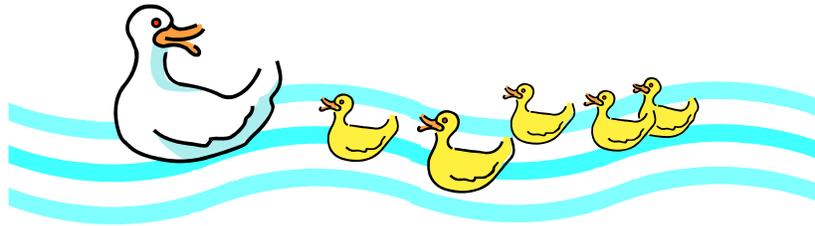


Chapter 2

How to Organize Your Swim Team



This chapter is divided into three sections.

- Section one is **TASKS FOR THE PRE-SEASON**
- Section two is **TASKS FOR THE PRACTICE AND COMPETITION SEASON**
- Section three is **YEAR-ROUND TASKS AND CONTINUITY RESPONSIBILITIES**

In each section, we have a discussion of the sub-topics and then in many some examples done by other NISCA Members.

The goal of organizing is to make the essential tasks of the swim team easier, not more complex. If coaches are well organized, they can accomplish the mundane easily, and concentrate their time and energy on helping the athletes learn as swimmers, and grow as people. Coaching swimmers is high-touch, low tech, and very “people intensive.” Being well-organized will allow devoting more time on the people side, and less time on the paperwork that is a necessary evil of any job.

Section One – TASKS FOR THE PRE-SEASON

The swimming coach has a number of pre-preseason tasks to attend to. A short laundry list of these would include:

- Recruiting new swimmers** – Where do new team members come from?
- Tryouts** – Deciding who will be on your team
- Planning the season** - What needs to be done, when will it get done, and who will do it
- Scheduling** – You need to have a schedule of meets, practices, and other team activities
- Staffing** – Who will help you? You can’t do all by yourself
- Uniforms** – What’s in the budget? How do you get suits, warm-ups, etc.?
- Other “good ideas” for the Pre-season** that come up



Each year you will find new and more specific things to do in the preseason. Add them to your laundry list for next season. That way you won’t forget your good ideas.

A. Recruiting New Swimmers

These two topics commonly must be considered together. Each school will have a different situation. In some schools, there will not be enough athletes' interest in the team, and you will be out "recruiting" new members for the team. In others, you have to limit the number of athletes you can reasonably handle on the team, and therefore, must offer "tryouts" to see which athletes you can reasonably handle on the team.



In many swimming programs, no one is ever turned away, and all are retained on team as long as they are eligible and are willing to put in all the work required. This is a function of school philosophy and finances. Your athletic director will hopefully provide you with what is expected of you in this regard. Be sure to ask the questions – "How many swimmers may I have on the team?" "If there are restrictions, what is school policy to impose those restrictions?"

Typically, high school swimmers come from a number of sources. Some of these are:

1. **USA Swimming programs**, within, or attached to, the school system. USA Swimming is the governing body for competitive swimming in the USA and conducts club age group programs where swimmers are developed.
2. **Middle school programs** – Swimming programs in grades 7 & 8 can provide a large number of enthusiastic young freshman swimmers to any team, but middle school team members must be followed up on once they get to 9th grade. Don't assume they will "automatically" come out for the high school team. Often teenage loyalties and interest are towards one person. Once the middle school coach is "history," they may or may not make the transition to high school swimming without your personal interest.
3. **Returning swimmers** – Again, don't take anything for granted. Personal interest, and a "Hey, I'm looking forward to having you on the team again this year, and I need your help having a good year," can go a long way.
4. **Physical Education classes** – Scouting the PE classes for swimmers with potential or interest is a great recruiting tool. Swimming operates at much slower limb speeds than any other sport, so you may not need the best athletes, and in fact, many good swimmers can hardly walk and chew gum on dry land. But in the water, they are superbly coordinated at slower limb speeds. Look for interest, not necessarily great starting skills.
5. **Summer Swimming Lessons** – Every town offers some version of Learn to Swim. If your town doesn't, where will future swimmers come from? If one is not offered, see to it that one gets started or start one yourself, for a financially rewarding summer job. If your town has one, visit it and scout for future talent.
6. **Summer Swim Camps and Country Club Teams** – Many areas have summer competitive swim leagues. Scout it, tell the swimmers about the high school team, and tell them how to contact you.

7. **Friends of swimmers** – Surveys show that the number 2 or 3 reason why teenagers participate in athletics is to be with friends. Ask your team members to bring their friends to join the team. Simple and very, very effective. Make sure your program is prepared to help the non-swimmer and the poor swimmer before you do this.
8. **Personal Involvement in School Activities** – Be known and let it be known that you are the new swimming coach. Simple school involvement will result in new swimmers coming to you.
9. Place **posters** around the school advertising your “tryouts.”
10. Use the **daily school announcements** to advertise “tryouts.”
11. Talk with **students in your classes** about joining the team.
12. Talk with other **students cut from other teams** about joining the swimming team.
13. Meet with your local **age group coaches** and see who is “coming up.”
14. **Water Polo** – If a water polo league is available in your area, you can get the players to come out for the team.

B. Tryouts

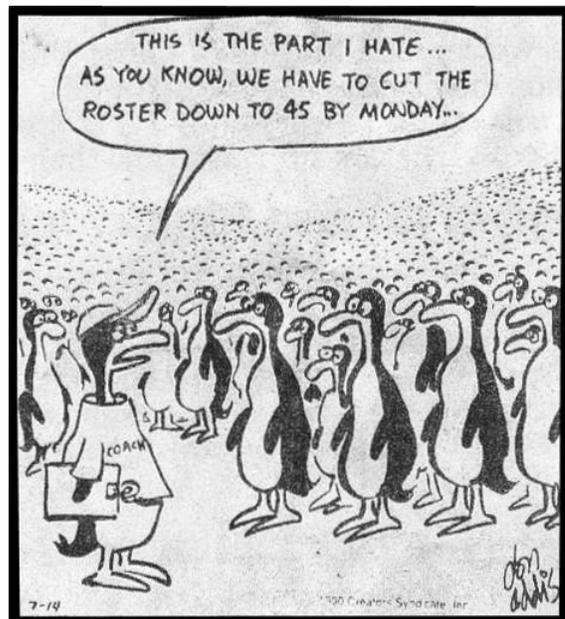
You can announce “tryouts” as a way to build interest in the team. You can test for ability to swim all four strokes, ability to do turns, starts, and similar skills. This can then become an inventory of which athletes have what skills entering the season. You can then revisit the inventory after the season to demonstrate to the team how much they have learned.

If you are in the position of using “tryouts” to “cut” the number of people on your squad (and this is unfortunate), you must have clear-cut and well defined objective measures of what “makes” the team and what doesn’t. Examples may include something like:

- You need to swim 50 yards freestyle in under 36 seconds, or
- You need to be able to complete a set of 10 times 50 yards on a 1:00 interval

Anything other than an objective measure is sure to be challenged. Hopefully, you will never have to cut anyone from your team, and you can use the “tryout” simply as a way to draw attention to the first week of practice, and then post a list with everyone’s name on it at the end of the week, for those who “made” the team.

At the same time you hold “tryouts,” or meet with the team for the first time, you need to start accumulating information on the swimmers. You will want to send home or have the athletes fill out basic information forms to include information such as: name, address, telephone number, parents’ names, parents’ phone number (work & home), emergency contact, list of any previous swimming experiences, and other swim coaches they have worked with. Some examples of these basic information sheets can be found in the Resources section at the end of this chapter.



1. Establishing Team Rules

Team rules are a philosophical point. First, make sure you understand what the school policies on rules are. What does your athletic director say? Are there pre-written policies regarding athletic participation or not? If so, you have a starting point for your team rules.



The following guidelines may provide you with some additional thoughts on team rules.

1. Keep rules simple, fair, and enforceable.
 - a. The fewer rules, the better.
 - b. Rules must be explained and understood by the team.
 - c. Rules must seem “fair” to students or they are pointless.
 - d. Rules must be enforceable. Once a rule is broken and not enforced, then none of the other rules are worth anything.
2. Rules must be fair and punishment equal for all violators, regardless of any external qualifications. (E.g. The “star” lives with the same rules as the novice swimmer.)

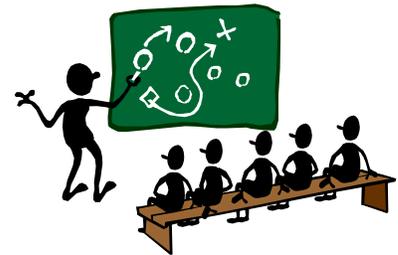
Be willing to face the consequences if you have rules. If your star violates one right before the big meet, and he is supposed to be out, you can’t then say, “Well, he can serve his penalty for the meet after this.” That means that the star and winning are more important than the rules.

Be willing to change. Sometimes things just don’t work out as you expected, or you don’t have all the facts at the moment of decision. Nothing turns teenagers off more than unreasonable stubbornness. Similarly, nothing loses respect more than someone who has a rule, then lets it be violated without penalty. Be consistent. Teenagers need to know that adults mean what they say, and say what they mean. Examples of team rules can be found in the [Resources](#) section at the end of this chapter.

2. Pre-season meetings

a. Team Meeting

About 2-5 weeks prior to the start of practice, you should hold an introductory meeting for potential team members for the purpose of introduction to the season as well as to learn more about who your team will be.



You can hand out school forms to be completed, go over team rules, cover the schedule for practices, discuss the schedule of meets, talk about 2-a-day and Saturday practices, if you plan on having them, and talk about specific team items, such as suits, caps, warm-ups, T-shirts, etc. You can also discuss your hopes and goals for the season. About one week prior to the start of the season, it’s smart to include one more meeting to cover similar material and also to catch any swimmers who may have missed the first meeting.

These meetings are also good opportunities to recruit new swimmers, as they can find out what the swim team is all about. At the second meeting, make sure all forms required by the school are given back to you. Each school will have different paperwork requirements before an athlete starts practice. Make sure you check carefully with you Athletic Director and understand what is required of you in this regard.

b. Parents Meeting

A meeting for swim team parents before the season begins is most beneficial. At this meeting, you can cover your expectations from their children during the season, and what you consider to be benefits to the child from their participation. You can use much of the same information you have provided to the team members for this meeting as well, so parents are well aware of what their children are being told. Other areas to be covered include:



- An introduction to you and your background
- Your philosophy and what you want to accomplish
- How team members are to dress on the day of a meet
- Eligibility requirements, fees, physicals, and other school policies concerning participation in extracurricular activities
- Fundraising and how they can help
- How many team members will be traveling to away meets and how they are selected
- Lettering requirements and criteria for any team awards during the season or at the conclusion of the season
- How the events a swimmer will swim are determined
- How you select the relay teams
- Qualifying procedures for District, Region, State, and any other big meets
- Explain opportunities to volunteer
 - Serve as timers for home meets
 - Scoring at meets
 - Becoming certified officials
 - Operating the computers and timing system
 - Help chaperone on overnight trips
 - Etc.

Some parents will be totally new to the sport and will need a short course in what competitive swimming is all about. Having a handout with the following information will be valuable to the parents.

- The order of events
- How the meets are scored
- The basic rules
- How dual, invitational, and championship meets are conducted
- Addresses and directions to the pools for away meets

Your goal is not to make them swimming experts, but simply to provide them enough information to allow them to enjoy watching their children compete. **Allow time for them to ask questions at the end.**

Other critical items that should be discussed are:

- Establish that when parents have any concerns, they should **CALL THE COACH FIRST!**
- Parental questions are welcome, but please, at the correct time! (Designate when to and how to contact you.) You teach, you coach, and you have a life outside of school.
- Ask for the parents' support in looking for additional swimmers to join the team. They are great allies.

Make sure you provide plenty of notice and time before the meeting to all parents. Mailing notices to the parents is the best way. Only about half of the handouts you give students ever find their way to the parents. Parents appreciate being communicated with on team activities. (It is not always easy to get accurate information out of teenage children at home!)

C. Planning the Season

This may seem like one of the more daunting aspects of taking on a swim team as Head Coach. Really, it is simply a matter of breaking down what needs to be done, and who is going to do it.

Consider the following matter in this order:

1. Get out your planning calendar and put in your schedule of swim meets. (We'll cover this schedule in the next section.)
2. Consider meetings, other administrative needs, and put them in the calendar
3. Now look at the time you have available for training. We'll go into detail on the training of athletes in a later chapter. You will need to consider what level of athletes you have. If they vary greatly, it may be necessary to appropriate for different athletes to rest and prepare for peak performance at different meets. For example:
 - You may have some new swimmers who you may want to rest for a key late season dual meet in order to try and qualify for the district meet.
 - Then you have the majority of your team resting for the district meet, so they can qualify for the state meet.
 - A few at the top of your program may be able to qualify easily for the state and their rest won't start until time for the state championships.

So this differentiation must come first in your practice planning. *Who will be resting for what competitions?*
4. Social events and auxiliary functions. This area, done by some schools and ignored by others, should be plugged into your season play as well.



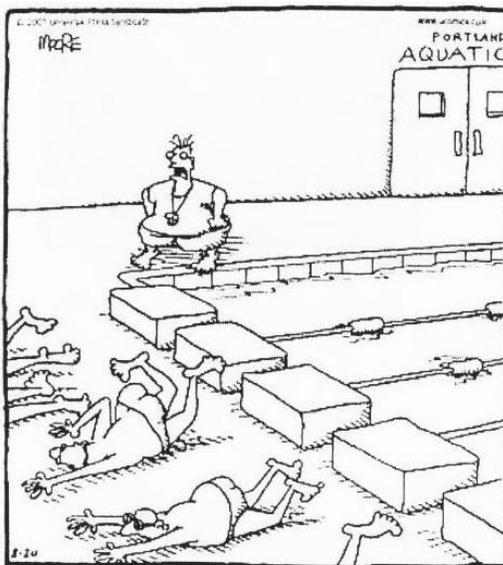
It is important to have some clear ideas as to the level of training that each athlete on your team has done in the past. This will range from none to very extensive, and you need to understand the parameters of what constitutes "a lot" of work for each. This is perhaps the biggest challenge for any high school coach who is working with athletes who range from the learn-to-swim level, to perhaps as high as a national level competitor. To plan properly, you need to understand the background of training of each athlete on your team.

A short personal interview and goal-setting session with each athlete will help you understand what each swimmer wants to achieve, and you can write down the season goals of the athlete. They may range from “being part of the team” to “winning the State Championship in the 100 yard backstroke.” This is critical information for you to get, and you can do it all during the pre-season with good planning.

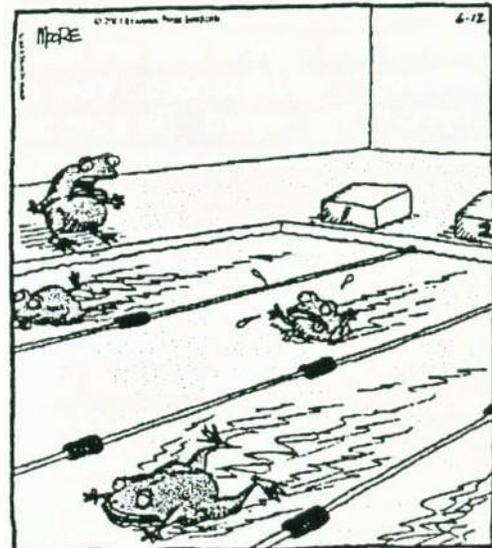
Each item on your planning calendar will have “other tasks” associated with it, and you need to look backwards and list those tasks in days prior to each event so you can accomplish them. For example, conducting a swim meet means arranging for officials to be at your meets; sometimes they are assigned, but most of the time you have to find your own. This is a pre-season task, and a vital one. Your planning calendar helps you see what needs to be done, and getting it done in a timely fashion.

There are basically two types of plans you will need: An administrative plan, which shows what has to be accomplished by when; and a training plan, which shows how you will train your athletes. We will go into more detail on the training plan in Chapter Three, Section Three, but you will certainly want to consider the following items:

- Which athletes rest for what competition?
- Teaching skills – what has to be learned and by when.
- In-water training – how much, for whom, of what type?
- Dry land Training – how much, for whom, of what type?
- Education Meetings – Mental training, nutrition, etc.



“OK, let’s start the race all over again. This time, everyone face the other direction.”



“Use your back legs, fool! Forget the dog paddle!!”

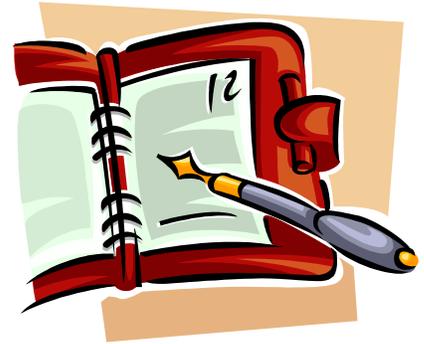
The key to good planning is to “begin with the end in mind.” Start your training plan at the end of the season for each type of athlete on your team and think backwards to the beginning. What will they need in the last two weeks, in the month prior to that, in the first six weeks of the season?

D. Scheduling Meets

The starting point of your season planning is the center piece of the season, your swim meets. There are two ways that meets are scheduled:

1. The League does it for you, and the Athletic Director hands it to you.
2. You do it yourself.

Most of the time, your final schedule will be a combination of the two.



When you do the scheduling yourself, it's as simple as getting on the telephone and calling coaches from other schools, and setting up mutually convenient dates. Hopefully this will rarely happen to a new coach, but if it does, don't panic. Consider the following simple steps:

- A. Ask your AD how many meets you are allowed to have.
- B. Ask your AD what budget you have to work with, this will determine how many home and away meets you will schedule.
- C. Start with the previous year's schedule. Many schools swim very similar schedules every year.
- D. Who do you want to swim?
 - a. If you choose to schedule teams that are the same strength as you are, you'll have competitive meets.
 - b. If you choose some that are not as well developed as your team, you will have some opportunities to swim your better swimmers in some "off" events and your younger swimmers will have a chance to compete at the varsity level.
 - c. If you choose some teams that are better than yours, your swimmers will get to experience some high quality competition; and some will raise their own levels of performance. Everyone will get to see a vision of what a better team looks like.
- E. How many meets do you want? Most schools have 10 – 15 dual or invitational meets, competing once, or sometimes twice per week. Too many meets, and you don't have to time to properly train. Too few, and the incentive is lost; especially for the newer, less experienced swimmers.

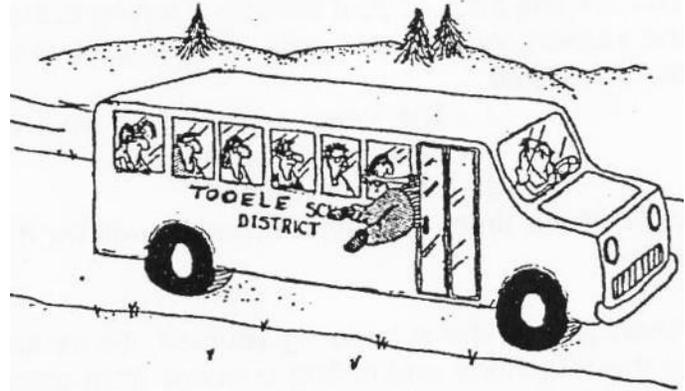
If you are new, hopefully your Athletic Director will have the schedule done for you. In this case, you now need to find out something about your opponents; so you know which meets will be the most challenging, and which ones will present you the opportunities to do a different lineup with your swimmers. The place to start is the results of meets from the previous year. Accumulate them and study them. Some schools attend an invitational or larger mid-season meet with multiple teams. Most are scheduled on an annual basis and may rotate location from year to year.

Away Meets

You will need to travel to some meets. This means a transportation request. What is the procedure with your school? Visit the Athletic Director's office and get these in, well in advance.

Depending on the distance to travel and time of the day, you may need to feed the team:

- How does that work financially with your school?
- Does the school pay, or does the team need to pay for their own meal?
- Will it take longer to stop and feed the team than it will to just drive home?
- Is there school the next day? Getting home late may not leave the students with time to do their studies.



Coach Roberts doesn't have too much sympathy for anyone who is late for the bus.

This is a critical issue regarding food and teenagers, so don't let it slip. You don't want to be stuck on a bus with a group of hungry teenagers.

E. Staffing – Who will help you? You can't expect to do it all yourself.

Along with the complicated nature of coaching high school swim teams there is a need for help. You will want and need some other people to help accomplish everything that will need to be done.

Help generally comes in one of three forms:

1. **Assistant Coaches** – If your school has an assistant or two budgeted for you, great. If not, you may want to consider recruiting an interested volunteer, who may be willing to it as a volunteer. A fund raiser could help you raise enough money to give a stipend, if the school budget does not provide one. Where do you look? Other teachers are probably your first choice, then perhaps a club team coach in your area, then perhaps look to adults in the community. Many former swimmers now working in the community would be happy to help you on some limited level.



Once you have an assistant, be sure give them meaningful work to do that will be challenging to them; yet within their range of expertise to achieve. Avoid the temptation to use them as a “dumping ground” for the tasks or swimmers that you don't want to deal with. Much of your success will be dependent on the great help you can get from your assistants, so spend time keeping them informed and up to speed.

In one form or another, you may also find yourself wanting a diving coach. Often, this is an additional assistant coach who was a former diver. Having a properly qualified person for this position is critical, given the nature of diving and the possibility of injury with improper instruction. Take the time to get the right person in this position.

2. **Student Managers** – There are always those students who want to be a part of the team, but for whatever reason, don't care to actually participate themselves. These are ideal manager candidates. Some schools recruit as many as 5 – 8 student managers; usually 2 – 3 is the rule. Managers can generally be found by advertising in the school bulletin. Make it a respectable position and teach the team to appreciate them. Include them in all team activities and supply them with some special shirt or similar item of clothing designating them as a manager.



3. Some of the tasks that can be done by student managers include:
- Set up and take down after practice. (Lane lines, pace clocks, backstroke flags, equipment used for practice, etc.)
 - Take the times of swimmers during practice and record the results.
 - Help take split times at the meets.
 - Help fill out entry cards, if they are used.
 - Operate the automatic timing system in practice and meets, if you have one.
 - Enter information on practices and meets into a computer.
 - Make posters to advertise home meets.
 - Making sure meets are announced on the day they are held, and the results the day after in the school bulletin.
 - Generally, any administrative task to make life easier for swimmers or coaches.

A crucial point to remember with your managers is that as long as they feel like they are contributing, they will do whatever work is assigned and be happy. If you leave them to sit around, they will find something else to do where they can feel useful and important. If they are not feeling important, you'll lose them.

4. **Parental volunteers** - These get harder and harder to find as parents are more and more involved with earning a living and other activities. However, their help is very important in everything from getting swimmers to practice, to helping run home swim meets, to helping with social events and team activities. What your parent volunteers can do is limited only by your needs and their willingness to help.

Spending time recruiting good parent volunteers is a worthwhile venture, and some will continue to volunteer long after their own children are finished swimming.

How to recruit them? **Have a defined task and ASK for their help**

F. Uniforms – What’s the budget, and how do you get ‘em?

What constitutes the typical uniform for a well-equipped swim team? Here’s a list:

- **Swim Suits** – A couple for practice and one for competition.
 - Practice suits are usually baggy (for drag), inexpensive, and generally not impressive. Often times the girls will wear 2-3 older competition suits for practice.
 - Competition suits are usually small (Speedo variety), Lycra, expensive, tight, and FAST! Jammers and body suits are also very popular for use in meets.



Team Cap – usually customized for the team.

Goggles – these are an individual preference of each swimmer.

Warm-up Suit – All shapes, sizes, and styles exist. The budget will have a big effect on the type you will have.

T-Shirts – usually customized for the team.

G. Other good ideas for the Pre-season

There are always more things you can do to make your program a success. The following are some ideas from fellow NISCA coaches across the country.

1. **Awards** – Are there traditional awards already planned for your swim team? If not, here are some that are frequently used:
 - a. **Most Improved Swimmer**
 - b. **Most Inspirational Swimmer**
 - c. **Most Valuable Swimmer**
 - d. **Rookie of the Year**
 - e. **Memorial Awards**
 - f. **Swimmer of the Week/Month**
 - g. **Most Improved Swimmer of the Week/Month**
 - h. **School Letters**
 - i. **Captains**



These awards may be selected by either the coaches or the team, your choice

While the awards themselves will mostly be presented after the season, a clear understanding by all of what is necessary to be considered and how the recipients are selected is important to understand before the season starts. This way, the awards can be an inspiration for good performance.

2. **Goal Setting** – These can be as complex or as simple as you desire. Here are some ideas to help you:

- a. Individual Goals – Generally done by having a conference with each swimmer
- Swimming events and times
 - Grade Point Average or academic goals for the year
 - Long term aims
 - What the swimmer needs to do in order to accomplish their goal.

Write goals on a 3 X 5 card – the coach and athlete both sign the card as a commitment to work towards fulfilling these goals
Make copies of the card, laminate it, and give back to the swimmer to place where it can be seen on a regular basis. (School lockers, bathroom mirror, next to their bed, etc.)

- b. Team Goals – These are discussed and established by the coach and the team. They might include:
- Where they would like to finish in the championship meets.
 - Winning “XX” number of dual meets
 - Establishing school, district, etc. records.
 - Team GPA (NISCA Team Scholar Award)
 - Set a goal using the NISCA Power Point program
 - Team attendance at practices.

Below are some sample goal cards

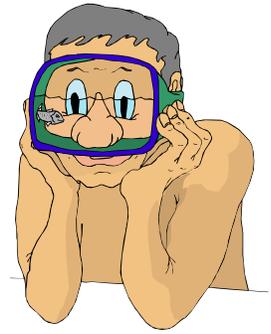
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| <p style="text-align: center;">Goals 2004-05</p> <p>50 Free - 25.0 100 Free - 57.5 (R) 50 Fly - 26.3 100 Fly - 59.3 All American in 2 events Free swim straight into wall on turns (narrow) Positive Attitude of just swim fast (Swim in your own lane) Academic All State & Academic All American -Alvin Roberts</p> | <p style="text-align: center;">Goals 2004-05</p> <p>50 Fly - 33.8 (breathe every 3 strokes) 100 Fly - 1:15.0 (breathe every 2 strokes) 200 IM - 2:31.0 (35.5, 41.0, 40.5, 34.0) 100 Free - 59.5 (1st 50 - 27.0) Swim every yard of every set Do 7 starts after practice 3x week Swim 2 individual events @ Region GPA - 3.5 (No C's) -Alvin Roberts</p> |
|---|---|

12th Grade Girl
5 years of experience

10th Grade Boy
1 year of experience



3. **Inventory** – What you will need for the upcoming season. Some areas to consider are:
- a. Meet supplies
 - i. Diving forms - meet score sheets - split sheet, entry cards - lap counters - diving judging cards - computer timing supplies and part for the system – public address system – lane lines – starting blocks – stop watches – first aid kit – and backstroke flags.
 - b. Practice and training equipment
 - i. Pace clocks – kickboards – pull buoys – fins – hand paddles – dry land training equipment.



Some items may need to be placed on your “wish list” and you will want to add to this list as you visit other pools and see what they have. Remember that often times you may need to purchase a piece of the whole each season due to the cost and budget restraints.

4. **Meet with your Athletic Director** – Find out::
- a. What do they expect from you? – What can you expect from them? – Who is responsible for “running meets?” – Discuss transportation needs to meets and practice.
 - b. Discuss assistant coaches and your needs – Who arranges for and pays the officials for home meets?
 - c. Let the AD know you welcome their input and would like to have them attend your meets.
 - d. Determine who pays for coaches meetings and clinics you would like to attend – Other special items relating to the season.

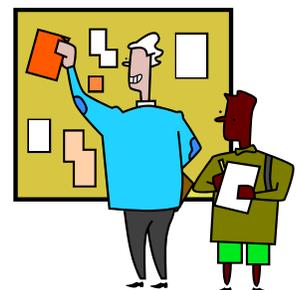


5. **Education** – Many states hold pre-season and post-season clinics and meetings for coaches and athletes. Find out if your area offers such opportunities to further your education and attend if possible. Any coaching clinics are beneficial and you will meet other high school coaches who can give you invaluable advice. If you are unable to attend, at many clinics the presentations given are taped and/or published in book form. These are available for purchase and are worth the money spent on them.



To find clinics in your area call the American Swimming Coaches Association (ASCA) at 1-800-356-2722 for a comprehensive list of clinics co-hosted by NISCA and state coaching associations. Other coaches in your area are good sources of what clinics are available.

6. **Publicity** – One of the benefits that make high school swimming special is the local recognition it can provide for the athletes. Make sure you have a plan to help make this

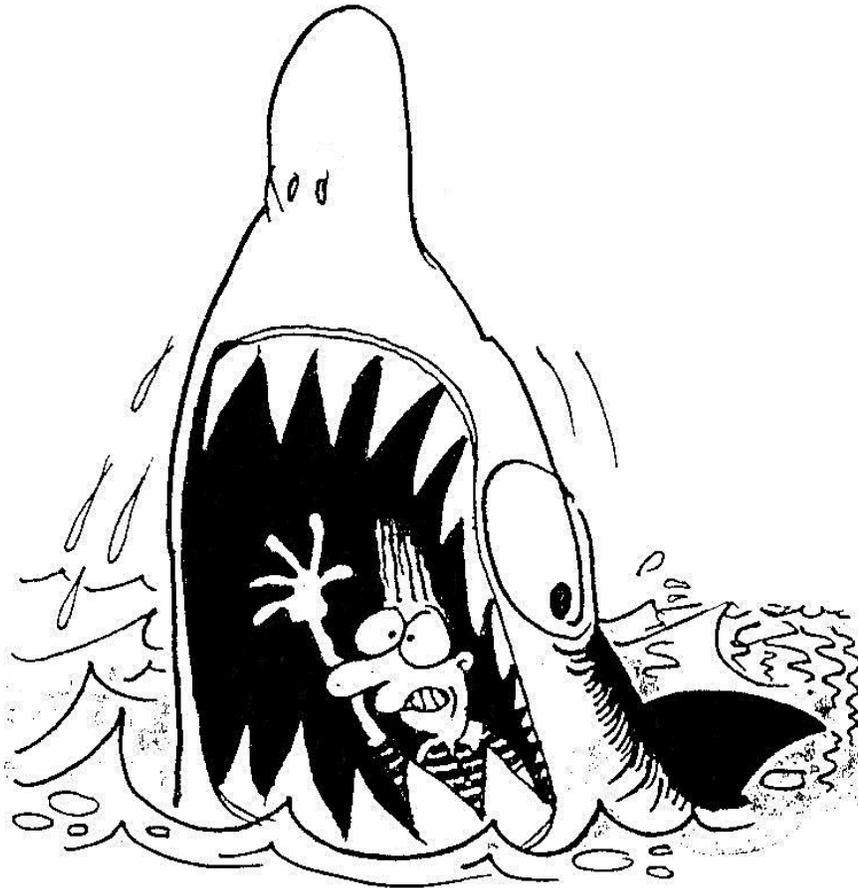


happen. In the *Resources* section which follows is an excellent article by Mel Roberts on this topic.

As you can see throughout Section One of this chapter, the pre-season has a huge number of potential tasks. As a new coach, your best direction is to select those tasks that are the most important for you to get accomplished, designate them as “A’s” and get working on them. Then move to your “B” and “C” lists as you have time.

We want you to enjoy coaching high school swimming, and stick with it. Swimmers are a very special breed of athletes and are great to work with. High school swimming combines individual and team competition, so everyone feels important. Each year more and more pre-season tasks will become “routine” or automatic, and you can add new pre-season ideas until you feel like you are going into the season as well prepared as possible.

Look through the *Resources* section that follows and take anything you feel is of value. Following the *Resources*, we will look at the organization tasks necessary for the practice and competition season.



Resources

Section 2-1

Swimming Code of Conduct

Any of the following MAY result in your suspension from the team:

1. Any school suspension or improper conduct in school
2. Any conduct that the coaches feel is unbecoming of an athlete.
3. Causing poor team morale or injuring team unity.
4. Theft of, or intentional damage of, any school equipment – either from our school or others we may compete with.
5. Absence from any practice session or meet without prior APPROVAL from the coach staff.
6. Being late – meet, practice, bus, meeting, etc.
7. Poor grades or lack of effort in the classroom.
8. Swearing, foul language, gesture, or show of disrespect to a teacher, coach, school or meet official.
9. Any use of tobacco or tobacco products.
10. Any use or possession of drugs or alcohol.

****NOTE **** If you go to a place where any illegal, underage drinking or drug use is taking place, you are to leave IMMEDIATELY. If you have doubts about the activities taking place, LEAVE!! Ignorance of what is going on will NOT be an excuse for staying. Call me if you have no ride home.

11. All cases involving the violation of an above mentioned rule will be dealt with on an individual basis. The coaching staff will determine the action to be taken.

To the athlete: I have carefully read the “Code of Conduct” and understand what it means. I am signing this to give you my word that I will live by this.

Athlete Signature _____

To the parents: I have also read and understand the “Code of Conduct”. I will do everything possible to support the code and see that my son/daughter lives by it.

Parent Signature _____

*Please sign both sides***SUMMARY OF TRAINING RULES*****Drugs, Alcohol, Possession and Tobacco**

As a student athlete participating in interscholastic athletics at Perkins Schools, I understand the Training Rules as setup by the Board of Education which deal with drugs, alcohol, possession, and tobacco. Under this policy the following can happen to me if I use or possess these items illegally.

FIRST OFFENSE

1. The student athlete will be denied participation for 50% of the interscholastic contests in that sport. If less than 50% exists, the penalty will carry over into the student athlete's next sport.
2. If the student athlete admits to the infraction, the penalty is reduced to 30% and does not carry over into the student athlete's next sport.
3. Student athletes guilty of an infraction must submit to assessment and must follow all recommendations to the assessing agency.
4. Following all recommendations of the assessing agency, the student athlete may return to practice, dress for contests, but not participate in contests until the percentage penalty requirement has been satisfied.

SECOND OFFENSE

The student athlete guilty of an infraction twice in a two-year period will be denied participation in any school sponsored interscholastic athletic activity for one calendar year.

#3 and #4 under First Offense also apply under Second Offense.

TOBACCO

The student athlete guilty of an infraction with tobacco will face the following penalties: First Offense: lose the next contest; Second Offense: lose 30% of the season; Third Offense: denied participation for one year.

AWARDS

The student athlete will forego any seasonal awards who fail to complete the season in good standing with the school and coach. (Letter criteria - Part 5)

Parent/Guardian Signature_____
Date_____
Student Athlete Signature

*See Student Athlete Handbook for complete list.

Please sign both sides

**PERKINS HIGH SCHOOL
ACKNOWLEDGMENT OF RISK**

Risk in sports is a topic which has received great publicity recently. All human activities, including sports, have a potential for causing injury to individuals. Sports injuries can range from simple cuts and bruises to serious conditions, such as fractures and severe sprains, possibly requiring surgery to catastrophic occurrences, which include blinding eye injuries, neck and back injuries with resulting paralysis, and although rare, death. Proper conditioning, correct techniques, training, and well fitted equipment can greatly reduce your child's risk of injury. The coaches in the Perkins Schools will do their best to prevent, protect and treat injuries to your son or daughter.

We acknowledge the fact that the risk of injuries detailed above is present in the sports offered in the Perkins Schools. We grant our child permission to assume these risks while participating in these sports. We assume these risks with the understanding that the Perkins School's coaches will do everything in their power to reduce the injury potential to my/our child.

Parent/Guardian Signature_____
Date_____
Student Athlete Signature

ATHLETIC CODE OF CONDUCT

A. Conduct of Athletes

A first and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. The community, school administrator and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration.

ALL athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the athlete, the team or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, immorality, or violations of law, tarnish the reputation of everyone associated with the athletic programs and will not be tolerated.

PENALTIES FOR VIOLATION

Due to the serious nature of this rule, the coach involved, the Athletic Director and the principal shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a minimum of 30% of the season or succeeding season to a maximum of permanent denial of participation.

B. Training Rules and Regulations

Medical research clearly substantiates the fact that use of tobacco, alcohol and any type of mood modifying substances produces harmful effects on the human organism.

You cannot compromise athletics with substance abuses. The student who wishes to experiment with such substances should remove him/herself from the team before he jeopardizes the team morale, team reputation, team success and does physical harm to him/herself.

The community of Perkins is concerned with the health habit of student athletes and is convinced that athletics and the use of these substances are not compatible. It is also a fact that when students have a strong interest to participate in athletics, their desire to use these substances is greatly reduced.

Students have to decide if they want to be athletes. If you do wish to be an athlete, you must make the commitment in order to be a competitor. A big part of this price is following a simple set of training rules which the department of athletics believes to be fair.

Use of Tobacco - Research emphasizes that use of tobacco is physically harmful to young adults. The harm done by this is not only a health problem. The community follows the progress of young athletes, and any deviation from accepted training rules marks one as unwilling to pay the price. If one squad member breaks the rules, the whole team is branded as non-trainers.

No Alcoholic Beverages - There is no way to justify athletes using alcoholic beverages, even though social pressure may be hard to resist. The people who would like to draw the athlete into their drinking sessions will be the first to criticize the athlete if he does not come through in a game.

Drugs - Simply stated, drug abuse is the consumption of any chemical substance or the smoking of some plant derivatives for the purpose of mood modification. The use or misuse of drugs is a social problem. Students with a strong sense of purpose have no need for mood modifiers.

C. Individual Coaches Rules

Coaches may establish additional rules and regulations with the approval of the Athletic Director and principal for their respective sports. Those rules as pertaining to a particular sport must be given by the coach in writing to all team members and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach. Copies of all additional team rules by coaches are on file in the athletic office.

D. Suspension/Penalty

A student athlete who is serving a school suspension will miss one contest. This contest may occur during the suspension or, if no contest is scheduled during the suspension, the next scheduled contest on the schedule. Students who are suspended from school may not attend practice or games.

USE AND/OR POSSESSION OF DRUGS, COUNTERFEIT DRUGS, AND ALCOHOL

Student athletes of the Perkins School District, shall not possess, use, sell, give, or otherwise transmit, or be under the influence of any drug, or counterfeit drug, the possession of which is prohibited by law. This includes narcotic, hallucinogenic drugs, alcohol, amphetamines, steroids, cocaine or intoxicants of any kind.

This policy will be subject to enforcement and/or disciplinary action by the athletic department and administration from the first day of legal practice as outlined by the OHSAA. Additionally, offenses in violation of this policy are accumulative:

- a. during a student's participation in athletics at the middle school level;
- b. twice in a two-year period while participating in athletics at the high school level. Middle school accumulation ends and high school begins with the student's fifteenth birthday before August 1st or when the student attains ninth grade standing. (OHSAA Handbook Bylaws 4-2-3)

Notwithstanding the consequences for violation of the Athletic Code of Conduct which follows, the athletic director, principal, or other person designated by the principal, and head coach of the sport of participation agree that the student athlete be denied participation from all interscholastic athletics for a period of one (1) calendar year for a violation which involves the selling or distributing of any quantity of illegal drugs, counterfeit drugs or controlled substances.

FIRST OFFENSE

It is recommended that the athlete admit violations of training rules in the presence of the coach and Athletic Director or other administrator.

1. The student athlete will be denied participation for 50% of the interscholastic contests in that sport. If less than 50% exists, the penalty will carry over into the student athlete's next sport.
2. If the student athlete admits to the infraction, the penalty is reduced to 30% and does not carry over into the student athlete's next sport.
3. Student athletes guilty of an infraction must submit to assessment and must follow all recommendations of the assessing agency.
4. Following all recommendations of the assessing agency, the student athlete may return to practice, dress for contests, but not participate in contests, until the percentage penalty requirement has been satisfied.

SECOND OFFENSE

The student athlete guilty of an infraction twice in a two-year period will be denied participation in any school sponsored interscholastic athletic activity for one calendar year.

Nos. 3 and 4 under First Offense also apply under second offense.

AWARDS

The student athlete who fails to complete the season in good standing with the school and coach will forego any seasonal awards. (Lettering criteria - Part 5)

In each case, the athlete must submit to assessment and follow all recommendations of the assessing agency. The athlete may not go out for another sport until the assessment qualification has been satisfied.

Nothing herein is to be construed as limiting the authority of the administration to take appropriate action under O.R.C. 3313.66 or O.R.C. 3313.661. It is further understood that if the athlete is arrested, he/she will be denied participation until adjudication of the charge is final. Once adjudication is final and a judgment is made in the case, the athlete's status may be returned or subject to disciplinary action as per the Athletic Code of Conduct rule for the violation.

Effective dates: Fall practice according to starting dates of OHSAA through the last awards program in the spring.

Student athletes may take advantage of a self-referral procedure to seek information, guidance counseling and assessment in regard to student athlete use of alcohol and other drugs, including tobacco. Voluntary referrals do not carry punitive consequences, however, it is recommended that the referral be made to the coach, athletic director and principal. Further, the student athlete is advised, prior to hearing the self-referral, that the referral will not cover up a recent arrest or violation. This first question asked of the student-athlete should be, "When was your last occurrence?" The student athlete must also be advised that he/she will be helped; however, there is a process which must be followed.

- a. Referral is allowed one (1) time in a student's four-year high school career. (Two-year junior high school)
- b. Referral must be made only by the athlete or a member of the immediate family.
- c. Referral must be previous to the first in-season violation.
- d. Referral cannot be used by athletes as a method to avoid consequences once a code of conduct rule has been violated and a student has been identified as having violated one of the code of conduct rules,
- e. Referral must be made to the coach, athletic director and administrator.
- f. Referral may come in the presence of a teacher, guidance counselor, or district Drug and Alcohol Education coordinator at the student athlete's request, as long as the coach, athletic director and administrator are also present.

USE OR POSSESSION OF TOBACCO

Student athletes of the Perkins School District shall not possess, use, sell, give, or otherwise transmit tobacco products in any form. This includes smokeless tobacco.

This policy will be subject to enforcement and/or disciplinary action by the athletic department and administration during the sports year as defined by the OHSAA. Additionally, offenses in violation of this policy are cumulative:

- a. During a student's participation in athletics at the middle school level
- b. Twice in a two-year period while participating in athletics at the high school level. Middle school accumulation ends and high school begins with the student's fifteenth birthday before August 1st or when the student attains ninth grade standing. (OHSAA Handbook Bylaws 4-2-3)

PENALTIES OF VIOLATION

First Violation Penalty

The athlete will be denied participation in the next contest plus individual sport disciplinary actions as spelled out in the individual coaches team rules.

Second Violation Penalty

The athlete will be denied participation in 30% of the contests in that season. If there are less than 30% remaining, the athlete will forego awards.

Following charges, the student athlete may return to practice, dress for contests, but not participate in contests until the percentage penalty requirement has been satisfied. (second offense only)

Third and Subsequent Penalty

The athlete will be denied participation for one calendar year. (See B above)



Dogs and alcohol: The tragic untold story



Bangor Swimming NEWS, TIPS, & CLIPS

BANGOR HIGH BOYS SWIM TEAM 1995-1996

PRACTICE BEGINS ON MONDAY NOV 20TH

A BUS WILL TRANSPORT SWIMMERS TO PRACTICE TO HUSSON ON THE DAYS WE PRACTICE EARLY. THE BUS WILL BE OUTSIDE THE GYM. IT WILL TRY TO LEAVE JUST BEFORE THE OTHER BUSES. PLEASE BE PROMPT.

YOU WILL BE EXPECTED TO BE AT ALL PRACTICES UNLESS EXCUSED

IF YOU ARE SICK AND YOUR NAME IS ON THE ABSENT LIST THAT WILL CONSTITUTE AN EXCUSED ABSENCE. IF YOU ARE EXCUSED FROM SCHOOL DUE TO ILLNESS, GIVE A MESSAGE TO MRS. BASSI TO BE PLACED IN MY MAILBOX.

AS WE PRACTICE LATE TWICE A WEEK, YOU SHOULD PLAN TO DO MAKE-UP WORK ON THOSE DAYS. THERE SHOULD NOT BE ANY REASON FOR TARDINESS TO PRACTICE. YOU SHOULD BE CHANGED UP 30 MINUTES PRIOR TO THE BEGINNING OF PRACTICE. I.E. 2:30 FOR A 3:00 PRACTICE AND 4:30 FOR A 5:00 PRACTICE.

DO NOT LEAVE ANYTHING IN UNLOCKED LOCKERS!!!!

1995-96 PROMISES TO BE A VERY EXCITING YEAR FOR THE B.H.S. RAMS. LET'S GO FOR IT! THIS TEAM HAS NEVER LOST A MEET!!

MY NUMBER ONE GOAL FOR THE SEASON IS TO HELP EACH ONE OF YOU REACH YOUR FULLEST POTENTIAL. THIS WILL ONLY COME WITH HARD WORK FROM THE COACHING STAFF AND YOU.

REMEMBER THIS: ANYTHING THAT COMES EASY IS NOT WORTH HAVING. THE HARDER YOU WORK AND THE MORE YOU SACRIFICE, THE GREATER YOUR APPRECIATION FOR WHAT YOU ACCOMPLISH.

EQUIPMENT NEEDED:

SUIT-ANY TYPE

PADLOCK-COMBINATION IS BEST

TOWEL-WITH NAME

GOGGLES-NOT REQUIRED BUT THEY SURE HELP BODY-ANY TYPE-READY FOR ACTION!!

WE ARE THE GUESTS OF HUSSON COLLEGE-OUR BEHAVIOR AS INDIVIDUALS
AND AS A GROUP MUST BE OUTSTANDING

**SWIM TEAM
PARENTS'
MEETING
7:00 P.M.
RM. B28
TUES., NOV 14
HIGH SCHOOL**

WE WILL BE HAVING A MEETING FOR PARENTS OF SWIM TEAM MEMBERS.
INCLUDED IN THE AGENDA WILL BE:

1. INTRODUCTION OF STAFF
2. INTRODUCTION OF PARENTS
3. QUESTIONS
4. STATEMENTS OF PHILOSOPHY AND EXPECTATIONS
5. EQUIPMENT AND UNIFORMS
6. TRAINING
7. VACATION SCHEDULE
8. ACADEMICS
9. TRAINING RULES
10. QUESTIONS
11. MORNING PRACTICE

WE ARE STILL LOOKING FOR MORE FRESHMEN - PLEASE ENCOURAGE THE
CHILDREN OF FRIENDS AND NEIGHBORS TO JOIN THE SWIM TEAM.

PHIL EMERY
MICHELLE GIROUX
MATT CLOUGH

Swimmers wanted: no experience necessary

"Wanted: Swimmers and Divers for Swim Team, No Experience Necessary."

• •

That poster has appeared at Bangor high school, and could well appear anywhere there's a high school swim team, according to BHS boys coach Phil Emery.

Interscholastic swimming began statewide the first of November, it's this time of year, Emery said, that he realizes, while the numbers of girls and boys competing in the sport are high, they could be higher. Over the years, Bangor teams have been among the most successful. Emery's teams, for example, have won state titles in 11 of his 22 years.

Emery attributes some of that success to the developmental programs of the local YMCA, but there is another factor that has made a tremendous difference, not only to Bangor teams, but to all swim teams in the area.

"Just as important to our programs have been the young men and women who have come out for the teams as beginners," he said.



By Joni Averill

"These swimmers have really contributed to our successes. We take great pride in the fact a person with little or no prior experience can develop into one of the best swimmers in the state. We have had a number of boys and girls become champion swimmers or divers even though they did not begin competing until high school.

Emery's concern is that number of swimmers in the Penobscot Valley, and state, should be much greater. "If we could get more student parents to understand boys and girls do not have to have any previous experience to be on a high school team, and that it is truly a dynamic and exciting sport," he said.

Swimming is a lifetime sport, Emery pointed out, a sport one can begin at any age. And, perhaps most significantly, it is a sport that allows a student-athlete to remain competitive even after it seems his or her athletic career has come to an end.

"I tell the kids, if they don't make the basketball team, for example, and I hope they do if that's what they want, don't think that's the end of your career. It can be the beginning of another one. I began competitive swimming after I was cut from the freshman basketball team at Bangor High by Red Barry," Emery twice won freestyle championships and swam intercollegiately at Southern Connecticut.

"So many times I've talked to a student, worked on him a bit, and convinced him to try it," he said of swimming. "Later, that student would tell me he wished he had started sooner."

Emery said he sees better participation on swim teams by girls and he believes the reason for that is girls are more selective about sports. "Girls don't seem to be as concerned about the popularity of the sport," he said.

Winning is not the goal of the Bangor programs, Emery said. "Our objective is to create an environment in which boys and girls can have a positive experience.

He often tells students that they will only be this age once and, if they try swimming now, and like it, they can do it again. "And, if they don't like it, they don't have to do it again."

Emery stressed he is not trying to recruit students away from other sports, but only to encourage those who may not be involved in a sport to give swimming or diving a try.

Getting Publicity for Your Team

By: Mel Roberts, Swimming Coach
Tooele High School, Tooele, Utah

Coaches who are served by a local or region newspaper can give their team increased or additional coverage by doing some or all of the following:

1. Write a personal letter to the sports editor of the paper telling them about your team. Include a schedule of your meets. Pick a couple of your best and invite them to come down on the deck during the meet to get to know some of the team members and see what is involved in dual meets.
2. Supply a complete roster of your team and their year in school. Include a brief synopsis of your outstanding swimmers, divers, and unique individuals overcoming or competing with disabilities to be in your program. These make great human interest stories and all newspapers like to carry these.
3. Offer to set up a time for a photographer to come and take a team and/or individual pictures. Invite the photographer to a meet and help them get action shots.
4. Remember, most sports reporters do not understand swimming and are therefore hesitant about writing stories covering our sport.
 - a. Set up a time before the season begins to meet a reporter and explain:
 - i. The basics of scoring a meet (relays and individuals),
 - ii. The four competitive strokes and diving,
 - iii. The order of events,
 - iv. How swimmers and divers qualify for the state meet, etc.
 - b. Provide a copy of the results of a meet you had the previous year. Explain how to read the score sheet, how you will indicate outstanding performances (school records, lifetime bests, etc.), close races and turning points during the meet, etc.
5. Provide the paper with a copy of your results and brief summary of the meet immediately after the meet. This will allow more time to prepare the article and contact you if they have any questions. In your summary of the meet, provide quotes they can use about the meet.
6. Supply the paper with a list of swimmers and divers who are ranked in the "Top 50" listings when they are published.
7. Call and express your appreciation with their coverage after the first one or two articles have been published. This will do wonders for the future coverage you receive. Post these articles on your bulletin board at the school and pool.
8. Invite them to your awards banquet and recognize them for the contribution they have made to your program.
9. Send the reporter a Christmas card signed by all the members of the team

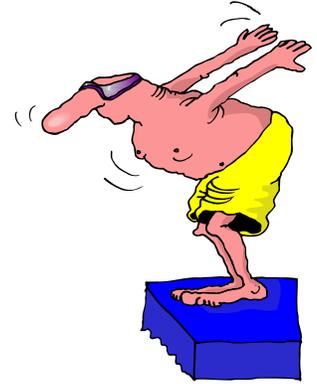
It is important to remember that you will not receive as much coverage as the football or basketball team, but be appreciative for the coverage you do receive and it will increase each year.

TOOELE HIGH SCHOOL SWIMMING SCHEDULE 2004 - 2005

| Meet # | Day | Date | Meet | Site | Time | Bus Leaves |
|--------|-------------|-----------------|-------------------------------------|-----------|-------------|------------|
| | Tuesday | October 5 | Purple & White Meet | Tooele | 3:15 p.m. | |
| 1 | Thursday | October 14 | Tooele - Kearns | Tooele | 3:30 p.m. | |
| 2 | Thursday | October 21 | Tooele - Layton | Tooele | 3:30 p.m. | |
| 3 | Fri. / Sat. | October 29, 30 | Cedar City Invitational | SUU | 1:00 / 9:00 | 9:00 a.m. |
| 4 | Thursday | November 4 | Tooele - Bear River | Tooele | 3:30 p.m. | |
| 5 | Tuesday | November 9 | Tooele - Mt. Crest | Tooele | 3:30 p.m. | |
| 6 | Saturday | November 13 | Richfield Invitational | Richfield | 10:00 a.m. | 6:00 a.m. |
| 7 | Thursday | November 18 | Tooele - Ogden | Tooele | 3:30 p.m. | |
| 8 | Tuesday | November 23 | Tooele - Bonneville - Clearfield | Tooele | 3:30 p.m. | |
| 9 | Thursday | December 2 | Tooele - Ben Lomond | Tooele | 3:30 p.m. | |
| 10 | Thursday | December 9 | Tooele - Park City | Park City | 4:00 p.m. | 1:30 p.m. |
| 11 | Tuesday | December 14 | Tooele - Box Elder | Tooele | 3:30 p.m. | |
| 12 | Fri. / Sat. | December 17, 18 | Tooele Invitational | Tooele | 3:00 / 9:00 | |
| | Wednesday | December 29 | Alumni Meet | Tooele | 4:00 p.m. | |
| 13 | Thursday | January 6 | Tooele - Grantsville - Rowland Hall | Tooele | 3:30 p.m. | |
| 14 | Thursday | January 13 | Tooele - Lehi | Tooele | 3:30 p.m. | |
| | Friday | January 21 | Region XI Championships | Tooele | 10:00 a.m. | |
| | Friday | February 4 | State Championships | BYU | 4:00 p.m. | 11:00 a.m. |
| | Saturday | February 5 | State Championships | BYU | 11:00 a.m. | Overnight |

Section Two – TASKS FOR THE PRACTICE AND COMPETITION SEASON

There are a variety of organization considerations during the main part of your practice and competition season. This section will do a survey of each of these. As a new coach, you will want to concentrate on doing a minimum number of things and doing them well, then expanding on your efforts in future years. The more advanced high school programs took years of work to develop, you are not going to equal them in your first year.



Some careful thought should be given as to the priority you will give each of these areas, and how much time and energy you can expend on each.

A. TEAM RULES: As we have discussed in Section One, some rules, policies or traditions for your team are important. They are introduced during the pre-season, then followed and carried through during the season. **Consistency** and **fairness** are critical, as the high school years are a time when young people are extremely concerned about both issues and your credibility will be heavily scrutinized on issues of rules and discipline.

B. AWARDS AND RECOGNITION: If your recognition and awards system has been explained in the pre-season, there should be little ambiguity about them during the season. There are very complex schemes and very simple ones for providing recognition. Naturally as a new coach, you should be simple and clear first.

Remember that studies have shown that one of the main reasons high school students swim is recognition in school about their accomplishments. "PR" internal to the school is important. Morning announcements, school newspapers, posters, etc., are of vital importance to most young swimmers. In some schools, swimming may not have as high a profile as other sports. If you can improve that, you are doing a great job for your swim team members.



Some of the ways you can recognize team members are lettering certificates, awards to seniors, Swim-A-Thon certificates and pins, All State and All American certificates, and special awards. Many of these will be distributed after the season at an awards banquet.

During the season, recognition is important as well. NISCA provides certificates for "Swimmer of the Meet," "Workout Swimmer of the Week," Most Improved Swimmer of the Meet," School record holders, etc. These are an inexpensive way to show the athletes that you notice what they are doing and appreciate their efforts. Some schools also hand out "gag" awards. These are good as long as they are done in good taste and do not embarrass or hurt anyone's feelings.

C. CONDUCTING PRACTICES: This is one of your key responsibilities as a swimming coach. Many coaches prefer the term "practice" as opposed to "workouts." Workouts improve your conditioning; practice improves your skills. Choose the term you want to use, or use both specifically.



An organized practice is a joy for everyone. A disorganized practice is a dreadful experience for all. To be organized:

1. Begin and end on time.
2. Be sure equipment is in place (This is a good job for a student manager)
3. Lane lines
4. Backstroke flags
5. Pace clocks
6. Kickboards
7. Pull buoys
8. And other equipment you will be using
 - Have a definite warm-up and cool-down period prior to and following the practice.
 - Have practices written out beforehand. Post or not post, your choice. There are advantages and disadvantages for each.
 - Keep spacing appropriate.
 1. