc) provided in the subcategory and the points claimed for each document provided in that subcategory. (See example Appendix F, page 48)
9. Following the subcategory summary (page 7), insert electronic copies of the procedures, policies and practices that you have assembled to justify the points claimed for that particular subcategory.
10. **NOTE:** Tables of Contents may be submitted in place of large policy documents (coaches manual, parent athlete code, sport medicine handbook, professional growth curriculum). **Principals must attest** they have seen the actual documents and that the documents contain the detail specified in *Appendices A through D.* (PP 27-49 of this document)
11. **Please be certain to indicate which documents are Board of Education or School District Policies, Superintendent-approved Policies, School Policies or school athletic department policies.**
12. **Note that coaches' manuals and parent-athlete handbooks/codes require comprehension acknowledgements by parents, athletes or coaches.** Other documentation may include certification lists, class lists, course syllabi, sample risk management safety checklists, sample warning statements etc. Be certain that all validating signatures are included with the application. See “**School Executive Validation**” on the application form.

# FOR SCHOOL USE

## Evidence-Based Documentation

Athletic administrators may claim point credits in all sub-categories for which documentation can be provided. NOTE – **Minimum point values must be achieved in each of the first 9 categories to qualify.**

Category	Exemplary Maximum	Exemplary Minimum Required By Category	Actual Points Claimed By Category
1. Philosophy	290	230	
2. Education Compatibility	545	435	
3. Mentoring	300	240	
4. Risk Management	700	560	
5. Access/Equity	320	255	
6. Budget & Fund Raising	500	400	
7. Assessment	300	240	
8. Technology	760	605	
9. Sports Medicine	720	575	
10. Innovation and Creativity	Up to 250	Up to 250	
Ten Category Minimum Total Score Required For Program Recognition	4685	3790	

## Evidence Based Point Allocations

**Athletic administrators may claim point credits in all sub-categories for which documentation can be provided.**

### **I PHILOSOPHY**

**290 pts. Max**

A. Provide documentation to show that the school or district athletic philosophy is (claim all points as appropriate for A-i through A-v):

- i. Published and endorsed in a local governance board policy 50 points
- ii. Published in a school district official publication or policy 40 points
- iii. Published in an all-school philosophy document 20 points
- iv. Published in the school coaches' manual 15 points
- v. Published in the school parent-athlete code/manual 15 points

B. Provide policy documentation that demonstrates how the athletic philosophy of the local district/school gives direction to:

- i. A definition of athletic "success" that is expressed in player growth terms (knowledge, skills, endurance, work-ethic, perseverance, sportsmanship, accountability/responsibility, respect for others) rather than contest outcome measures 25 points
- ii. Use of educationally sound motivation by coaches (communication of status and needs, positive references in coaching, transfer of learning responsibility to learner) 25 points
- iii. Sound instruction in methods, tactics and conditioning (simple to complex, known to unknown, less to more rigorous reflective of standards and best practices) 25 points
- iv. Approval of an open communications procedure for parents and players to discuss issues and concerns with athletic department personnel and/or administrators 25 points
- v. Coaches' job descriptions, vacancy postings, interview questions, supervision programs, assessment programs, corrective action programs or disciplinary proceedings (4 of the 7 procedures minimum) 25 points
- vi. Long range strategic planning for the athletic department 25 points

### **II. EDUCATIONAL COMPATIBILITY**

**545 pts. Max**

A. Provide documentation that coaches and athletic administrators:

- i. Participate in continuing professional development activities (sport clinics, conditioning clinics) 25 points
- ii. Participate in professional development courses that are based on NCACE standards and guidelines (ASEP, NFHS Coaching Principles) 40 points
- iii. Coaches engage in professional growth in areas that supplement traditional tactics, strategies and conditioning (e.g., sports medicine, player motivation, nutrition, communications, closed head injuries, workshops and LTCs, others) 10 points each, 50 points maximum

- iv. Coaches are formally assessed for educationally sound instruction (instructional progressions e.g. simple-complex; known-unknown; readiness/maturity of athlete(s)) 25 points
- v. Coaches are formally assessed for educationally sound motivation (feedback, positive reinforcement, recognize work ethic, recognize improvement) 25 points
- vi. Coaches are required to engage in coaching education (NFHS, ASEP, other) or college credit/state education department CEUs (Related to coaching education)
  - 50 points for entire staff OR:
  - 20%=10 points
  - 40%=20 points
  - 60%=30 points
  - 80%=40 points
- vii. Coaches required to be currently certified in First Aid, Cardiac Rescue, and/or AED
  - 50 points for entire staff OR:
  - 20%=10 points
  - 40%=20 points
  - 60%=30 points
  - 80%=40 points
- viii. Coaches hold state department of education, state athletic/activity association (NFHS or other) or state legislature coach certification or licensure
  - 50 points for entire staff OR:
  - 20%=10 points
  - 40%=20 points
  - 60%=30 points
  - 80%=40 points
- ix. Building administrator/ coordinator education, professional growth and certification
  - a. Building Athletic Administrator/Coordinator holds license or certification as required by district 40 points
  - b. Claim highest: 1-7 for building administrator/coordinator
    - 1. BA/BS plus 12 credits 20 points
    - 2. BA/BS plus 24 credits 25 points
    - 3. MA or MS degree 30 points
    - 4. MA or MS degree in sport administration 35 points
    - 5. MS/MA plus 12 credits 40 points
    - 6. MS/MA plus 24 credits 45 points
    - 7. Post-masters specialist or doctorate degree 50 points
  - c. Claim the highest certification from 1-4 for building athletic administrator/coordinator:
    - 1. NIAAA Registered Athletic Administrator (RAA) 25 points
    - 2. NIAAA Middle School Athletic Administrator (MSAA) 30 points
    - 2. NIAAA Certified Athletic Administrator (CAA) 40 points
    - 3. NIAAA Certified Master Athletic Administrator (CMAA) 50 points

- d. Leadership Training Institutes courses (2 points for each course taken by building athletic administrator/coordinator) 50 point maximum
- e. NIAAA Membership for building athletic administrator/coordinator (Select one of 1-4)
  - 1. 1-5 years 25 points
  - 2. 6-10 years 30 points
  - 3. 11-15 years 35 points
  - 4. 16 or more years 40 points

**III. MENTORING STAFF (S) AND STUDENT LEADERS 300 pts. Max**

- A. Provide documentation that coaches have access to a mentoring program and a coach-mentor 50 points
- B. Provide documentation that building athletic administrator(s)/ coordinator(s) have access to a mentoring program and an AD-mentor 50 points
- C. Provide documentation that athletic department student leaders have access to a mentoring program and faculty mentor 25 points
- D. Provide documentation of positive changes in coach (es) performance as a result of a school mentoring program 50 points
- E. Provide documentation of positive changes in student leader performance as a result of the school mentoring program 25 points
- F. Provide documentation that mentoring community leaders/spectators has had a positive effect on sportsmanship and contest safety 50 points
- G. Provide documentation that mentoring has resulted in performance of community service projects by student leaders and supervisors 50 points

**IV. PROGRAM SAFETY & RISK MANAGEMENT 700 pts. Max**

- A. Provide policy documentation that building athletic administrators/ coordinators, coaches and/or athletic trainers are required to:
  - i. Engage in ongoing, regular risk management inspections of ON CAMPUS practice, competition, weight room, locker room, and medical facilities using sport-specific safety checklists 60 points
  - ii. Collaborates with other agency personnel to engage in ongoing, regular risk management inspections of OFF CAMPUS practice, competition, weight room, locker room, and medical facilities using sport-specific safety checklists 20 points
  - iii. Conduct regular risk management inspections of competition equipment and protective player equipment for maintenance needs, repairs and or replacements 60 points
  - iv. Perform regular inspections of player protective equipment using manufacturer and/or NOCSEA fitting and safety guidance 40 points

- v. Utilized sport-specific warnings of apparent and less obvious hazards unique to certain sports 40 points
- vi. Utilize logical and approved instructional progressions for contact sports and sports with dangerous aerial components (gymnastics, pole vaulting, high jumping, spring board diving and hurdling) 10 points each, 50 points maximum
- B. Provide policy documentation that an administrator/designee has assigned one or more athletic department staff members to:
  - i. Assign qualified supervisors to practice, competition, weight room, locker room, medical areas, and student assembly areas (e.g., telephones, ride pick-up areas) and for all school transportation 50 points
  - ii. Develop a plan for event management and supervision of spectators during competition 50 points
  - iii. Train staff and police to implement the event management and supervision plan 50 points
  - iv. Train and involve the public address announcer to enhance a safe environment characterized by high standards of sportsmanship 40 points
  - v. Review/improve the event management and supervision plan(s) annually 40 points
  - vi. Orient coaches to 14 legal duties and related school safety policies during annual orientation programs 50 points
  - vii. Make sport-specific risk management improvements 50 points
  - viii. Provides coaches with ongoing professional growth training (e.g., First AID, CPR, AED, and various other injury prevention emergency response and risk management improvements) 10 points each, 40 points maximum
- C. Implement an emergency plan inclusive of: unlawful acts, weapons, medical, fire, weather, violence/gangs, power outage, bomb threat, unsportsmanlike conduct, other (Must identify)
  - If plan includes:
    - 1-3 Cat. 20 pts.
    - 4-6 Cat. 40 pts.
    - 7-9 Cat. 60 pts.

