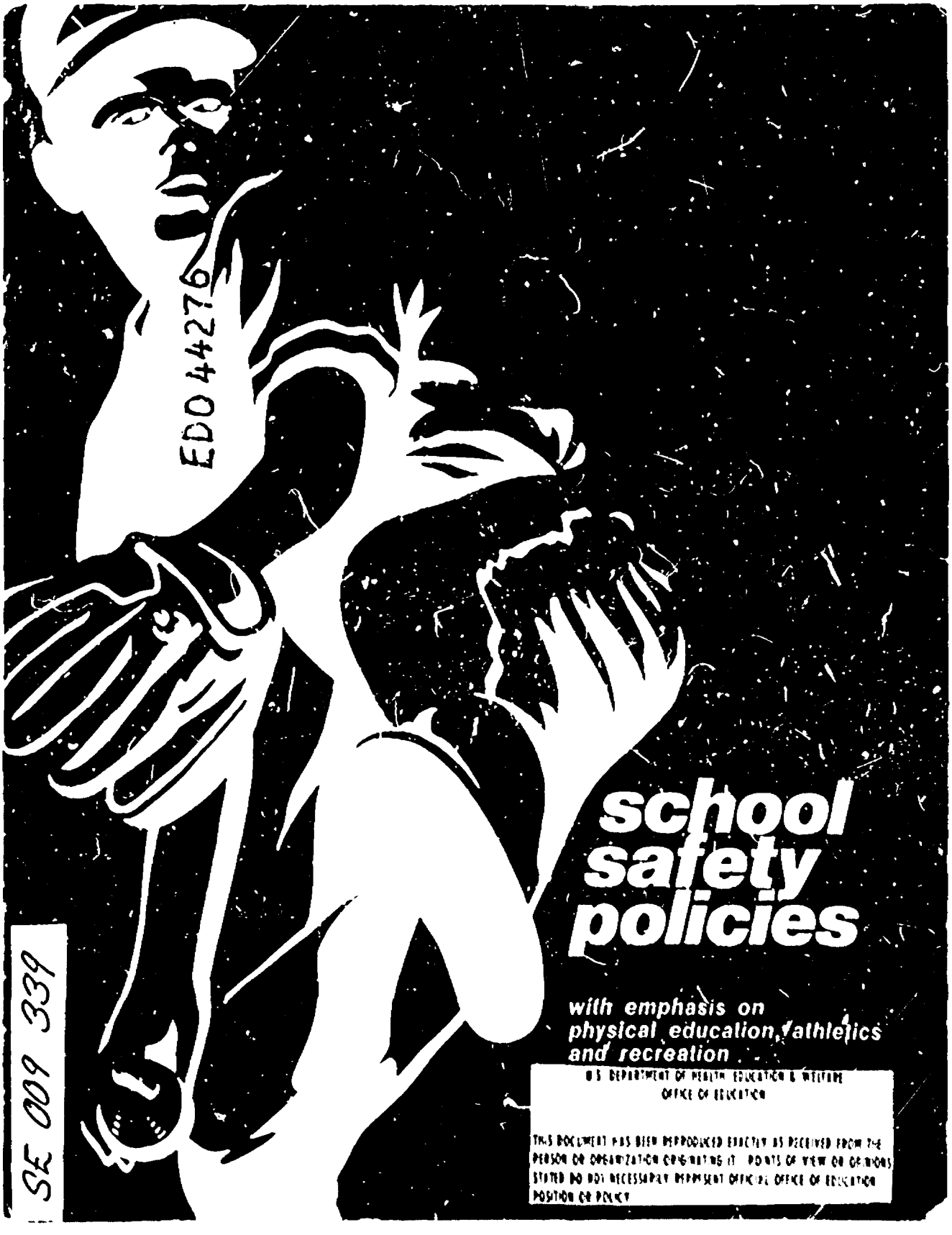
DOCUMENT RESUME

ED 044 276 SE 009 339

TITLE	School Safety Policies With Emphasis on Physical Education, Athletics and Recreation.
INSTITUTION	American Association for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	68
NOTE	33p.
AVAILABLE FROM	American Assoc. for Health, Physical Education, and Recreation, NEA Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 ($1.00)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Accident Prevention, Accidents, Athletics, Physical Education, Recreation, *Safety, Safety Education, *School Accidents, *School Policy, *School Safety

ABSTRACT

This booklet outlines principles of hazard control, school accident problems, and the need for guidelines and policies. Suggested general school safety policies, guidelines for courses in safety education and for the provision of facilities and supplies, policies for the administration of first aid and emergency care, and procedures for reporting and investigating hazards and accidents are provided. Emphasis is given to policies affecting the physical education, athletics, and recreation programs in the school. (AL)



school safety policies

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AMERICAN ASSOCIATION FOR HEALTH PHYSICAL EDUCATION, AND RECREATION

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A department of the National Education Association

1201 Sixteenth Street, N.W., Washington, D.C. 20036

PRICE $1.00
Quantity discounts: 2-9 copies, 10%; 10 or more, 20%
Order from: NEA Publications-Sales, 1201 16th St., N.W.
Washington, D.C. 20036

preface

The Second National Conference on Accident Prevention in Physical Education, Athletics, and Recreation was held at the NEA Center, Washington, D. C., October 11-13, 1967. The purpose of the Conference was to revise *Suggested School Safety Policies: Accident Prevention in Physical Education, Athletics, and Recreation*, published by the American Association for Health, Physical Education, and Recreation (AAHPER), in 1964, following the First National Conference, held in 1963.

Plans for the Second National Conference were formulated by a Planning Committee which met in Washington, D. C., during October 1966. Homer Allen was selected as Conference Director and served in this capacity until his death in July 1967.

Conference participants included representatives from each of the Divisions of AAHPER, representatives from selected agencies and organizations having a major interest in safety, and members of the Executive Council, Division of Safety Education, AAHPER. These individuals, in small working groups, formulated the policies appearing in this publication—policies which when placed in action will provide for effective safety programs in our schools.

These school safety policies should serve as a valuable guide for all administrators, supervisors, teachers, and staff who share the responsibility for the safety and well-being of the school community. The policies presented concern the entire school safety program. Emphasis, however, is placed upon the areas of physical education, athletic, and recreation programs in the school.

The cooperation, dedication, and productivity of the conference participants are sincerely appreciated by members of AAHPER who planned and conducted the Conference.

CHARLES PETER YOST

contents

action for school safety

What is safety?

Safety is responsibility. It is efficiency. It is control. In one sense it is freedom from harm, injury or death, property damage, or loss of valuable time. In another sense it is the setting for the best experiences which life may offer. Safety requires the development of self-responsibility. It demands a shared responsibility conveyed in the phrase "brother's keeper." It requires individual as well as group acceptance of the fact that safety can be achieved only to the extent that it is demanded and methods are sought to reach reasonable goals.

Safety is an essential element in our community and national effort. Past acceptance of waste of human and material resources from accidental causes is no longer tolerable to the American way. Our people's demands through their government for greater product reliability, accountability for human responsibility, and higher standards for the performance of men and machines in a more controlled environment clearly demonstrate that safety is no longer considered a fringe benefit but a requisite for a more productive and effective society.

What is an accident?

An accident is an unplanned event capable of resulting in loss of time, property damage, injury, disablement, or death. An accident is an indication that something or someone has failed to operate effectively. Environmental difficulties or human failure may cause unexpected tragic results. Accidents are caused; therefore they are controllable, to varying degrees. Identification of contributory factors and the introduction of control procedures or intervention devices are necessary to the management of the accident problem.

Effective means of reducing accidents do exist and can be developed into sound programs for accident prevention. Analysis of accident reports reveals that accident causation is a complex problem involving a wide distribution and combination of factors. These include a lack of skill or knowledge; a presence of undesirable attitudes; an uncontrolled environment, and the factor of chance, which is unpredictable but may be effectively controlled when well-conceived safety rules and regulations are practiced. Not only must these rules be accepted by students and staff; their acceptance must reflect the understanding that these procedures are intended to save people from the harmful results of

mishaps. Rules, regulations, and procedures for controlling accidents should be developed by faculty and students to achieve their widest acceptance.

Principles of hazard control

Accidents and their resultant harm may be significantly controlled by the application of four fundamental principles:

1. Recognizing the hazards.
2. Removing hazards where possible.
3. Controlling hazards that cannot be removed.
4. Creating no additional hazards.

An increase in the quality and quantity of reports on the control of hazards is to be found in the literature. Hazard control is based on standards and procedures derived from research and empirical analysis. Examples of such reports are the annual conference reports of the American Medical Association Committee on the Medical Aspects of Sports, and their *Standard Nomenclature of Athletic Injuries. Suggested School Health Policies* of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association is another valuable contribution.

The school accident problem

During the school years, accidents cause a greater number of deaths than are caused by a dozen well-known childhood diseases. The death rate from accidents for boys from ages five through nine is twice that for girls in the same age group; at age ten, the accidental deaths for boys rise to three boys for each girl. By high school, the ratio has increased to four to one, and at college age it jumps to nine to one.

The development of the safety program involves all school personnel. They share in developing a safety program, aptly described in *A School Safety Education Program*,[1] that has these major components: administration — planning, organizing, directing, supervising, budgeting, and reporting; instruction — curriculum designs for integrating and correlating safety in all school areas; and protection — engineering-enforcement provisions to control the school environment.

[1] National Commission on Safety Education, National Education Association. *A School Safety Education Program*. Washington, D. C.: The Commission, 1966.

School Safety Education Check List[2] is also available to assess the extent to which these components are met.
The designation of a chief school safety officer or safety coordinator has proven invaluable in contributing to the objective of greater safety for the schools. With the assistance of safety councils or committees, and in- and out-of-school support agencies, such leadership will assist administrators in the tasks of establishing successful programs.

Need for guidelines and policies

A policy is a broad statement of direction that should be taken to achieve a desired objective. In any safety program, policies clearly stated, following effective decision making, provide the basis for the development of action programs. Because policies are of major importance in achieving an effective safety program, emphasis is placed on making them available to all school personnel.
This publication contains policies for improving the entire safety program. Prepared by specialists, it highlights policies for use in physical education, athletic, and recreation programs. Major gains in safety will occur when school administrators give vigorous support to these policies.
Physical education, athletics, and recreation enhance the physical, emotional, and social well-being of the participants. Accidents defeat this purpose. Since most accidents are preventable, their occurrence can be reduced. The challenge is to provide opportunities for youth to participate vigorously and safely in potentially dangerous activities.

Action programs to control accidents

Safety has long been recognized as a fundamental responsibility of the school. Many communities have developed fine programs for safety, yet considerable improvement is needed in many others. Inefficiency resulting from accidents has proven increasingly wasteful. The cost of accidents to the nation exceeds twenty billion dollars annually, a sum nearly equal to our annual nationwide expenditure for education. The human suffering involved in accidents defies measurement.
If we are to achieve the goal of a safer country, we must gain the cooperation and support of school administrators,

[2] National Commission on Safety Education, National Education Association. *School Safety Education Check List*. Revised edition. Washington, D. C.: The Commission, 1967.

faculty, staff, and students to share in the safety effort. School boards must fulfill their obligation to provide a safe environment for instruction and learning. Proper facilities and equipment are a necessary adjunct to the safe growth and development of school youth.

School boards, without relinquishing their major responsibility for safety, must delegate the functions required in initiating, maintaining, and developing effective safety programs. No member of the school team can be permitted to ignore the important role he plays in preventing accidents and controlling injuries. When mishaps occur and negligence is proven, the financial liability of the school board, administrator, or teacher may be enormous. Such penalties can be avoided through the initiation of an effective preventive safety program.

The danger zones in the lower grades are playgrounds, gymnasiums, and school corridors and steps. For adolescents, the gymnasiums, athletic fields, and laboratories are problem areas. Young adults in college have a frequency and severity of accident experience which exceeds that of noncollege youth in the same age bracket.

The National Safety Council reports that 67 percent of all school jurisdictional accidents involving boys, and 57 percent involving girls, occur in the areas under the supervision of physical education teachers, athletic coaches, and recreation leaders. Greater attention on their part to the anticipation and prevention of accidents and control of injury is therefore imperative.

Obviously, vigorous movement activities possess inherent dangers not always readily apparent. Professionals must be aware of these hazardous situations and seek to reduce needless risk in any physical education activity without unduly stifling the spirit of adventure.

Continuous research in accident and injury control strives to furnish new solutions to current accident problems in schools. The emotional-psychological climate which prevails in sports activities needs further study, also, so that human behavior may be modified to acceptable levels of risk acceptance. The challenge we face is to develop in our youth the ability to function at an optimum level in the presence of inherent hazards, and to instill in them a realization of the lifelong importance of possessing such ability.

The degree of safety which we will achieve will largely depend upon the degree to which we are determined to achieve it.

J. DUKE ELKOW

general school safety policies

The school administrator has the responsibility for the development of a comprehensive school safety program. His attitude toward and knowledge about safety will determine the effectiveness of the program. The following policies serve as guides toward the implementation of actions in achieving this goal.

Planning

1. In establishing policies, participation should be invited of all persons and groups concerned: students, teachers, administrative staff members, aides, school employees, board of education members, parents, representatives of community or governmental groups, and other interested citizens.
2. A faculty-student committee should be organized to advise on accident prevention and ways of achieving safety.
3. Provision should be made for the use of advisory services from professions such as medicine, law, insurance, engineering, and safety, to help in planning and evaluating accident prevention procedures.
4. All schools should have a comprehensive school safety program, including safety services, safety education, and a safe environment.
5. Schools should have an accident reporting and investigation system.
6. Administration has the responsibility for adherence to provisions of school law, state and local laws, codes, and ordinances, and contractual agreements.
7. School officials should develop cooperative relationships with official agencies such as fire, health, and police departments.
8. Adequate insurance programs should be maintained by all schools, with details of the coverage and limitations understood by all school personnel.
9. Parental approval should be obtained for student participation in activities that remove students from their normal school routine.
10. The school should make detailed plans for handling all anticipated emergencies.
11. There should be a detailed plan for safely handling spectators and crowds at all school activities and events open to the public.
12. Recommendations for building requirements and review of plans should involve teachers and other school personnel. Thus architects and engineers, in developing

safe facilities, can be made aware of potential hazards recognized by an experienced staff.

13. Every school should have a well-defined plan for handling emergency care problems, including parental approval for transportation and emergency medical care. Such arrangements for emergency care and transportation should be made in writing at the beginning of the school year.
14. The content, objectives, structure, and teacher qualifications for driver and traffic safety education should conform to nationally recommended standards.[1, 2]

Organization and program

1. Each school should designate a school safety coordinator to direct the total accident prevention program.
2. Provision should be made for the development of a comprehensive safety education curriculum.
3. Major consideration should be given to factors such as scheduling, class size, and grouping, which have a bearing upon the prevention and control of accidents.
4. Specific accident prevention procedures should be developed for the movement of students within school and to and from school, as well as in school-sponsored activities.
5. All safety rules and regulations should be included in the school's administrative handbook.

Controls

1. All students and staff members should be familiar with their responsibility to report immediately any hazardous condition, dangerous activity, property damage, or injury, in accordance with established procedures.
2. All school personnel should comply with rules and regulations governing safe practices and procedures.
3. Close supervision should be provided wherever students participate in potentially hazardous activities.
4. All safety rules governing the use of facilities, equipment, and supplies should be conspicuously posted.
5. Regulations regarding the use of school facilities by nonschool groups should include specific provisions for

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[1] National Commission on Safety Education, National Education Association. *Policies and Practices for Driver and Traffic Safety Education.* Washington, D. C.: The Commission, 1964.

[2] National Commission on Safety Education, National Education Association. *Policies and Guidelines for Teacher Preparation and Certification in Driver and Traffic Safety Education.* Washington, D. C.: The Commission, 1965.

safety and accident prevention. Copies of these regulations should be provided to all concerned.

6. Information about the health status of students and school personnel should be made available to appropriate staff.
7. Approval from a physician, with notification of any activity limitations, should be obtained before any student is readmitted to school after a serious injury or illness.
8. Only equipment and supplies that meet highest standards of safety should be purchased and used by schools.
9. Students should be required to make proper use of protective equipment in hazardous activities.
10. Equipment, devices, materials, or animals which may be potentially dangerous should not be allowed on school property without prior approval of appropriate school officials.

Personnel

1. All personnel involved in the operation of the school program should have an understanding of their specific roles in accident prevention.
2. All instructional personnel should be properly certified for their area of instruction.
3. Noninstructional personnel of the school, such as bus drivers, recreation aides, and custodians, should be qualified to carry out the safety aspects of the specific assignments.
4. Teacher training institutions should make provisions for preservice education in safety for prospective teachers and administrators.
5. School personnel should be informed of new findings and best practices in accident prevention and injury control.

Evaluation

1. A system should exist for appropriate inspections and evaluation of facilities, equipment, and buildings, as a basis for improvement.
2. There should be a system of accident investigation and reporting, to provide information for evaluation.
3. There should be a continual updating of accident prevention policies, procedures, and practices.
4. Analysis of accidents, injuries, and damage should be made and periodic summaries of such data should be distributed to appropriate individuals.

curriculum and instruction

Many accidents in physical education, athletics, and recreation can be prevented or controlled through education. Teachers have the opportunity and responsibility to assist students in becoming aware of their personal safety responsibilities. The curriculum should provide the opportunities for students to acquire the skills, habits, and knowledges necessary for effective safe living.

Teachers should be cognizant of the competencies necessary in order to safely teach in their subject areas. In addition, they should be thoroughly familiar with school policies involving safety practices and procedures. In the absence of appropriate school safety guidelines, teaching personnel should share in formulating safety policies for consideration by school authorities and in developing the safety education curriculum.

Learning to prevent accidents occurs when participants learn to make good judgments through meaningful experiences, and with the enjoyment of activities through safe performance. Teaching must be based on an awareness of the safety needs of the individual as well as the group.

Effective programs in safety education result from careful planning. Instruction in such programs will give proper consideration to environmental changes, such as weather hazards, and human factors, such as stress or fatigue. The curriculum and teaching methods should include proper consideration for safety as regards the amount of participation in physical activities.

Aims and objectives

1. Setting of objectives should take into account the major problem areas where accidents occur — traffic, home, work, public, and school.
2. Preplanning, daily planning, and long-range planning are necessary to achieve objectives.
3. Experiences should be designed to develop responsibility, self-control, and self-discipline.
4. Safety should be a continuous process of learning.
5. Educational experiences should be provided that will be meaningful and useful to pupils throughout their lives.
6. The content of safety education should take into consideration the out-of-school activities of boys and girls.
7. Teachers and supervisors of activities should help students to understand the hazards inherent in various activities.
8. The student should be taught the need for prompt

elimination of hazards by reporting of such, and to take proper steps to minimize those which cannot be eliminated.

9. Students should learn to recognize environmental hazards such as the following conditions:
   - Inadequate or poorly designed space and facilities.
   - Improper placement of equipment in activity areas.
   - Overcrowding and/or overlapping of limited play space.
10. The teacher should check and teach students how to check equipment and facilities for possible hazards.
11. Students should develop attitudes, knowledge, and skill about wearing the proper costume for an activity (including appropriate protective devices), and about taking care in the manipulation of equipment and in its handling, transportation, and storage.
12. Students should be taught the need for a respect of regulations governing the use of facilities, space, and equipment.
13. In learning skills the student should be taught the safety principles, preventive measures, and hazards related to each activity.
14. In order to eliminate accidents, provision should be made for developing a planned progression of increasingly complex skills.
15. Schools and communities should be alert to leisure-time opportunities within the areas they serve, and should assist pupils and students in preparing for safe participation.
16. Topics related to physical education, athletics, and recreation should be included in safety education courses or units provided in the curriculum.
17. Students, aides, and other personnel assisting in physical education, athletics, and recreation should be given instruction relevant to safety procedures.

Learning experiences

1. Learning experiences should be organized as a comprehensive program in safety education, with an orderly progression and sequence.
2. Course and lesson planning should include learning experiences that will achieve specific safety objectives.
3. Learning experiences should be provided in teaching accident prevention, so that pupils can gain a maximum of knowledge, skills, and proper attitudes.

4. Consideration should be given to integrating or correlating safety education in physical education, athletics, and recreation with other subjects or curriculum areas.
5. The selection of learning experiences must consider the growth, sex, and developmental characteristics of pupils, as well as their skill levels.
6. Physical and psychological differences in students should be considered in selecting and conducting learning experiences.
7. Learning experiences should meet the needs and interests of individuals or groups.
8. Learning experiences should utilize methods and techniques which best fit the environment.
9. Those conducting learning experiences should take into account the individual's fatigue level and accordingly modify each student's degree of participation in the activity.
10. Teachers should use a variety of teaching methods appropriate to the group, its environs, and activities.
11. The organizational pattern for instruction should be related to the space available and the character of the activity.
12. Careful planning of the progression needed to develop skills is the keynote to the development of a program of activities.
13. Proper conditioning must precede student participation in complex and vigorous activities.
14. Only teachers qualified to conduct physical education, athletic, and recreation programs should be so assigned.
15. All officials used in intramural sports activities or having primary responsibility for the conduct of interscholastic sports should be qualified and/or accredited.

Evaluation

1. Continuous evaluation should be made in terms of specific objectives of accident prevention for improvement in attitudes and safe practices, and increased participation in activities, with a reduction in number and severity of accidents and injuries.
2. Effectiveness of teaching techniques should be evaluated by observation of the safe practices and positive caution of students.
3. The performance of skills needs to be reflected in the evaluation of the achievement of goals.

facilities equipment and supplies

Every effort should be made to encourage the proper use of facilities, equipment, and supplies. (Facilities — areas, structures, and fixtures essential to accommodate the program; equipment — those items of a nonexpendable nature that are normally expected to be used over a period of years; supplies — those expendable items that are normally replaced at frequent intervals.) Maximum enjoyment and fuller participation will be realized if the accepted guiding principles of recognition and understanding of the hazards in all facilities and equipment are followed, through periodic inspections and an efficient and accurate reporting system. This will necessitate the following procedures:

1. Removal of all discernible hazards.
2. Conditioning, skill training, and proper instruction, plus protective devices, to guard against those hazards that cannot be removed.
3. The conduction of in-service clinics, workshops, institutes or seminars for the dissemination of information about hazards in facilities, equipment, and supplies.

Major policies

1. All persons should be alerted to potential hazards through various means of communications; i.e., in-service training, staff meetings, bulletins, etc.
2. Periodic inspections of all facilities, equipment, and supplies should be made by qualified personnel.
3. Research dealing with hazards in the use of facilities, equipment, and supplies should be encouraged.
4. Upon identification of a hazard in a facility or in a piece of equipment, it should be corrected immediately or made inaccessible until corrective measures have been taken.
5. A major consideration in the selection and use of facilities, equipment, and supplies should be the contribution they will make to the safety of the participant.
6. Facilities, equipment, and supplies should be adequate to prevent overcrowding.
7. Facilities, equipment, and supplies should allow the individuals to participate in activities with a minimum of hazards.
8. Facilities, equipment, and supplies should be continually and routinely checked by competent persons.

9. Well-stated safety rules for the use of facilities, equipment, and supplies should be conspicuously posted.
10. Facilities, equipment, and supplies should be designed for hard use, thus reducing their accident potential.
11. In the design, layout, and selection of facilities, equipment, and supplies, the age level, sex, maturity, and skill level of participants should be considered.
12. Faculty, staff, and students should be familiar with the accident prevention aspects of the care and use of facilities, equipment, and supplies.
13. Construction of facilities, including the selection of building materials, equipment, and supplies, should be based on high safety standards and building codes.
14. Channels of communication for the purpose of reporting and sharing information should be maintained among teachers, professional organizations, and the manufacturers who design and produce facilities, equipment, and supplies.
15. Local and state administrators and professional authorities should be aware of existing fire hazards and take necessary action to eliminate or minimize them. Fire and building codes, state education department regulations, and established national standards are to be used.
16. There should be continuous evaluation of the safety aspects of facilities, equipment, and supplies. All levels of leadership — administrative, teacher, staff, and student — should be involved.

Specific policies regarding facilities

1. The planning of facilities should be a *cooperative* venture involving the architects, administrators, supervisors, teachers, and other qualified personnel. Prior to modifying any of the plans agreed upon, a meeting of the aforementioned people should be arranged.
2. The layout and design of new facilities should allow for future expansion without creating hazards.
3. All facilities should have proper field or floor markings in accordance with the type of activity and the age levels of participants.
4. School sites should be selected so that the hazards from heavily traveled thoroughfares are minimized.
5. Parking areas and driveways should be so placed as to minimize hazards to the activity program.

6. Facilities should be planned and organized to keep spectator passages separate from playing areas.
7. All play areas near streets should be enclosed by strong and durable fences, high enough to minimize the hazards involved in the activities and to prevent unauthorized use.
8. Storage areas for equipment and supplies should be adequate in size and readily accessible.
9. Proper lighting should be provided for all areas. Special attention should be given to the glare-producing problems associated with natural and artificial light.
10. An adequate mechanical heating and cooling system should be installed in all indoor facilities.
11. A color scheme consistent with recommended safety color codes should be used to identify safety devices and hazardous areas or equipment.
12. In new construction and remodeling, locker and shower rooms should be situated so as to facilitate supervision. A training and/or emergency care room should be located adjacent to the gymnasium or activity area.
13. Automatic temperature control of water should be included as an important safety feature in the planning and construction of shower rooms.
14. Traffic flow in and between facilities, including locker and shower areas, should be planned so as to reduce hazardous situations.
15. Facilities such as swimming pools, wading pools, and ice rinks should be on the same level as the dressing rooms, to avoid the hazards of stairs.
16. Proper security should be provided for hazardous facilities such as swimming pools and rifle and archery ranges.
17. All school games areas and fields should be on properly designed grounds.
18. Playing surfaces should be clean and free of obstructions, uneven surfaces, and slick spots.
19. The surfacing of various areas of playgrounds — blacktop, turf (natural or synthetic), tanbark, loose dirt, or other material — should be appropriate for the activities.

Specific policies regarding equipment and supplies

1. Safeguards as to quality of equipment and supplies should not be sacrificed in attempts to reduce costs.

2. Schools should require protective equipment and should insist on its use in appropriate activities in the program.
3. Personal and protective equipment must be *carefully fitted* to ensure maximum safety for each participant. This is especially true in vigorous body-contact activities and applies to all levels of activity.
4. Sufficient equipment should be purchased to ensure immediate replacement in case of damage or wear, in activities presenting hazards to the participants.
5. Ample space should be provided in the placement of equipment to ensure safe usage.
6. Playground equipment should be placed on the perimeter of the play area.
7. Body contact areas surrounding and under playground equipment should be made of a soft, resilient, durable substance.
8. Measures should be taken to assure proper security for hazardous equipment and supplies, such as heavy apparatus, trampolines, bows and arrows, and rifles.
9. Equipment and supplies should be adapted to the environmental conditions, such as weather, sunlight, and topography.
10. Frequent inspections of emergency care equipment should be made to assure adequacy and usability.

first aid and emergency care procedures

No matter what precautions are taken to safeguard participants, accidents, injuries, and illness will be encountered in physical education, athletics, and recreation. Consequently, sound policies must be established in order to provide guidance in the formulation of procedures for first aid and emergency care. (First aid is the immediate and temporary assistance given to a victim of an accident or sudden illness until the services of a physician can be obtained.)

The following policies have been grouped into three periods of time:

1. Prior to the problem of accident, injury, or illness (from the time of the student's enrollment until the occurrence of the problem).
2. During the problem (from the moment of its inception until appropriate emergency care and/or the services of a physician have been secured).
3. After the problem (from the time when emergency care and/or medical supervision is provided until the return to school activities).

Prior to the problem

Planning for emergency care

1. All policies established by the school regarding first aid and emergency care procedures for physical education, athletics, and recreation should be an extension of the overall school health and safety policies.
2. All accidents, illnesses, or injuries should be handled in accordance with a master plan of procedures adopted by the school administration in consultation with medical authority.

Areas of responsibility

1. One faculty member should be designated for establishing and coordinating emergency procedures for all school activities.
2. The accountable faculty member should have qualified personnel to assist him in providing emergency care.
3. Telephone numbers of designated physicians, hospitals, and ambulances, or others to be called, should be posted in appropriate places accessible to the person in charge of the activity at or away from school.
4. Emergency procedures for anticipated problems should be practiced periodically.
5. Specific procedures should be developed for emerg-

ency evacuation, panic prevention, and the handling of emergencies at public events.

6. Evacuation drills should be practiced in all school areas, including athletic fields, gymnasiums, swimming pools, showers, and locker rooms.
7. Provisions should be made to provide emergency care for visitors.

Education

1. All faculty and staff should receive competent instruction in first aid and periodic refresher courses as necessary, to maintain a high degree of skill in providing emergency assistance.
2. Persons teaching and supervising physical education, athletic, and recreation activities should have first aid competence, secured through an American National Red Cross advanced first aid course, or its equivalent.
3. All persons designated as athletic trainers, whether students or faculty members, should have advanced first aid training as a minimum requirement, and in addition should have completed a professional course in the care and prevention of athletic injuries.
4. An in-service training program for faculty and staff should be conducted periodically for maintaining and improving first aid skills.

Medical supervision

1. Physicians serving the schools should determine the medical eligibility of students to engage in school activities.
2. A physician should be in attendance and readily available at all contests and activities possessing significant hazards.

Records

1. The health record of each student should carry the names, home and business addresses, and telephone numbers of the parents or guardians and designated alternates.
2. The health record should contain current and past information bearing on the medical eligibility of students for participation, as well as the names, addresses, and telephone numbers of the family physician and the hospital preferred by the parent or guardian for medical care.

3. The health record should contain written permission for the school to obtain emergency medical care when necessary.
4. Appropriate staff should be made aware of students who have health conditions that may create emergencies when they participate in school activities.
5. The wearing of the universal medical identification symbol to indicate the presence of a special condition (such as diabetes, or an allergy to penicillin) important to the life and health of the individual should be encouraged, to ensure proper emergency care.

Student orientation

1. All students should receive first aid instruction appropriate to their age levels.
2. Students should receive instruction on procedures to be followed in the emergency absence of the supervisor.

Equipment (supplies and facilities)

1. Equipment for emergency care should be placed in areas where it is readily available for use by authorized personnel, particularly in high-hazard areas such as gymnasiums, playfields, swimming pools, and locker rooms.
2. An inventory of emergency care supplies and equipment and their locations in the school should be maintained in a central office.
3. Emergency care supplies and equipment should be selected after a study of needs and recommendations of the school's medical adviser.
4. Emergency care kits including coins for phone calls should be readily available for supervised activities away from school.
5. An emergency care facility should be provided convenient to activity areas.
6. A telephone should be available near activity areas.

During the problem

Areas of responsibility

1. Any individual recognizing an emergency has a responsibility to report it immediately to the person in charge of the activity or area.
2. The person in charge shall carry out emergency care

procedures, retaining responsibility until relieved by school or medical authority.
3. At athletic contests, the attending physician should be authorized to request an official time-out or the stopping of the contest for medical reasons or hazardous environmental conditions.

Communication

1. Immediate notification concerning significant emergencies must be given to school administrators.
2. As necessary, the school administration should notify the parent or guardian.
3. The release of information regarding an emergency is the responsibility of the school administration only.

Transportation

1. Transportation of injured or ill persons should be provided as recommended by a physician, or, if a physician cannot be contacted, upon the basis of sound emergency care procedures.
2. Appropriate information describing the individual's condition should be provided to the person responsible for his transportation and to those at his destination.
3. If, after contacting the parent or guardian, it is decided that the individual should be sent home in a properly authorized vehicle, he should be accompanied by a representative of the school, who will remain with the individual until he is delivered into the care of a parent or guardian.

After the problem

Records

1. Records should be kept on all emergency care provided and should be retained as recommended by legal counsel.
2. Before a student is allowed to return to school, he should meet school readmission requirements which would take into consideration any necessary modifications of activity.

Equipment and supplies

Frequent inspections of emergency care equipment should be conducted to assure adequacy and usability.

reporting and investigating hazards and accidents

An important procedure in reducing accidents is to investigate them, determine causes, and take corrective action for preventing recurrences. This can be accomplished through the effective reporting of all school jurisdiction accidents. The purpose of accident investigation and reporting is to obtain information about accidents for administrative guidance, program development and evaluation, legal information, and facility and equipment improvement. Any effective program of accident prevention must have administrative support and guidance.

Accident reports supply information needed to provide for an effective program of accident prevention. Accurate and complete information gathered immediately following an accident is invaluable with respect to insurance and liability considerations. The information provides a basis for identifying hazardous facilities or equipment, and activities that need correction or modification.

Boards of education or control establish the policies for accident investigation and reporting and designate which school officials will carry them out.

General policies

1. Schools of a district or system should participate in a uniform program of accident reporting and investigation.[1]
2. Definite procedures should be established for analyzing, summarizing, and disseminating accident information.
3. Responsibility for coordinating the total accident reporting program of each school in the school system should be assigned to safety education supervisors.
4. A safety committee may be desirable for the investigation, analysis, and correction of accident hazards disclosed in accident reports.
5. The safety coordinator, with qualified assistance, should carry out a system of hazard identification, analysis, and correction in all school activities and environment.

Reporting and investigating

1. Detailed information should be recorded on all accidents and near-accidents which are potentially dangerous.
2. All school-jurisdiction accidents (those occurring on

[1] National Safety Council. *Student Accident Reporting Guidebook*. Chicago, Illinois: The Council, 1967.

school property, en route to and from school, and in other school-sponsored activities) should be reported and investigated, and corrective measures taken.

3. Accidents occurring when school facilities are used for programs supervised by or under the jurisdiction of other groups or agencies should be reported to the school administration and corrective action taken.
4. Each accident should be promptly and thoroughly investigated and the necessary corrective measures taken.
5. The person supervising the area or activity should immediately initiate the accident reporting and investigation procedure.
6. The proper supervisory or administrative personnel should be notified immediately of all accidents.
7. A uniform accident report form should be used throughout the entire school or system.
8. A portion of the report devoted to a description of the accident should include specific information relative to the circumstances surrounding the reported accident.
9. Each school and school system should have a person (preferably the school safety coordinator) who is designated to receive all reports.
10. All accident reports should be examined by the school safety coordinator and appropriate school personnel.
11. Selected accident reports should be referred to the principle school officer or his designated representative.
12. It should be the responsibility of the school safety coordinator to distribute copies of the accident report, as the situation warrants.
13. All accident reports should become a part of the injured person's cumulative file and health record.
14. The school should develop a working relationship with other agencies conducting school-related programs in the investigation and reporting of accidents.

Follow up and evaluation

1. There should be a definite plan for the follow-up of each accident report.
2. Accident reports should be analyzed by appropriate staff members with recommendations made to those persons who have responsibilities for taking action.
3. School systems should prepare and distribute to all staff members monthly and annual interpretive summaries of accidents, to identify areas and activities of accident frequency and severity.

appendix

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