

# EVERYONE SWIMS EVERYONE WINS



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

## DULUTH AREA FAMILY YMCA SWIM TEAM MANUAL

### Table of Contents

**Welcome..... Page 2**  
**Philosophy & Goals..... Page 3**  
**Seven Pillars of Sports..... Page 4**  
**Staffing Structure..... Page 5**  
**Code of Ethics..... Page 6**  
**Characteristics & Functions of a Coach... Page 7**  
**Building Assets..... Page 8**  
**Guiding Behavior..... Page 9**  
**Coaching Expectations..... Page 10**  
**Child Abuse Prevention..... Page 11**  
**Risk Management..... Page 12**



**Greetings Swim Coach!**

**We're happy and excited that you've decided to become a part of our coaching staff – a diverse team joined together by a shared commitment to nurture the potential of every child and teen, promote healthy living, and foster a sense of social responsibility. We help swimmers of all ages and abilities develop and grow not only in the pool, but in their lives.**

**We work hard to deliver quality programming at all times and believe in putting the YMCA mission at the forefront of all we do. You are now part of a team that not only delivers quality programming, but does it with a servant's heart and a genuine desire to help nurture their participant's personal growth.**

**This team manual will serve as one resource in your continued development as a swim coach. It will provide you with an understanding of your role as an coach, as well as the specific expectations you will be held accountable to.**

**Beyond your orientation to this manual, a supervisor will help you work through the many tools we've provided for you. Please feel free to ask the Aquatics Director, to sit down and review with you any parts of this manual you find unclear. Take notes and ask questions as you review this document, and remember that we are all one team working together to make this the best swim program possible. If you have an idea to share that will help us improve it, please speak up!**

**Again, welcome, and we are happy you are on this journey with us!**

**Sincerely,**

**Emily Marshall  
Aquatics Director**

## Mission & Philosophy

### Mission

The Mission of the Duluth Area Family YMCA is to put the principles of caring, honesty, respect and responsibility into practice through programs that build a healthy spirit, mind, and body for all.

### Character Development

The YMCA believes that character development, focusing on the values of caring, honesty, respect, and responsibility, is an essential element of its sports program.

- **Caring:** To love others and be sensitive to the well being of others involved in the sports program.
- **Honesty:** To have integrity, making sure that one's actions match one's values through participation in sports.
- **Respect:** To value the worth of every person, including oneself, one's teammates, opponents, and officials.
- **Responsibility:** To be accountable for one's behavior and obligations.

### Program Goals

Programs are the vehicle in which we deliver our unique mission. Specific goals for team, swimmers, and staff are developed annually, but all Ys have these same program goals. YMCA programs seek to help individuals and families to:

- **Grow Personally:** We encourage people to set personal goals and work toward them through programs structured to help develop a healthy self-image.
- **Clarify Values:** Programs provide opportunities for reflection and emphasis on personal values and the relationship between stated values and actual behavior. The YMCA believes the four values; honesty, respect, responsibility, and caring are essential for a strong character.
- **Improve Personal and Family Relationships:** YMCAs help people develop cooperative attitudes and communication skills through programs for all individuals and families.
- **Appreciate Diversity:** Programs encourage diversity of thought, cultures, religions, and ethnic traditions, leading to communication and understanding. Diversity is a source of strength.
- **Become Better Leaders and Supporters:** In YMCA programs, shared leadership and support are basic organizational principles, which are taught, practiced, and encouraged. Volunteer leadership drives the YMCA.
- **Develop Specific Skills:** The development of individual skills is essential in accomplishing personal goals and in improving confidence and self-esteem.
- **Have Fun:** Fun, enjoyment, and laughter are essential qualities of all programs and contribute to people feeling good about themselves and the YMCA!

The Y nurtures the potential of children through the competitive swim program by strengthening character in our youth, engaging families, and building lasting relationships. Participants in these programs build skills, learn about teamwork, make new friends, build assets, set individual and team goals, and focus on sportsmanship. This improves self-confidence, promotes diversity, increases self-esteem, and improves physical condition. The positive time with family and friends in this environment strengthens our communities. Swim team puts emphasis on healthy relationships between adults and youth as well as family, with a goal to build social skills and sport skills with all participants for the future.

## Seven Pillars of YMCA Sports

There are seven pillars of YMCA youth sports which help guide our competitive swim program.

**Pillar One – Everyone Plays.** We do not use tryouts to select the best swimmers nor do we cut kids from our program. Everyone who registers is a valuable part of our team. During the season, everyone receives equal practice time and meet opportunities. Everyone Plays teaches participants both social and physical skills. Kids learn to enjoy swimming and work together as a team. Everyone Plays helps create positive self-esteem.

**Pillar Two – Safety First.** Putting safety first in swimming boosts trust levels between participants and their families and the organization and Y staff; creating a secure and confidence-building learning environment. We do all we can to prevent physical and emotional injuries. We ensure that equipment and facilities are safe. The skills taught are appropriate for children's developmental levels and we develop fitness *gradually* so swimmers are conditioned for the sport. Coaches, lifeguards, and volunteers work together to make sure to stop any unsafe activities.

**Pillar Three – Fair Play.** Fair Play and positive competition in swimming help develop decision-making skills, teach rules and traditions, and enhance skills and tactics. Kids build strong leadership skills and self-esteem while they learn to give their best. Fair play is about playing by the rules – and more. We teach swimmers to show respect for all who are involved in the sport. Coaches are role models of good sportsmanship and guide swimmers to do the same. Fair play implies respect for oneself, one's opponent, and others involved in conducting the competition. Swimmers, coaches, officials, and spectators share a responsibility for fair play. Our programs provide an excellent means of developing a predisposition to play fairly. As the virtue develops, it can influence behavior in every day life. In the Y swimming program, we are more interested in developing children's character through sport than in developing a few highly skilled swimmers.

**Pillar Four – Positive Competition.** We believe competition is a positive process when the pursuit of victory is kept in the right perspective. The right perspective is when adults make decisions that put the best interests of the children above winning and contest. Learning to compete is important for children, and learning to cooperate in a competitive world is an essential lesson of life. Through swim team, we want to help children learn these lessons. Positive Competition teaches swimmers to win in and out of the pool. We teach that "winning" doesn't always refer to the place you finish in a race. We help swimmers meet individual goals throughout the season and teach individual positive competition.

**Pillar Five – Family Involvement.** Swim team is a family affair. Family involvement helps strengthen parent-child and family-staff relationships while improving family communication and support. In Y staff and parent volunteers, swimmers have positive role models in their lives. We encourage parents to be involved appropriately along with their child's participation in our program. In addition to parents being helpful as volunteer coaches, officials, and timers, we encourage them to be at meets and team functions to support their child's participation.

**Pillar Six – Sport for All.** Swim team is an inclusive sport program. That means that children who differ in various characteristics are to be included in participation. The program is offered to all children regardless of their race, gender, religious creed, or ability. We ask our adult leaders to encourage and appreciate the diversity of children in our society and to encourage the children and their parents to do the same. Sport for All teaches swimmer to respect and support teammates, and appreciate diversity while increasing self-esteem and improving social skills, strengthening the overall community.

**Pillar Seven – Sport for Fun.** Swimming is naturally fun for most children. They love the challenge of mastering the skills, being with their friends, and of competing with their peers. Sometimes when adults become involved in children's sport, they over organize and dominate the activity to the point of destroying children's enjoyment of the sport. If we take the fun out of the sport we are in danger of our children taking themselves out of the sport. Remember that these sports are for the kids; let them have fun!

The YMCA of the USA encourages member associations to develop strong grass roots programs that provide opportunities for as many people as possible to participate in a variety of sports activities at the local level based upon the philosophy described above. When the participants' skills increase and there is a need for a higher level of competition, YMCAs are encouraged to take advantage of the many state, regional and national events that are provided by other organizations.

### A Coach's Pathway . . .

#### *Junior Coach (JC)*

**Junior Coaches are swimmers ages 12+ that have advanced knowledge of swimming and have been identified as leaders on a competitive swim team. JCs do not lead their own practice, but co-teach with Assistant Coaches or Head Coaches. Occasionally JCs may be asked to lead a lane or portion of the workout, work one-on-one with a swimmer or small group, and demonstrate skills. JCs also assist the Head Coaches at meets by aiding in the transition, supervision, monitoring, and record keeping of swimmers and their performances.**

#### *Assistant Coach (AC)*

**Assistant coaches can coach any age group and may be asked to teach private and/or semi-private sessions. They are knowledgeable of our program and follow our protocol and expectations of coaches to provide the highest quality experience possible. ACs attend all group practices, meets, and coaches meetings they are assigned. ACs typically take direction from the Head Coach and work independently with one or two lanes of swimmers. They aid in creating and carrying out the seasonal plan and are instrumental in the development and growth of the swimmers.**

#### *Age Group Head Coach (AGHC)*

**Age Group Head Coaches are members of the aquatic staff who have advanced skills, at least two years of experience as an assistant coach or head coach. The AGHCs are knowledgeable and committed to the growth of the team and themselves as professionals in the swimming community. AGHCs oversee one age group of the overall team. They have a desire to mentor new coaches –and are able to answer questions, and make decisions about programming.**

#### *Volunteer Coach (VC)*

**Volunteer Coaches may be ACs or AGHCs. Volunteering is at the heart of our YMCA. Volunteering offers coaches a chance to get involved in community life and to show how much they care for others by helping to run programs, set policies, raise money, and solve neighborhood problems. By sharing their time with the team, volunteers also give themselves a chance to learn, grow, and thrive. VCs provide services of his or her own free will. A VC is someone that has expertise, expects no monetary gain from the Y and is dedicated to the Y mission and values.**

## Coaching Code of Ethics

The Y is concerned with the development of the mind, body, and spirit. We believe that competitive athletics can have a tremendous influence on helping youth with difficult decisions in life and with maintaining a positive direction away from the negative influences of drugs, alcohol, crime, academic failures, teen suicide, etc. The following "Code of Ethics" is offered as a guide to insure the promotion of good sportsmanship and conduct among the staff and volunteers of the Duluth Y Northerns Swim Team.

A competitive coach we will:

1. Conduct ourselves in a manner to be a worthy member of the competitive coach's profession.
2. Conduct ourselves in a manner to earn the respect and confidence of the athletes, parents, and officials.
3. Act and dress with professionalism and dignity in a manner suitable for our profession.
4. Always teach and practice good sportsmanship, win with humility and lose with dignity, and offer congratulations to our opponent win or lose.
5. Maintain high ideals and firm principles of right and wrong
6. Be aware of the ethical and social responsibility that we bear because of the influence our recommendations and actions have on the lives of the athletes as a role model for youth to emulate.
7. Treat every athlete fairly, justly, impartially, intelligently, and with sensitivity.
8. Maintain the highest degree of integrity with the maintenance and submission of swimmers' times with relationship to records and meet cutoffs.
9. Always use trained officials of high integrity and honesty.
10. Maintain high integrity and respect for the rights and efforts of our fellow coaches.
11. Coaches should not recruit current athletes from other teams located outside our service area.
12. When contacted by an athlete who is considering switching teams, the coach should proceed with care and sensitivity.
13. Promote the many benefits of competition at all levels and attract athletes into our program in an ethical and positive manner.
14. Be a goodwill ambassador between our profession and the public.
15. Maintain a balanced perspective on the purpose and values Y competition is trying to promote, not who has the best win/lose records or a win at any cost attitude.
16. Keep the child's best interest at heart as a priority and don't exert undue pressure on the child to promote your own personal goals and desires.
17. Always maintain a professional separation between coach and athlete from the point of view of a personal relationship or intimate sexual relations.
18. Never provide or recommend drugs to athletes as a means of improving athletic performance.
19. Never use alcohol or other recreational drugs in the direct presence of athletes nor be under the influence of drugs or alcohol when involved with athletic events
20. Always strive for more knowledge through continuing education in becoming a better coach.

## Characteristics and Functions of a Coach

In addition to the general expectations laid out in the DULUTH AREA FAMILY YMCA Employee Manual, coaching staff are also required to fulfill additional expectations and exemplify certain characteristics. All coaching staff must have excellent communication skills, have a positive attitude, be knowledgeable of competitive swim programs, and act professionally at all times. Additionally, they will be organized, prepared, and flexible, as well as CARING, understanding, and safety conscious at all times.

### ***Communication***

As a coach, you are expected to have excellent communication with everyone you come in contact with – your swimmers, their parents, other coaches, and members using the pool at the same time of your practice, your aquatic supervisors – absolutely everyone. How do you do that? Start by choosing a positive attitude. Even if you have to ask a lap swimmer to move so you can conduct your practice, you can do so in a positive, tactful, and thankful manner.

Additionally, you need to constantly communicate the progress of your swimmers to them directly and to their parents. Tell your swimmers what they are doing well and what they need to work on, and that you are proud of them no matter where they are in ability. Ask parents for feedback often. And lastly, remember to communicate any needs you have to your supervisor – be it a problem with another staff member, broken equipment, or needing help teaching a certain skill.

### ***Climate Setter***

You set the tone for your team with everything you say and do. Do you smile and welcome the swimmers at the start of each practice or tell them to get in the water and start swimming without even glancing at them? Do you ask them how their week went or tell them to stop chattering? Do you show them through your actions that you are genuinely glad that they came to practice today or that you'd rather be somewhere else? Wearing a smile and keeping a positive attitude will show your swimmers that you're happy to see them and will help to alleviate any nervousness they may have. Being caring and positive will ensure a safe, fun, and happy (nurturing) environment.

### ***Assigning Tasks***

Each practice will have specific skill sets that will be taught and mastered. Swimmers learn at different paces and through different learning styles, and you will have to adjust your methods of coaching and your approach to certain skills based on what works best for each individual swimmer. Some swimmers on your team may be auditory learners and some may be more visual, others still might need you to move their arms or legs for them to be able to grasp the concept of a skill. By understanding that each of your swimmers learn at a different pace and have a different level of understanding of each skill, you will be better able to adjust tasks to meet their needs and build their confidence.

### ***Intervening***

You will without a doubt have to intervene during every practice with every swimmer in order to ensure that the proper and positive learning is taking place. You will intervene to motivate ("You did it! You worked hard to get your arms out of the water that time!"), to discipline ("we do not hit each other with the kickboards because it's not caring or respectful"), and to provide feedback on skills ("is there a way you could get just a little bit farther with each stroke?")

### ***Skill Evaluation and Feedback***

Feedback and positive reinforcement are crucial aspects of the swim program. Throughout the season you will be evaluating and providing feedback on your swimmers' skill performance. As a coach, you need to watch for both effective and ineffective movements for each skill they are asked to perform. You should then provide feedback in a positive way by calling attention to something they are doing well and then working with the swimmer to address the movement they are doing ineffectively by asking questions that guide them to the proper movement. It may be necessary to give them a suggestion on how to make their movement more effective. To do this properly, you must be knowledgeable in every stroke and skill that you teach.

### ***Summarizing***

Summarizing is ending each practice by highlighting key concepts, reviewing what skills were learned and practiced that day, and recapping how those skills will help them in a meet. Summarizing helps reinforce what a swimmer has just learned which will help them retain the information and skill longer. It's also a great way to ensure your swimmers have an answer when their parents ask, "What did you do at practice today?"

## Building Assets

**The Y strengthens the foundation of community when intentional efforts are made to integrate asset building into programs. It's important that the Y nurtures the potential of all children and youth.**

- Give each young person one-to-one attention at some point during the practice
- Notice what's working. Tell young people when they are doing something right.
- Teach, model, reinforce, and celebrate character development values: caring, honesty, respect, and responsibility.
- Confront behaviors that are inconsistent with these values. Help children understand the consequences of their choices.
- Assign each young person a particular program leader or volunteer so that each member has at least one adult that he or she can form a close relationship with.
- Attend other activities that young people are involved in outside of your YMCA.
- Create a climate where young people's opinions and experiences are valued and respected.
- Set high standards for how program participants, staff members, and volunteers are expected to behave in your program. Set standards that emphasize the positive rather than the negative.
- Help shape young people's personal identity by helping them discover their sense of purpose and to help them internalize their faith and beliefs.
- Recognize and celebrate youth service.
- Recruit young people as volunteers to provide leadership in youth development programs and activities.
- Invite young people to discuss their experiences at the YMCA with board members.
- Encourage youth to give board members ideas on how to improve YMCA programming for children and teens.
- Engage teens as leaders and decision makers within your program area and in other YMCA program areas.
- Learn the names of all the young people who participate in your YMCA youth programs and activities. Get to know them and ask them about what's going on in their lives.
- Spend time getting to know parents and guardians
- Provide teen internships with concrete learning opportunities, good supervision, and plenty of support and guidance.
- Encourage youth to explore their passion, talent or spark.
- Help young people create season-planning portfolios that include goals both in and out of the pool. Tracking their challenges and accomplishments.



## Guiding Behavior

Just as it is our job to teach children to walk, talk, swim, hit a ball, and make new friends, it's our job to teach them appropriate behaviors. It's our job to guide them through the Feel/Think/Act (FTA) process. Initially, we may need to suggest the appropriate responses. Eventually we hope to help children and youth make the connections and choose the correct responses.

We can help children learn and understand appropriate responses, appropriate behavior, and character by practicing these six strategies. We need to:

1. Teach the appropriate behavior (in an appropriate contextual setting).
2. Model the appropriate behavior (character, problem solving, feel/think/act strategy, etc.) Your behavior must be beyond reproach...you can't ask children to do what you don't do.
3. Celebrate when children are making good choices.
4. Practice the strategies over and over again until children begin to internalize them
5. Reinforce the positive and appropriate choices children make.
6. Confront inappropriate behavior.

Our role as coaches is:

- To build self-control, not to control the children.
- To choose to respond (not react) to children's behavior.
- To take issue with the specific inappropriate behavior, not the child. Let the child know that it is the inappropriate behavior that you disapprove of, but you still like and respect the person. Refrain from using terms or statements that appear to judge the child's whole being. Targeting a specific behavior to change is easier and more reasonable than changing a whole individual.
- To focus on the skills I want to teach and the behavior I want to see. It isn't enough that we simply stop the behavior. We need to understand the reasons why children misbehave, determine the skill we want to teach, and then suggest an alternative appropriate behavior.

One of the ways we can change our own behavior is by turning our negative direction into positives. Instead of telling children what not to do, we can help teach them what to do. Here are some examples of ways to rephrase negative directions into positive.

- No running.....Walk Please
- No hitting or fighting.....Use your words to resolve your conflicts
- No tattling.....If you're frustrated with your friends' behavior, talk with them directly.
- Stop the name calling.....Calling someone a name hurts their feelings. When we became a part of this team, we agreed to no name calling. If you have specific feelings about this, you'll have to keep them to yourself.

## Coaching Expectations

### *Program Expectations*

1. Work with other coaching staff to develop goals for the program, swimmers, and self.
2. Aid in the development of junior and assistant coaches. Include other coaching staff in the creation of the seasonal plan and communicate with them often about their role in carrying out that plan.
3. Monitors swimmer goals and recognition of performance.
4. Tracks performance and other
5. Effort should be made to work with all swimmers on an equal basis.
6. Model and exemplify the four core values and coach each practice with a positive attitude.
7. Conduct every practice with a strong regard for student safety, including enforcing all pools rules.
8. Be prepared to coach all levels of swimming.
9. Design and follow daily, weekly, and seasonal plans that ensure that all skills are taught in an appropriate progression and athletes are challenged. Take into consideration individual swimmers' abilities.
10. Maximize swimmer participation every practice
11. Communicate progress to swimmers and parents throughout the season.
12. Prepare, complete, and turn in all required paperwork as required by supervisor.
13. Be on deck and prepared to coach five-ten minutes prior to the practice
14. Not miss more than three meets per season and attend all championship meets.
15. Return equipment to its proper area.
16. Attend all required in-services, trainings, and meetings.
17. Is committed to professional growth and is an active participant in his or her own learning and seek to gain the most up to date techniques and understanding of swimming through organizations such as the YMCA of the USA, American Swim Coaches Association, and USA Swimming.

### *Day to Day Expectations*

- Dress Code: While on deck or in the office, staff must wear youth development shirts and black or khaki pants, shorts, or Capri's. While at meets, coaches must wear black polos and khaki pants, shorts, or Capri's.
- Logging hours: Coaches must punch in and out to reflect an accurate record of work history.
- Attendance at practices: Coaches must be at all practices that he or she is scheduled. If the coach is not able to be at a practice, a qualified replacement must be found by the coach that needs the time off.
- Attendance at meets: Coaches must be at all home meets and may not miss more than 2 meets during the season. Plan to be at all championship meets.
- Communication with parents: Head Coaches will respond to voicemails and emails on their assigned office day during the week. All emails and voicemails need to be answered in a timely manner.

### *Evaluation*

Several different types of evaluations will occur over the course of a session. These evaluations are designed to recognize your strengths and challenges as an coach. They will help you understand your own coaching better and should be viewed as a tool to assist you on your journey to becoming the best possible coach. You may be asked to complete a peer evaluation on a fellow coach. Don't forget to self reflect after your practices as well and jot down notes about what worked well and areas you could improve.

Feedback is a gift. All aquatics staff will learn to expect feedback. Feedback goes both ways. If you have ideas, suggestions, or concerns, please bring them up to a supervisor or write a staff comment card and place it in the mailbox. All issues will be addressed in a timely manner.

## Abuse Prevention

Unfortunately, child abuse occurs everyday in every community across the nation. One of your responsibilities as a swim coach is to prevent child abuse whenever possible. This means being alert to the signs of abuse in your students and reporting those signs should you see them. This also means keeping yourself out of situations in which you could be suspected of child abuse.

Things to watch for (the four types of abuse):

- Physical Abuse:** An injury or pattern of injuries that happen to a child that are not accidental. These could be injuries in the shape of an object, welts, bites, and bruises in various stages of healing.
- Neglect:** This is when an adult responsible for the well-being of a child fails to provide for the child. This could include not giving sufficient food, clothing or shelter; failing to keep a child clean or with-holding medical care.
- Emotional:** Any chronic and persistent act by an adult that endangers the mental health or emotional development of a child. This could include rejection, ignoring, terrorizing, corrupting, constant criticism, mean remarks, insults, and giving little or no love, guidance, and support.
- Sexual Abuse:** The sexual use of a child for an adult's pleasure. This could include non-physical (indecent exposure, obscene phone calls, peeping toms), physical (long intimate kissing, genital or oral stimulation, fondling or sexual intercourse), violent (rape, beatings), or pornography (forcing children to view pornography or using them in pictures, films, or tape recordings).

Watch for all of these indicators, but don't overreact if you see them. You want to look for a pattern of indicators, a combination of them, or if they happen more than once (unless the signs are obviously from abuse).

If children show any of these physical signs, if you see any of these things, or if a child tells you about abuse, you should use the following Reporting Guidelines:

1. Tell your supervisor that you suspect abuse and why.
2. Documents the situation and include the following information:
  - a. Your name and position
  - b. The date and time of the incident or discovery of signs
  - c. The name of the child/participant involved in the incident
  - d. The signs you saw or the exact words the child said to you
  - e. If there were any other witnesses to what you saw or what was said
  - f. What happened before during and after the incident
  - g. What caused you to be concerned enough to document the situation
  - h. Activity the child was in if it happened at the Y
  - i. If it did occur at the Y, where
  - j. Places on the child's body where you observed signs
3. Your supervisor will then complete an incident report, gather all your information and take the necessary steps to complete the reporting process.

Remember that it is not your job to prove or disprove the abuse, just report it. Further to protect yourself from allegations, remember the following guidelines:

1. Never be alone with a child
2. Do not use inappropriate discipline methods during class (verbal or emotional abuse, shaming, physical punishment, etc.)
3. Do not inappropriately touch a child at the Y
4. Don't become involved outside of the Y with children you've met at the Y (i.e. babysitting)

Child abuse prevention is very serious and very important. Please remember to air on the side of caution if you suspect abuse (or see a pattern of abuse) and speak with your supervisor.

## RISK MANAGEMENT

Safety is an extremely important part of being a swim coach. You are coaching in a very high risk environment and you need to bring a sense of calm and control to your practices. Also, remember to pay extra attention during high risk moments such as when youth are working on starts. You are a crucial part of the risk management plan. As a coach, you must do the following:

- Provide a safe environment for practices and meets
- Teach skills in a developmentally appropriate progression
- Provide appropriate supervision for activities
- Enforce the rules and regulations of the sport and the YMCA
- Provide proper first aid when injuries occur
- Keep records of injuries and other losses.
- Know the signs and symptoms of possible child abuse (as a coach, you are a mandated reporter)
- Never transport swimmers in your personal vehicle.
- Never be alone with a swimmer at any time

### ***Coach's role in emergencies:***

1. Make sure the swimmers are safe
  - a. If at the Y, move the team to the hallway outside of the family locker rooms.
2. Coach's that are also lifeguard certified will assist the lifeguard in the safety process and the emergency action plan and procedures (after they have given swimmers to another coach)
  - a. Bring first aid equipment to the guard
  - b. Assist with care
  - c. Assist in managing an accident scene

During an emergency, coaches need to be careful how they respond to questions. They should acknowledge there has been an emergency, and that they are following emergency procedures clearing the pool area so the emergency response team can give aid. Instructors should not give details or guess what is happening on the pool deck. Inform participants that the Y will communicate with them about their next class. Thank parents and students for their patients during the emergency.

During any emergency you should not answer any questions from the public regarding the emergency. Should someone ask you any questions please reply, "Other staff are handling the situation and I am not able to answer any questions regarding the nature of the emergency."