**V. PROGRAM ACCESS AND EQUITY 320 pts. Max**

- A. Communication access – provide documentation
  - i. Can claim only (a) or (b)
    - a. Board of education directive that defines open communications procedures for parents and students and expectations for all school personnel including coaches and athletic administrators 50 points
    - b. Building-level policy defines open communication procedures for parents and students and expectations for all school personnel including coaches and athletic administrators 30 points
  - ii. Coaches are required to define knowledge and skill requirements for players who are candidates for selected (cut) teams 25 points
  - iii. Coaches are required to make themselves available to players on a regular basis to discuss their team status and to define needed improvements and skills 25 points

- B. Provide documentation that special needs students are provided or can be provided:
- i. Athletic department representative communicates with special needs specialists thorough IEP analysis to assess a student’s capability to participate in interscholastic sports (IEP, analysis of intellectual, emotional and physical skills required to be an effective and safe team member) 20 points
  - ii. Athletic department representative communicates with special needs specialist (thorough analysis of physical and intellectual skills that define whether the student is “otherwise qualified to participate” as a squad member for teams that select squads, e.g., basketball) 20 points
  - iii. Athletic department representative communicates with special needs specialist (thorough analysis to ascertain whether accommodation of the student creates a “fundamental alteration of the sport”) 20 points
  - iv. Athletic department representative communicates with special needs specialist (thorough analysis to ascertain whether student’s physical development may create a danger to others because of physical immaturity or maturation, or create an unfair advantage) 20 points
- C. Provide documentation that all students are provided equal opportunities:
- i. Participation opportunities (participation slots, not number of teams) 10 points
  - ii. Levels of competition (varsity, JV, 9<sup>th</sup> grade, etc.) 10 points
  - iii. Uniforms 10 points
  - iv. Playing equipment 10 points
  - v. Contest schedules 10 points
  - vi. Contest facilities 10 points
  - vii. Practice schedules 10 points
  - viii. Practice facilities 10 points
  - ix. Coaches (number, quality) 10 points
  - x. Transportation 10 points
  - xi. Locker room 10 points
  - xii. Athletic training room access and services 10 points
  - xiii. Sports medicine services, access, quality 10 points
  - xiv. Strength and conditioning room access and programs 10 points

**VI. BUDGET AND SUPPLEMENTAL FUND RAISING 500 pts. Max**

- A. Provide documentation that a sanctioned budget is maintained for:
- i. Coaches’ salaries and benefits 10 points
  - ii. Contest officials’ salaries (all levels) 10 points
  - iii. Transportation and meals (including Title IX standards) 10 points
  - iv. Uniform replacements (including Title IX standards) 10 points

- v. Expendable equipment replacements (including Title IX standards) 10 points
  - vi. Capital equipment and facilities – new, repairs or replacements (including Title IX standards) 10 points
  - vii. Equity considerations (new levels of competition; new sports) 10 points
  - viii. Cleaning and repair (including Title IX standards) 10 points
  - ix. NOCSAE and manufacturer repair standards are funded (including Title IX standards) 10 points
  - x. Professional growth and development funds 10 points
- C. Provide documentation of revenue production and corporate sponsorship
- i. Corporate sponsorship produces revenues as needed 50 points
  - ii. Advertising contract produces supplemental revenue(s) 50 points
  - iii. Community/education endowment produces revenue 50 points
  - iv. Individual gifts solicited by athletic administrator produces revenue(s) 50 points
- C. Provide policy documentation that Booster Club activities:
- i. Are sanctioned and published by the governance board/superintendent 50 points
  - ii. Are guided by a set of bylaws approved by the governance board/superintendent 50 points
  - iii. Are conducted in consultation with the athletic administrator to ensure equitable distribution of supplemental funds 50 points
  - iv. Can take direction from bylaws and policies developed by the school athletic administrators 50 points

**VII. PERSONNEL AND PROGRAM ASSESSMENT**

**300 pts. Max**

- A. Provide documentation that:
- i. A formal assessment program has been endorsed by the board of education/superintendent as a mechanism for personnel and program improvement 50 points
  - ii. An assessment program focuses on the educational value of the high school sports program 50 points
  - iii. An assessment program focuses on growth and development measures among squad members 50 points
  - iv. An assessment program focuses on factors over which sport personnel have control (e.g., communications, motivation, inventory management, budget management, supervision, instruction, planning, risk management, documentation) 50 points
  - v. An assessment program involves coaches and other sport personnel in developing assessment instruments and questions 30 points
  - vi. An assessment program is used to prioritize resources to implement improvement plans for sport programs, coaches and other sport personnel 20 points
  - vii. Parents provide opinions in assessment programs 10 points
  - viii. Athletes provide opinions in assessment programs 20 points
  - ix. The assessment program is reviewed periodically by all stakeholders 20 points

## VIII. TECHNOLOGY

**760 pts. Max**

### A. Hardware: Provide documentation of:

- i. A dedicated computer for the athletic administrator 20 points
- ii. A second dedicated computer for the athletic department/clerical assistant 20 points
- iii. Department computer(s) is/are programmed for internet and email access 20 points
- iv. A cell phone or I-phone/droid technology for the athletic administrator  
(Claim higher of a or b:)

  - a. Standard cell phone 20 points
  - b. "Smart phone technology 40 points

- v. ON CAMPUS Lightning detection access 20 points
- vi. OFF CAMPUS Lightning detection access at all venues 20 points
- vii. ON CAMPUS access to US weather service information 20 points
- viii. OFF CAMPUS venues have access to US weather service information 20 points
- ix. Athletic department digital camera
- x. Document scanner compatible with office computer 20 points
- xi. LCD projector 20 points
- xii. Athletic department access to a fax machine (20 points exclusive use) 10 or 20 points
- xiii. Athletic department access to copy machine (30 points exclusive use) 20 or 30 points
- xiv. Hand-held radio(s) for spectator management/contacting EMS (20 points/pair, 60 points max) 20 points/pair, 60 points maximum
- xv. Public address systems Portable or permanent at contest sites used for management of large group activities (e.g., bullhorn, portable PA, wireless microphone, others)

  - a. Less than 100 % of all event sites 30 points
  - b. 100 % of all event sites 60 points

- xvi. Guaranteed cell phone access for practices or competitions (choose one of the following)

  - a. Less than 100% of all sites 30 points
  - b. 100 % of all sites 60 points

### B. Provide documentation of implementation of technology:

- i. Software for budget development/management 20 points
- ii. Software used for rosters, eligibility determinations 20 points
- iii. Software used for equipment inventories 20 points
- iv. Software used for scheduling of contests 20 points
- v. Software used for scheduling of contest officials 20 points
- vi. Software used for scheduling of transportation 20 points
- vii. Software used for awards records 20 points
- viii. PowerPoint or similar program used for public presentations

  - a. 1 - 2 different presentation forums 20 points
  - b. 3 or more different presentation forums 40 points

- viii. Athletic department website developed 50 points
- ix. Utilization of electronic coaching playbook and communication software
  - a. Less than 50 % of the athletic programs 30 points
  - b. More than 50 % of the athletic programs 60 points

**IX. SPORTS MEDICINE 720 pts. Max**

A. Provide documentation of:

- i. Current certification in First Aid for all coaches 60 points
- ii. Current certification in Cardiac Rescue Techniques for all coaches 60 points
- iii. Current First Aid and Cardiac Rescue Techniques/certification for coaches who practice or compete without access to a certified athletic trainer 60 points
- iv. Current certification in AED techniques for all coaches (select a or b):
  - a. 1 – 50% of coaching staff 30 points
  - b. 51 – 100% of coaching staff 60 points
- v. Current First Aid/ Cardiac Rescue Techniques/certification for a site provider (e.g., designated and certified staff member for a facility/site) 30 points
- vi. Employment of an NATA certified athletic trainer - claim highest point total of either (a) or (b):
  - a. Full time contracted Athletic Trainer (no other duties) or full time staff member (contracted as teacher/nurse/therapist who is also NATA certified):
    - i. covers practices and rehabilitation only 60 points
    - ii. covers practices, rehabilitation, and varsity competition 75 points
    - iii. covers practices, rehabilitation, and all competitions 90 points
  - b. Certified athletic trainer under temporary contract from medical clinic or hospital:
    - i. covers competition only 30 points
    - ii. for 5 – 24% of practices and varsity contests 40 points
    - iii. 25 – 49% of practices and varsity contests 50 points
    - iv. 50 – 100% of practices/varsity contests 60 points
- vii. Athletic training room is located so that equal access is guaranteed for both genders 50 points
- viii. Rehabilitation (conditioning) facility is located so that equal access is guaranteed for both genders 50 points
- ix. Athletic training room is regularly inspected for hygiene and risk management using checklists 50 points
- x. Team physician provides exclusive office hours for athletes and attends identified varsity contests 50 points
- xi. Sports medicine administrative details are accounted for:
  - a. Permission to participate 10 points
  - b. Current medical exam 10 points

- |  |           |
|--|-----------|
| c. Medical information card (MD, home phones, cell phones, medications)  | 10 points |
| d. Insurance certification and policy numbers  | 10 points |
| e. Insurance provided by school or school district in financial hardship cases   | 10 points |
| f. Permission to provide emergency and other medical care at home and away practices and contests  | 10 points |
| g. Permission to administer emergency medication   | 10 points |
| xii. Site-specific emergency response plans have been defined and developed for implementation at all indoor and outdoor facilities:   |           |
| a. 911 telephone script developed for each competition and practice facility/site to give EMS location and access directions   | 10 points |
| b. Emergency care and control procedure for response to an emergency involving player(s)   | 10 points |
| c. Plan for response to an emergency involving spectator(s)  | 10 points |
| d. Plan for a response to a player emergency for coaches who work in isolated areas (e.g., plan to manage other players and/or to plan to involve other players in the emergency response) | 10 points |
| e. Emergency response plans are reviewed and practiced during an early-season team practice session  | 10 points |
| f. Emergency response plans are reviewed annually and enhanced as needed   | 10 points |
| xiii. Access to AED at all practice and competition facilities and sites   | 30 points |

**X. INNOVATION AND CREATIVE LEADERSHIP STRATEGIES**

**Up to 250 points maximum**

Athletic administrators must include evidence of innovative and creative activities. Possible examples follow but athletic administrators are not limited to these choices. Provide documentation of all innovations submitted:

A. Student leadership opportunities:

- |  |           |
|--|-----------|
| i. Student athletic training assistants are under the supervision of NATA-certified athletic trainer | 30 points |
| ii. Student body sportsmanship efforts   | 30 points |
| iii. Student/parent initiatives to curtail student substance abuse or usage                          | 30 points |
| iv. Student participation in leadership/sportsmanship summits  | 30 points |
| v. Students serve as ambassadors to other schools within the district                                | 30 points |
| vi. Students serve as team and/or officials greeters/hosts at contests                               | 30 points |
| vii. Students read sportsmanship announcements, sing National Anthem, or read Pledge of Allegiance   | 30 points |
| viii. Student office assistant(s)  | 30 points |
| ix. Student telephone receptionist(s)  | 30 points |
| x. Student statistician(s)   | 30 points |

xi. Involvement of special needs students in athletic department support roles	30 points
xii. Athletic department support of Special Olympics programs	30 points
xiii. Other projects (please describe)	30 points
 B. Program funding innovations:	
i. Community foundation funds designated for special projects outside the athletic department general budget (I.E. student scholarships, state championship awards, etc.)	30 points
ii. Civic organization support	30 points
iv. Alumni outreach	30 points
vi. Grant support	30 points
vii. Marketing strategies that increase contest attendance and gate revenues	30 points
viii. Efficient fund raising (minimum effort for maximum return)	30 points
ix. Other projects (Please provide written and (when available) photo documentation)	30 points
 C. Community relations and athletic department image: (see examples)	
i. Student-athlete community service programs	30 points each separate program
ii. Red Cross blood drive	30 points
iii. Food drives	30 points
iv. Clothing drives	30 points
v. Habitat for Humanity project(s)	30 points
vi. Salvation Army volunteers	30 points
vii. Athletic department website with information about schedules, directions to opponent competition sites, summer conditioning programs, etc.	30 points
viii. Other projects (Please provide written and (when available) photo documentation)	30 points each separate program
 D. Enhancement of communications and understandings between:	
i. Coaches and other programs	30 points
ii. Student athletes and coaches	30 points
iii. Diversity of teams reflects enrollment percentages	30 points
iv. Parents and coaches	30 points
v. Administration and coaches	30 points
vi. Administration and parents	30 points
vii. School administration with board of education/central administration	30 points
 E. Other innovations in:	
i. Awards programs	30 points

ii. Athlete recognition program beyond designated seasonal awards	30 points
iii. Department Hall of Fame program	30 points
iv. Coach recognition program	30 points
v. Sportsmanship programs/sportsmanship stats, no ejections, etc.	30 points
vi. Pre-season parent meetings	30 points
vii. Educational forums on: Hazing/bullying, use of social media, college/ university participation, substance abuse program, etc.	30 points
viii. Publications and marketing	30 points
ix. Show NIAAA's " <i>Risk Management</i> " DVD to students, parents, coaches and administrators	15 points
x. Show NIAAA's Hazing DVD " <i>Dying to Belong - Break the Tradition or Break the Law</i> " to students, parents, coaches and administrators	15 points
xi. PE Curriculum aligns and sequences leaning outcomes that parallel athletic expectations	30 points
xii. School has a second NATA Certified Trainer on duty	30 points
xiii. Other (please describe)	30 points (each)

**Assessment Guidance**  
**for Applicants and**  
**Quality Program Reviewers (QPR's)**

- a. Certain sections of the Quality Program Award assessment instrument contain duplicated requirements. These duplicated sections are known sources of litigation. Examples of Duplicate Requirements:
  1. NFHS or ASEP Certifications (Categories II-A-ii, page 8 and II-A-vi, page 9)
  2. SFA First Aid, AED/ CTR (Categories II-A-vii, page 9, IV-B-viii, page 11, and IX-A-i and ii, page 15)
- b. After a duplicated item has been initially supported by electronic documentation within any section of the applicant package, further required identical documentation can be satisfied by indicating “See Earlier Section -- e.g. For NFHS Coaches Certification, once this requirement is documented in II-A-ii, the applicant could refer to the earlier documentation e.g., “See earlier Section II-A-ii.” when this documentation is required again in II-A-vi.
- c. Coaches’ handbook minimum contents – See Appendix “A”, page 27 (to be included in candidate training and orientation material for potential candidates).
  1. **The applicant principal or senior administrator must attest to the contents of the school or district coaches’ handbook and that the local document corresponds to the detailed sample Table of Contents in Appendix A.**
  2. Coaches handbooks must have a dated signature acknowledgement that requires coaches to verify that they have read and understands the contents. **The applicant principal must attest that the comprehension acknowledgement is part of the local coaches’ handbook and or orientation process.**
- d. Parent-Athlete Handbook minimum contents – See Appendix “B”, page 29 (to be included in training and orientation material for potential candidates)
  1. **The applicant principal must attest to the contents of the local parent- athlete handbook and that they correspond to the sample Table of Contents.**
  2. Parent-Athlete Handbook must have a dated, signature acknowledgement verifying that at least one parent (or legal guardian) and the athlete has read and understands the contents. **The applicant-principal must attest that such acknowledgement is part of the parent-athlete handbook and or orientation process.**
- e. Sport-specific warnings – See Samples Appendix “C”, page 30 (These documents need not be identical but must be detailed and sport specific).
  1. Warnings must be available to orient parents and athletes of sport-specific hazards for all school-sponsored sports.
  2. **The applicant principal must attest to the existence of detailed warnings and all warnings have a dated, signature acknowledgment indicating that at least one parent (or legal guardian) and the athlete have read and understand the warning(s).**
- f. Sport-specific safety inspection checklists and emergency scripts - See Samples Appendix “D”, page 43 and Appendix “E”, page 47 (These documents need not be identical but must be detailed and sport specific and/or site specific).
  1. Safety checklists must include detailed sport-specific inspection for all sports sponsored by the school.
  2. **The applicant-principal must attest to the existence of detailed safety inspection checklists.**



**Scoring Rubrics Guide**

**for**

**Award Applicants when Submitting**

**or**

**Quality Program Reviewers when Assessing**

**Applicant Documentation Content**

# Quality Assessment Rubrics

When reviewing the submitted documentation packages, Quality Program Reviewers (QPR's) should seek detailed evidence and carefully compare the submitted policies, procedures, directives or various other material to the *rubrics* listed below to determine whether the documentation merits the points claimed by the applicant.

**Category I Philosophy** - These are core values and foundation beliefs about your athletic programs

**RUBRIC 1** Evidence of athletic philosophy statements that have been **enacted and supported at a governance and or senior administrative level**. Applicants should identify the source of each document. This strategy attempts to bring highest-level education leaders into a position of support for the **developmental nature of high school sports programs**. This strategy is also intended to offset community pressures that value contest outcomes, league standings or state tournament appearances as the sole or primary measures of program success.

**RUBRIC 2** Evidence of board-approved or senior administrator-approved athletic philosophies that place emphasis on **growth and development, skill and knowledge enhancement, work-ethic, perseverance, sportsmanship, cooperation and respect for diversity**. These are ideals that are consistent with the NIAAA and NFHS philosophy and mission statements.

**RUBRIC 3** Evidence of practical applications of an athletic philosophy. Included may be **philosophy citations and applications that are used in job or vacancy notices, job descriptions, interview questions, supervision criteria and coach improvement plans and that reflect an educational sport program philosophy**. Applications should also reflect the school or district philosophy and **demonstrate consistency with sound instructional methods, and advocacy for children in the interscholastic sports setting**.

Applicants – See page 8

Reviewers - See Electronic EXCEL tally sheets for Category I

**Category II Educational Compatibility** - As with other education professionals, the emphasis among coaches and athletic administrators must be on continuing education and professional growth.

**RUBRIC 1** While credit can be earned for attendance at traditional coaches' clinics, **note the emphasis on various knowledge requirements that are ancillary but essential to the coaching task (e.g., sports medicine, nutrition, scientific conditioning, rehabilitation etc)**. See [Category II-A-ii-viii](#). **Class rosters, syllabi, certification lists and completion certificates are sources of evidence. Assessment instruments that focus on sound instruction and appropriate motivation are also considered important measures of educational compatibility.**

**RUBRIC 2** Professional growth for athletic administrators is also emphasized. **Appropriate state licensure or credentials may be considered along with advanced standing degrees and multiple NIAAA Leadership Training Course completions, certifications and membership.**

Applicants – See page 8-10

Reviewers - See Electronic EXCEL tally sheets for Category II

**Category III Mentoring** - The role of trusted colleague or trusted adult is a theme that persists in this category.

**RUBRIC 1** Because of the importance and positive effect of trust in a mentoring program, credit is given for any of several programs **that support and facilitate the growth and development of coaches, athletic administrators, student leaders or enhancement of community understanding of the educational role of high school sports programs. Credit should be given for documented community, parent and spectator orientation programs aimed at enhanced sportsmanship.**

**RUBRIC 2** Positive changes in community response to sportsmanship standards and/or public service projects by student leaders are valued evidence. Printed expectations for spectator conduct (contest programs), positive sportsmanship scripts for public address announcements, student leadership (**reading school PA announcements concerning league sportsmanship standards; asking for cooperation, sportsmanship awards from a league or state association**) can serve as documentation and indicators.

**RUBRIC 3a** Applicants should answer questions about mentoring programs such as: What form does the mentoring program take for athletes and / or other student leaders? (e.g., Captain's club, Letterman's Club, Student ambassadors or Volunteers (Red Cross; Habitat for Humanity; Food Pantry). **Copies of the student leadership organizational structure, number of student leaders involved, bylaws and charter documents may be included as evidence.**

**RUBRIC 3b** What form and format does mentoring take for coaches? Who serves as mentor? **Lists of procedures, activities and logs should be included.**

**RUBRIC 3c** Is there a mentoring program for the athletic administrator that is sponsored by a large district, a league or the state AD association and what form does the program take? Who serves as mentors? **Checklists, procedures, formats should be included.**

Applicants – See page 10

Reviewers - See Electronic EXCEL tally sheets for Category III

**Category IV Safety and Risk Management** - Because athletic administrators have an affirmative responsibility for the welfare of athletes, spectators and coaches, this category has been weighted more heavily than others. Documentation is relatively straightforward.

**RUBRIC 1** Facilities and equipment inspection checklists, emergency telephone scripts, student supervision guidelines, contest supervision guidelines, training programs, orientation programs and related professional growth programs should be credited as indicated on the point allocation matrix.

**RUBRIC 2** For professional growth, course titles, syllabi and class lists are strong evidence. If ARC certification is a goal, certification lists for the most recent year should be included for all related skills (**First Aid; CPR; AED; Professional Rescuer**).

**RUBRIC 3** The percentage of coaches certified in each rescue skill area should be calculated

Applicants – See page 10-11

Reviewers - See Electronic EXCEL tally sheets for Category IV

**Category V Access and Equity** - This reflects the degree to which students have access to all programs and or understand the requirements for participation

**RUBRIC 1** Candidates should provide evidence that a school or district policy requires coaches of teams with limited size requirements (e.g. **selected teams or teams that cut players**) to hold **preseason discussions with candidates and or parents concerning required knowledge, skills and the personal capabilities needed to achieve team membership and to fulfill position and playing requirements.**

**RUBRIC 2** Evidence should be provided that requires coaches to make themselves available to players throughout the season to **discuss their growth and development needs in terms of knowledge, skills, performance consistency and team contributions. This documentation may include coaches' job descriptions, board of education, senior administration or school policies. This is in addition to the discussion procedures when parents want to meet with staff (e.g. not after a game and only by appointment with coaches, AD, Principal etc.)**

**RUBRIC 3** Evidence of policies should be provided that requires school athletic and/or administrative personnel at **several levels to meet with parents and athletes to discuss issues and concerns when identified.**

**RUBRIC 4** Evidence should be provided **that the needs and abilities of special education students who are potential student athletes are analyzed in accordance with the Americans With Disabilities Act and provisions of an Individualized Education Program.**

**RUBRIC 5** Evidence should be provided to illustrate how the provisions of Title IX are addressed on a regular basis. **Evidence may include recent summaries of budget documents, equitable booster club support, equalized contest and practice schedules, and copies of recent sport interest and player satisfaction surveys.**

Applicants – See page 11-12

Reviewers - See Electronic EXCEL tally sheets for Category V

**Category VI Budget and Supplemental Fund Raising** - An overview of the athletic department's budgeting and fund-raising efforts.

**RUBRIC 1** Evidence should include a budget document illustrating the various categories (**See Section VI-A-i-x**).

**RUBRIC 2** Calculations should illustrate the percentage of the total operating budget of the school or the district athletic budget.

**RUBRIC 2A** (**NOTE, This Rubric is exclusive to this unique AD function**) For situations in which the athletic administrator is required to raise all or a majority of the athletic operating budget, data should be provided concerning various sources of revenue and percentages of the total athletic budget represented. See Category VI-B.

**RUBRIC 3** Where a booster club is involved in supplemental fund raising, a copy of the Booster Club Charter and Bylaws **approved by the governance board or superintendent should be included.**

**RUBRIC 4** **A list of funding initiatives and projects for the past several years should be included as an indication of the method used to coordinate the efforts of the booster club activities with the budget of the school or district and the requirements of Title IX.**

**RUBRIC 5 (OPTIONAL)** If creative and innovative funding programs have been developed, the applicant may include here or may wish to reserve those references for Category X (Innovations and Creativity).

Applicants – See page 12-13

Reviewers - See Electronic EXCEL tally sheets for Category VI

**Category VII Personnel and Program Assessment** - Measurement of educational factors over which athletic personnel has control and can improve.

**RUBRIC 1** Seek evidence that indicates assessment **efforts are formal, regular procedures that are directed and supported by the governance board and/or senior leadership.** Note that these are more heavily weighted. This Rubric reflects the heavier weighting for educational soundness cited in Category I – Philosophy.

**RUBRIC 2** Evidence of formal support for assessments by a governance board and or senior administrators that demonstrates their commitment(s) to the **educational values inherent in sport.**

**RUBRIC 3** Evidence that the local assessment model emphasizes that coaches and athletic administrators should be assessed only for those factors **over which they have control.** (e.g., **communications, motivation, sportsmanship, current professional growth, compliance with league and state association policies, implementation of local school/district operating policies, efficient use of resources**)

**RUBRIC 4** Copies of the **school or district policy requiring formal assessment** on a regular basis should be included along with copies of the assessment instrument.

Applicants - See page 13-14

Reviewers - See Electronic EXCEL tally sheets for Category VII

**Category VIII Technology**

**RUBRIC 1** This is a straight forward **listing of items in inventory and programs that are used to increase the safety of athletes and spectators and or enhancing the efficiency of coaches, contest supervisors and the athletic administrator. Also considered are various programs and software that can enhance presentations and public relations.**

Applicants - See page 14-15

Reviewers - See Electronic EXCEL tally sheets for Category VIII

**Category IX Sports Medicine** - This is also a heavily weighted category because of the enactment of **child advocacy statutes in every state and the incidence of athletic injuries in U.S. schools.**

**RUBRIC 1** A focal point of this category is the **appointment of a certified athletic trainer or, as an alternative, the regular training and certification of coaches or other staff in American Red Cross (ARC) First Aid, CPR, AED and other emergency procedures.**

**RUBRIC 2** Evidence of **ARC certification rosters; copies of site-specific emergency plans.**

**RUBRIC 3** Sample emergency response **scripts for two or three facilities; descriptions of the manner in which emergency responses are practiced.**

**RUBRIC 4** Look for the methods used to involve coaches and/or players in the response and management of emergencies

Applicants - See page 15-16

Reviewers - See Electronic EXCEL tally sheets for Category IX

**Category X Innovation and Creativity** – The emphasis should be on programs and innovations that can be of assistance to the NIAAA membership. **QPR's have broad flexibility in making quality judgments in this category.**

Examples have been provided **but any creative program will be of interest.** Obviously, creative funding procedures will be of high interest and great service to colleagues. Creativity in mentoring and the development of student leadership can also be very helpful in community and school-wide sportsmanship initiatives while simultaneously enhancing to the image of an athletic department.

Applicants – See page 16-18

Reviewers - See Electronic EXCEL tally sheets for Category X



## Appendices

<b>Appendix “A”</b> <i>Minimum</i> Contents - Coaches Manual	<b>P 27</b>
<b>Appendix “B”</b> <i>Minimum</i> Contents Parent-Athlete Handbook	<b>P 29</b>
<b>Appendix “C”</b> <i>Sample</i> Warning or Cautionary Statements and Comprehension Statements for Athletes and Parent/Guardian	<b>P 30</b>
<b>Appendix “D”</b> <i>Sample</i> Facilities and Equipment Safety Inspection Checklists	<b>P 43</b>
<b>Appendix “E”</b> <i>Sample</i> Site Specific Emergency Telephone Script	<b>P 47</b>
<b>Appendix “F”</b> <i>Sample</i> Category Cover Page	<b>P 48</b>
<b>Appendix “G”</b> <i>Sample</i> Sub-Category Cover Page	<b>P 49</b>

# Appendix A

## Minimum Contents - Coaches Manual Must include the following topics as a **minimum**

Philosophy and Objectives  
Liability and Supervision  
Admission Prices  
Athletic Awards and Awards Programs  
Athletic Board and Commission  
Broadcasting and Press Box Privileges  
Budget Numbering System  
Fundraising  
Contracts and Head Coach Orientation of New Assistants  
Head and Assistant Coaches' Job Description  
Director of Athletic – Duties and Responsibilities  
Assistant Principal and Building Principal Duties and Responsibilities as they relate to the athletic program  
Athletic Eligibility at \_\_\_\_\_ High School  
End of Season Requirements  
Outstanding Equipment/Uniform Obligations by Athletes  
State Athletic/Activity Association Non-school & Out-of-Season Participation Regulations  
State Athletic/Activity Association Residence and Transfer Rule  
Local Residence Eligibility Rule  
School District's Policy on Fighting in Interscholastic Sports  
Conference Policy for Handling Problems That Occur at Athletic Contests  
Policy for Handling Training Rule Violations Committed by an Athlete During the Course of an Athletic Contest  
Equipment and Supplies  
Game Personnel Reimbursement  
Health, Accident and Disability Insurance  
Emergency Medical Procedures  
Preparation before First Practice  
Release from Classes  
Recruiting Policy  
NCAA Initial Eligibility Center  
Transportation  
Conference Constitution and By-laws  
Freshman Athletic Program

### **INDEX OF COACHING RESPONSIBILITIES AND STANDARD OPERATING PROCEDURES**

General Guidelines  
Athletic Code Policies, Enforcement and Appeals Including Hazing Prohibition  
Budget Related Matters  
Preseason Details  
In-Season Procedures  
Post Season Duties  
Miscellaneous Year Round Responsibilities

## **OPTIONAL COACHES HANDBOOK APPENDICES**

Sport Cautionary Statements (Warnings)  
Head Coach Orientation of New Assistants  
Application for eligibility on behalf of student whose parents do not reside in district  
Monthly Residential/Transfer Ineligibility List  
Permission to Miss Class for College Recruitment  
Procedure for Seeking Alcohol and Drug Services  
Alcohol, Other Drugs (AOD) Video Inventory  
Academic Status Report  
Purchase Requisition  
Payment of Tournament Fees  
Candidate List  
Foreign Student Eligibility Application  
Athletic Letter ("M") Earning Policy  
Informational Sheet for Officials, Entry Fees, and Bus Departure Times  
Contract for WIAA Officials  
Facility Usage  
Emergency Response Plan for Athletic Playing Sites and Practice Facilities  
AIDS Virus and Other Blood Borne Pathogens  
Authority of Contest Manager Guidelines  
Official's Pay Voucher  
Early Release  
Parent Transportation Consent Form  
State AA Out-of-Season Regulation Interpretations for Coaches  
Acknowledgement of Comprehension by Coach

- 1. Coaches Manual must include a dated, written acknowledgement indicating coaches' comprehension of the contents of the school coaches' manual.**
- 2. Principal must attest he/she has been shown the contents and that they correspond to the sample Table of Contents**

# Appendix B

## Minimum Contents Parent-Athlete Handbook (aka Athletic Code)

I. INTRODUCTION - Athletic participation is a privilege granted all students who voluntarily accept the rules and regulations outlined hereunder.

II. PHILOSOPHY

III. ELIGIBILITY

- A. Amateur Status
- B. Academic Eligibility and Credit Loads
- C. Age and Numbers of Semesters
- D. Residence
- E. Out of Season/In season Participation
- F. Students with Exceptional Education Needs
- G. Medical Clearance
- H. Parent Permission
- I. Health Insurance

IV. LOCKER ROOMS AND CARE OF EQUIPMENT

V. TRANSPORTATION REGULATIONS

VI. PARTICIPATION LIMITATIONS, CHANGING SPORTS, LEAVING THE TEAM, AND SCHOOL AWARDS

VII. VACATION POLICY

VIII. PERSONAL CONDUCT, POLICIES AND PENALTIES FOR VIOLATION INCLUDING APPEAL PROCEDURES (including hazing prohibition)

**THE ATHLETIC STAFF OF \_\_\_\_\_ HIGH SCHOOL DISCOURAGES THE USE OF ANY NON-PRESCRIPTION DRUG, MEDICATION, OR FOOD SUPPLEMENT SUCH AS CREATINE USED SOLELY FOR PERFORMANCE ENHANCING PURPOSES**

IX. CONFERENCE POLICY ON HARASSMENT, FIGHTING, TAUNTING, AND UNSPORTSMANLIKE CONDUCT IN INTERSCHOLASTIC SPORTS

X. FORMAL SUSPENSIONS

XI. State AA NON-SCHOOL AND OUT-OF-SEASON PARTICIPATION REGULATIONS

XIII. SPECTATOR CONDUCT

1. **Principal must attest he/she has been shown the contents and that they correspond to the sample Table of Contents.**
2. **Parent-Athlete Manual must have a dated, written acknowledgement indicating that one parent (legal guardian) and the athlete have read and understand the contents.**

# Appendix C

## Sample Warning or Cautionary Statements and Comprehension Statements for Athletes and Parents/Guardian

### Sports Warning Statement

Following is a possible Introductory paragraph to your school warning statement(s) to show consistency with the national rule making and standard setting organization for United States high school sports programs.

**Student athletes and parents should be aware that \_\_\_\_\_, like all sports, will always have inherent dangers. Although rare, death or catastrophic injury can result from participation in this sport, and care should be taken by all concerned to minimize such dangers through the use of appropriate equipment, proper training methods and common sense. The NFHS encourages student athletes in all sports, and their parents, to discuss risks and risk minimization with coaches, school administrators and state high school association officials.**

See Sport Specific Cautionary (Warning) Examples That Follow. Additional Warnings are contained in the Appendices of LTC 799. These warnings should be used as a focus for local discussions and consideration of local conditions. The Warnings contained in LTC 799 may not be adequate to address specific conditions at a local school, or competition / practice site.

See Samples next pages:

## BASEBALL AND SOFTBALL CAUTIONARY STATEMENT

**The following recommendations have been designed specifically for the \_\_\_\_\_ High School Baseball and Softball Teams. Because of the intense demands and conditioning required, players and parents are asked to read and understand certain cautions and responsibilities designed to improve the safety and enjoyment of the sport.**

Baseball and softball are sports enjoyed by large numbers of interscholastic and recreational players annually. Because of their popularity, and the high speed components of the game, it is important to observe and practice a number of procedures designed to enhance the safety and enjoyment of all participants.

The school has purchased protective helmets that are certified by the National Operating Commission for Safety of Athletic Equipment (NOCSAE). This certification indicates that research has been conducted to verify the protectiveness and shock absorption capabilities of the helmet. Each player will receive a demonstration on the proper wearing of a batting helmet. Proper wearing of these helmets is the responsibility of the player after the orientation has been completed.

### **PREPARATION FOR PRACTICE OR CONTEST:**

1. Wear all protective equipment, pads, braces and supportive undergarments to every practice or contest unless otherwise indicated by the daily practice plan
2. Be sure that all stabilizing, straps and laces are properly worn and tightened, and all fasteners secured so equipment is properly positioned
3. Wear outer and under garments that are appropriate for humidity and temperature
4. Players should ingest the equivalent of 4-6 glasses of water each day
5. Players with visual impairment(s) must wear corrective, shatterproof glasses or contact lenses if the impairment affects judgment or perception
6. Players needing protective tape, padding, or bracing, should arrive early to receive necessary treatment
7. Remove all jewelry and metal hair fasteners
8. Players with seizure, neuromuscular, renal, cardiac, insulin/diabetic, or chronic skeletal problems, disorders or diseases, must present a physician's approval prior to participation in any practice session
9. No hazing or initiations

### **IN THE LOCKER ROOM:**

1. Be alert to slippery floors
2. Be alert to changes in floor texture and to elevated thresholds between shower and locker-room
3. Keep floors free of litter - Place all belongings in assigned lockers
4. Close and lock locker doors when away from your assigned locker
5. Keep soap and shampoo in the shower room
6. Use foot powder in designated areas
7. Refrain from rapid movements, horseplay, and rough-house in the locker/shower areas
8. Identify incidents of foot or other skin infections to coach (es) immediately
9. Be especially careful not to injure a teammate with cleated shoes and do not wear cleated shoes in the building or locker room at any time
10. No hazing or initiations

## **MOVEMENT TO THE PRACTICE/CONTEST SITE OR TRAVEL TO CONTEST/PRACTICE SITE**

1. Be alert to the following:
  - A. Variable surface textures (concrete, matting, turf)
  - B. Steps, ramps, dugout locations
  - C. Locations of bulk equipment or specific drills
2. Ball throwing machines
3. Hitting practice and “on deck circle”
4. Pitching practice

### **HAZARDS SPECIFIC TO BASEBALL/SOFTBALL:**

- A. All protective equipment required by rule must be worn at practices and competition during those situations that require it
  - B. Helmets are to be worn by batters, base runners, catchers, on-deck hitters and base coaches
  - C. “On deck” hitters are to take practice swings in a designated circle but with complete attention directed to the pitcher and batter. If no circle is designated, stand behind the backstop. Keep hands off the backstop
  - D. Swing only one (1) bat when taking practice swings. Use a bat ring that will not slide off the thick end of the bat
  - E. Batting practice, infield drills, outfield drills, and pitching practice is to be done in designated areas and at designated times. **DO NOT** begin these practices without direction of the coach
  - F. Sliding technique is to be performed as a progression and approved by the coach before it is tried. Lower extremity injuries may still occur when players are experienced in sliding techniques
  - G. Offensive and defensive players involved in sliding or other close plays must recognize the possibility of being hit by a thrown ball, being accidentally bumped, or of injury due to friction burn, being stepped on, or skeletal injury. Be alert to the location of the ball and opponents. Assume a protected position Do not leave limbs extended when the ground
  - H. Burns, sprains, strains and contusions must be reported to coaches
  - I. Dugout and team bench - Players in the dugout or team bench area must be alert to foul balls, overthrows, or defensive players moving towards the area at high speed
  - J. Indoors - always look before taking practice swings during drills. If you are chasing balls into a hitter’s area, get his/her attention before going near him/her
  - K. Pitchers in batting cages will always wear protective helmets
  - L. On a pitched ball which appears to be headed towards a hitter, all hitters will be instructed to turn their front shoulder towards the catcher and tuck their chin to avoid being hit in the facial area
  - M. Never catch without protective equipment
  - N. Never slide head first into a catcher at home plate
  - O. No horse play, rough housing, hazing or initiations
- \*2. When playing “away” within the city, players or parents will, on occasion, be required to provide their own transportation and to travel in “car pools”. The team car pools will leave the school together. All cars will follow the coach’s vehicle and drive with the utmost care. Following the contest, the car pools will return to school. The same policies will be used when car-pooling to practice sites within the city.**

## **EMERGENCIES:**

**Because of the nature of baseball and softball, some injuries will occur. All injuries must be called to a coach's or trainer's attention. Most will be minor and can be managed with basic first aid. However, some may need more intense management and may also require squad members to:**

1. Stop all practices, scrimmages, or drills. DO NOT move the victim!
2. Call the coach to manage the situation if not already at the site
3. **Sit or kneel in close proximity. Assist by:**
  - A. Helping with the injured person
  - B. Calling for additional assistance
  - C. Bringing first aid equipment or supplies to the site
  - D. Keeping onlookers away
  - E. Directing the rescue squad to the accident site
4. Fire or Fire Alarm:
  - A. Evacuate or remain outside the building
  - B. Move and remain 150 feet away from the building
  - C. Be prepared to implement the emergency procedures outlined above

## **ACKNOWLEDGMENT**

**We certify that we have read, understand, and agree to adhere to the cautions, considerations and responsibilities required for participation on the Madison Memorial High School Baseball/Softball Team.**

\_\_\_\_\_  
Athlete Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**\*( Advice of local legal counsel should be sought on this policy and procedure )**

## **BASKETBALL CAUTIONARY STATEMENT**

**The following recommendations have been designed specifically for the \_\_\_\_\_ High School Basketball Teams. Because of the intense demands and conditioning required, players and parents are asked to read and understand certain cautions and responsibilities designed to improve the safety and enjoyment of the sport.**

Basketball is a highly competitive, fast-action game that places demands on the individual player. For this reason, coaches will implement conditioning regimens that are based on scientific principles, and designed to enhance player endurance, quickness and playing skills. While contact and rough play are prohibited by rule, a certain amount of inadvertent physical contact is predictable. To enhance stability and strength, certain weight room workouts may also be prescribed along with a regular practice activity. In addition, the following considerations and cautions will enhance player enjoyment and safety.

### **PREPARATION FOR ACTIVITY:**

1. Wear all pads, braces and supportive undergarments to all practices and competitions
2. Clothing and shoes should fit properly, be comfortable, and allow for maximal physical efforts. Clothing should be kept clean and sanitary
3. Clothing should prevent heat dissipation, or restrict movement
4. Players should ingest the equivalent of 4 - 6 glasses of water each day
5. Feet should be covered with a thin cotton sock followed by a heavier wool sock - if blisters are a chronic problem or begin to appear, coaches or trainers should be consulted for appropriate responses or preventive actions
6. Players who require corrected vision must wear shatterproof glasses or lenses - glasses must be mounted in break resistant frames, and be held in place by an elastic strap
7. Players requiring preventive taping, padding, or bracing should arrive early enough to receive treatment and be able to participate in specialty work
8. Remove all jewelry, metal hair clips and hats
9. No horseplay, rough-housing, hazing or initiations
10. Players with seizure, neuromuscular, renal, cardiac, insulin/diabetic, or chronic skeletal problems, disorders or diseases, must present a physician's approval prior to participation in any practice session
11. High top basketball shoes are suggested and they should be- properly laced up
12. The use of braces is recommended
13. Mouth guards are highly recommended

### **IN THE LOCKER ROOM:**

1. Be alert to slippery floors
2. Be alert to changes in floor texture and elevated thresholds between lockers and shower rooms
3. Keep floors free of litter - place all personal belongings in assigned lockers
4. Close and lock locker doors when away from your assigned locker
5. Keep soap and shampoo in the shower area
6. Use foot powder in designated areas
7. Refrain from rapid movements, rough-house or horseplay in locker/shower areas
8. Identify incidents of foot or skin infection to coach (es) immediately
9. No hazing or initiations

## **MOVEMENT TO THE PRACTICE/CONTEST SITE OR TRAVEL TO CONTEST/PRACTICE SITE:**

1. Be alert to ramps leading to practice/contest area
2. Be alert to variations in surfaces of locker room, ramps, stairways, or playing floors
3. Be alert to the following:
  - A. Ball carts
  - B. Basketballs in flight, rolling, rebounding or bouncing
  - C. Wind sprints or fast break drills
  - D. Proximity of bleachers and walls to playing surface
4. Stretch thoroughly and jog easy laps to warm up
5. Do not accept rides home from strangers
6. Be alert for possible hazards when conditioning in the halls
7. Be aware of and avoid contact with bleachers, curtains, and any other miscellaneous peripheral equipment
8. No horseplay, rough-housing, hazing or initiations

## **HAZARDS SPECIFIC TO BASKETBALL:**

**Be alert to dehydration symptoms. Dry mouth, inability to cool down, dizziness/light headed. Ingest 4-6 glasses of water during the school day and additional amounts at practice.**

1. Frequent drink breaks will be built into the practice plan and players should make use of each one
2. Foot Problems - Refer to coach or athletic trainer
  - A. Blisters
  - B. Calluses
  - C. Ingrown toe nails
  - D. Fungus infections or plantar warts
3. Other Skin-Problems - Refer to coach
  - A. Boils
  - B. Rashes
  - C. Floor bums, cuts
4. Ankle and other orthopedic problems
  - A. Sprains - new - ice, compression, elevation, rest
  - B. Sprains - old - taping, easy workouts, rehabilitative exercise - weight training regimens will have separate standards and progressions designed to enhance safety and physical conditioning
5. Respiratory diseases can be a major problem - vitamin supplement, fluids, regular rest, proper nutrition and dress contribute to the maintenance of health - notify coach about use and location of inhalants
6. Check your weight. Sudden or large losses over a month should be brought to the coaches' attention, especially if you are feeling tired or ill, or if you demonstrate cold symptoms and swollen throat/neck glands
7. DO NOT hang on the rims or nets
8. DO NOT engage in rough, thoughtless play
9. DO NOT run under a player who is in the air to shoot or receive a pass
10. DO NOT swing elbows excessively when clearing a rebound
11. Taller players may need to be alert to their proximity to the lower surface of the backboard
12. DO NOT take an intentional foul that might cause an injury to an opponent
13. When taking a charge or screening an opponent, assume a weight-balanced, protected position



## TRACK AND FIELD CAUTIONARY STATEMENT

The following recommendations have been designed specifically for the \_\_\_\_\_ High School Track and Field Teams. Because of the intense demands and conditioning required, athletes and parents are asked to read and understand certain cautions and responsibilities designed to improve the safety and enjoyment of track and field

### PREPARATION FOR PRACTICE OR CONTESTS:

1. Select the appropriate clothing to be worn in warm or cold weather; since we have a varied climate, it is important to be prepared for all kinds of weather and to dress accordingly; wear ace bracing and supportive undergarments to practices and competitions
2. Participants should ingest the equivalent of 4-6 glasses of water each day
3. Proper warm-up and warm-down is very important before and after competition and practices
4. Select and change shoes/spikes for various surfaces to help reduce shock and stress
5. Athletes who are ill, dizzy, or light headed should contact their coach and should not practice
6. Athletes with seizure, neuromuscular, renal, cardiac, insulin/diabetic, or chronic skeletal problems, disorders or diseases, must present a physician's approval prior to participation in any practice session
7. Athletes needing preventive taping or bracing should arrive early to receive treatment; any injury problem or concern should be discussed with a coach or athletic trainer
8. Athletes with visual impairments must wear shatterproof glasses or lenses where judgment or safety is a problem; glasses must be mounted in break resistant frames and secured with an elastic strap
9. No horseplay, rough-housing, hazing or initiations

### IN THE LOCKER ROOM:

1. Be alert to slippery floors and use caution
2. Keep floors free of litter. Place all personal belongings in assigned locker
3. Close and lock locker doors when away from your assigned locker
4. Keep soap and shampoo in the shower room
5. No horseplay, rough-housing, hazing or initiations
6. If spiked shoes are worn, they are to be put on and taken off outside the building

### MOVEMENT TO THE PRACTICE/CONTEST SITE OR TRAVEL TO CONTEST/PRACTICE SITE

1. Be aware of variations in the surface of ramps, locker rooms, cinder, or artificial tracks.
2. In approaching the track, be alert to location of:
  - A. Sprint/hurdle straight-aways
  - B. Relay/exchange areas
  - C. Jump/Vault runways and landing pits
  - D. Shot and discus throwing and landing areas
3. When jogging for warm-up/warm-down, or during practice, run in the outer lanes
4. Stretch thoroughly and start your workout with easy running
5. No horseplay, rough-housing, hazing or initiations

## **HAZARDS SPECIFIC TO TRACK AND FIELD:**

1. Jumpers, throwers, and hurdlers must check equipment to see that it is safe and in proper condition before using; athletes must notify the event coach in case of any equipment failure
2. Shot/discus thrower(s) must check the throwing sector and the immediate areas alongside the circle or runway for people in the area; they must also refrain from horseplay with the shot and discus
3. Hurdlers must be sure hurdles are facing a direction that allows the hurdle to tip if struck by the hurdler
4. Distance runners and relay teams engaged in speed work and time trials should run the inside lanes unless passing a runner; slower work should be done in the outer lanes
5. When passing other runners during practice, always call “track”
6. Athletes should be alert to activity going on around them to prevent collisions and/or the sudden stopping of others
7. Runners engaged in street work as a method of distance conditioning must face traffic or use sidewalks; do not wear radio or tape player head phones; run in single file and be alert at intersections; avoid heavily traveled streets and always look both ways before crossing
8. Never cut across neighborhood lawns or through private property
9. Avoid sudden stops on hard surfaces while sprinting; a gradual slow down will help prevent unnecessary leg stress
10. Weight training regimens may also be part of your conditioning; observe all weight room safety rules carefully
11. Dehydration can be dangerous; water will be available at practices and contests; athletes should ingest water frequently
12. Sometimes practice will be held in the swimming pool, follow these guidelines of **ENTRY INTO AND EXPECTATIONS WHILE IN THE WATER:**
  - A. Look before you enter
  - B. No diving in to the shallow end
  - C. Lanes will be designated for various conditioning routines; swim to the right of any designated lane
  - D. Stay off the lane lines at all times
  - E. Making contact with the diving board or lane lines, pool walls, gutters, or bottom could possibly result in serious bodily injury
  - F. Never hyperventilate
  - G. No horseplay, rough-housing, hazing or initiation



## VOLLEYBALL CAUTIONARY STATEMENT

The following recommendations have been designed specifically for the \_\_\_\_\_ High School Volleyball Teams. Because of the intense demands and conditioning required, players and parents are asked to read and understand certain cautions and responsibilities designed to improve the safety and enjoyment of the sport.

### PREPARING FOR PRACTICE or CONTEST:

1. Wear protective kneepads, braces and supportive equipment garments to all practices and games.
2. Clothing and shoes should fit properly, be comfortable and allow for maximal physical efforts.
3. Clothing should not prevent heat dissipation or restrict movement.
4. Players should ingest the equivalent of 4-6 glasses of water each day.
5. Feet should be covered with a thick cotton sock. If blisters are a chronic problem or begin to appear, coaches should be consulted for appropriate responses or preventive actions.
6. Players who require corrected vision must wear shatterproof glasses or contact lenses. Glasses must be mounted in break resistant frames, and be held in place by an elastic strap.
7. Players requiring preventive taping, padding, or bracing should arrive early to receive necessary treatment.
8. Remove all jewelry and metal hair fasteners.
9. No horseplay, rough-housing, hazing or initiations
10. Players with seizures, neuromuscular, renal, cardiac, insulin/diabetic, or chronic skeletal problems, disorders or diseases, must present physician's approval to the coach prior to participation in any practice session.
11. Do all stretching exercises as directed by the coaches. Jog easy laps to warm up. When stretching or playing, keep body in proper alignment to prevent undue stress on joints, ligaments, and muscles.

### IN THE LOCKER ROOM:

1. Locker room floors are often slippery
2. Open locker doors can have sharp edges; close and lock your locker when away from it
3. Secure all personal items in your assigned locker
4. Use soap and shampoo only in the shower area
5. Be alert to raised thresholds at shower rooms
6. No horseplay, rough-housing, hazing or initiations

### MOVEMENT TO CONTEST/CONTEST SITE OR TRAVEL TO CONTEST/PRACTICE SITE:

1. Be alert to ramps/steps leading to practice/contest area
2. Be alert to variations in surfaces (locker rooms, ramps, stairways or playing floors)
3. Be alert to the following:
  - A. Ball carts
  - B. Volleyballs in flight, rolling, rebounding, or bouncing
  - C. Spiking or serving drills
  - D. Nets, support poles, cables, chairs, bleachers, and official's stand
4. No horseplay, -roughhousing, hazing or initiations

## HAZARDS SPECIFIC TO VOLLEYBALL:

1. Be alert to dehydration symptoms; i.e., dry mouth, inability to cool down, dizzy/light-headed; **ingest 4-6 glasses of water during the school day and additional amounts at practice**
2. Frequent drink breaks will be built into the practice and players should make use of each one
3. Foot problems—refer to coach (es) or athletic trainer:
  - A. Blisters
  - B. Calluses
  - C. Ingrown toe nails
  - D. Fungus infections or plantar warts
4. Other skin problems—refer to coach (es) or athletic trainer:
  - A. Boils
  - B. Rashes
  - C. Floor burns, cuts
5. Ankles and other orthopedic problems:
  - A. Sprains—new—ice, compression, elevate, rest
  - B. Sprain—old—taping, easy workouts, rehabilitative exercise
6. Weight and strength training will have separate standards and progressions designed to enhance safety
7. Respiratory diseases can be a major problem; vitamin supplement, fluids, regular rest, proper nutrition and dress contribute to the maintenance or health
8. Check your weight and record it; sudden or large losses over a month should be brought to the coaches' attention, especially if you are feeling tired or ill, or if you demonstrate cold symptoms and sore throat/swollen neck glands
9. Do not hang on rims or nets
10. Gather loose volleyballs and place them in storage racks; do not follow a loose ball into an adjacent court until play is stopped in that court
11. Never roll a ball under the net during play; the ball can roll under the feet
12. Never throw the ball over the net; ball can hit an unsuspecting player
13. Try to land on both feet while descending from a jump; this helps prevent falling, twisting, or unbalance
14. While executing a defensive roll, sprawl, or dive, player must begin as low as possible to the floor with the arms fully extended away from the body; execution with bent elbows and little or no bending of the knees may cause fractures or other injuries
15. As in many team sports the possibility of running into teammates or opponents is apparent. Jump vertically when spiking or blocking
16. Volleyball utilizes the hands in various techniques; i.e., setting, blocking, serving, attacking, and digging; players should use proper technique in order to avoid breaks, fractures, and sprains
17. Muscle soreness and possible strains occur more frequently at beginning of the season due to increased use of muscles and increased time spent exercising; stretch before/after practice
18. Making contact with the nets, support poles, cables, referee's stand, floor, wall, bleachers, and other players during practice or competition could possibly result in serious bodily injury



# Appendix D

## Sample Facilities and Equipment Safety Inspection Checklists

### Facilities and Equipment Checklists

Attached are sample safety checklists that are components of the 26 sports program checklists contained in the Appendices of LTC 799. High school coaches, college coaches and athletic administrators developed these checklists. Although they are quite comprehensive, *they should be used as focus for local planning and inspections.*

They may be edited to reflect local conditions and inspection needs. They should also be issued to all users of specific equipment and facilities. This would include physical education, recreation/intramurals athletic and private sector user groups. *Any user group* that finds defective equipment or facilities **MUST IMMEDIATELY** stop using the equipment or facility until repairs have been instituted or the equipment replaced. A report should be sent to the athletic administrator who should follow-up on repairs and notify all other user groups of the hazard.

1. Review the following inspection checklists that reflect *your local facilities.*
2. Report on the numbers and types of checklist deficiencies you identified *by sport.*
3. Report also any changes or modifications you made in the checklists to reflect local conditions.

Coaches and other activity supervisors should report all deficiencies to the athletic administrator who should also refer or report deficiencies to a repair specialist including a local maintenance supervisor. Dangerous equipment or facilities should be taken out of use until repaired or replaced.

## Badminton

<u>Equipment</u>	<u>Components</u>	<u>Check for:</u>	<u>Date Inspected/ Initials</u>
Racquets	Shaft	Metal or wood stress	
Net	Standard Cables	Marked with bright material.  Anchor plates secured to floor.	
Shuttlecocks	Feathers, Nose piece	<i>Frayed, torn parts</i>	

## Baseball/Softball

<u>Equipment</u>	<u>Components</u>	<u>Check for:</u>	<u>Date Inspected/ Initial</u>
<b>Playing Equipment</b>	<b>Protective Equipment</b>	<b>Current NOCSAE Certification. Properly fitted. Proper wearing.</b>	
	<b>NOCSAE Helmets</b> Adequate inventory, left/right ear protectors	<b>Fit, cracked plastic shells or ear flaps</b>	
	<b>Bats</b>	<b>Splintering. Metal stress on aluminum bats. NFHS approved bats</b>	
	<b>Sliding pads</b>	<b>Proper fit. Proper wearing.</b>	
	<b>Shoes</b>	<b>Proper cleat length.</b>	
<b>Field Condition &amp; Field Equipment</b>	<b>Playing field</b>	<b>Fill holes/pits, secure base posts and keep receptacles free of debris. No sprinkler heads exposed  Oriented so that pitches are 90 degrees to sun's rays.</b>	
	<b>Chain Link Fence</b>	<b>Wire repaired. Top of fence capped. Cap in good repair</b>	
	<b>Pitchers Shield</b>	<b>Wire repaired. Top of fence capped. Cap in good repair</b>	
	<b>Backstop</b>	<b>Mesh in good repair. Cage frame in good repair</b>	
	<b>Batting Cage</b>	<b>Use orange ball indoors. Post rules for use.</b>	
	<b>Light Poles</b>	<b>Located outside field fence or padded at base of pole.</b>	
	<b>Pitching Machine</b>	<b>Grounded plug. Accuracy/dependability of machine's pitches. Post rules for use.</b>	
<b>Field Equipment</b>			

## Basketball

<u>Equipment</u>	<u>Components</u>	<u>Check for:</u>	<u>Date Inspected/ Initials</u>
Backboard & Rims	Bottom edge & corners of board	Padding.	
Ceiling Suspension	Cable stress	Metal stress at ceiling attachment. Safety cables in place and in good repair. Motor in good repair.	
	Rims	Breakaway or Flex rims. Posted rules prohibiting hanging on rims.	
Electrical Equipment	Public address, scoreboard, wall plugs, record player, facility lights, Timing devices, shot clocks	PA and lights powered by emergency generator. Grounded plugs. Ground fault interrupter in sockets. Control panels recessed. Grounded plugs, wiring recessed and inaccessible to spectators	
Floor and Bleacher area	Boards or artificial surface	Handrails in place. Define aisles to highest seating area. Repair splinters and cracks or replace boards. Free of debris. Adequate safety space to walls, bleachers and between courts or padded danger areas. Recessed fire extinguishers, fountains and thermostats.	
Storage	Barrier free playing area	Adequate space for bulk items such as portable baskets, trampolines, gymnastic apparatus or wrestling mats.	

# Appendix E

Sample Site-Specific Emergency Telephone Script  
Documents should include scripts with actual location references

## **Outdoor Site 1:**

This is \_\_\_\_\_, We have a serious injury involving:  
*Describe Injury (UABC, Concussion symptoms, Fracture, Dislocation Anaphylactic Shock)*

---

---

We are located at:  
*(Street address or intersection of streets, and which driveway):*

---

---

We will assign students to the driveway to signal you.  
My phone number is \_\_\_\_\_

## **Indoor Site 1:**

This is \_\_\_\_\_, We have a serious injury involving:  
*Describe Injury (UABC, Concussion symptoms, Fracture, Dislocation Anaphylactic Shock)*

---

---

We are located at:  
*(Street address or intersection of streets, and which driveway and building numbered entrance):*

---

---

We will assign students to the driveway to signal you.  
My phone number is \_\_\_\_\_

# Appendix F

## Sample Category I - Cover Page

### Program Recognition Evidence-Based Documentation

- |  |             |
|--|-------------|
| I PHILOSOPHY (claim all points as appropriate for A i through v)   | 290 MAXIMUM |
| A. <u>Provide documentation to show that the school or district athletic philosophy is:</u>  |             |
| i. published and endorsed in a governance board policy   | 50 points   |
| ii. published in a school district official publication or policy  | 40 points   |
| iii. published in an all-school philosophy document  | 20 point    |
| iv. published in the school coaches' manual  | 15 points   |
| v. published in the school parent-athlete code/manual  | 15 Points   |
| B. <u>Provide policy documentation that demonstrates how the athletic philosophy of the district and / or school gives direction to:</u>   |             |
| i. a definition of athletics "success" that is expressed in <i>player growth terms (knowledge, skills, endurance, work-ethic, perseverance, sportsmanship, accountability/responsibility, respect for others)</i> rather than contest outcome measures | 25 points   |
| ii. use of educationally sound motivation by coaches<br><i>(communication of status and needs, positive references in coaching, transfer of learning responsibility to learner)</i>  | 25 points   |
| iii. sound instruction in methods, tactics and conditioning<br><i>(simple to complex, known to unknown, less to more<br/>Rigorous reflective of standards and best practices)</i>  | 25 points   |
| iv. approval of an open communications procedure for parents and players to discuss issues and concerns with athletics department personnel and/or administrators  | 25 points   |
| v. coaches' job descriptions, vacancy postings, interview questions, supervision programs, assessment programs, corrective action programs or disciplinary proceedings (4 of the 7 procedures <u>minimum</u> )   | 25 points   |
| vi. long range strategic planning for the athletics department   | 25 points   |

# Appendix G

## **Sample Subcategory I-A-i Cover Page Indicating Source of Documentation and Points Claimed**

I PHILOSOPHY (claim all points as appropriate for A i through v) 290 MAXIMUM

A. Provide documentation to show that the school or district athletic philosophy is:

i. published and endorsed in a governance board policy 50 points

### **Documentation Provided:**

- 1. Utah High Schools Activity Association**
- 2. Utah State Law**
- 3. Salt Lake City School District Board  
Policy I-15**

**Points claimed: 50**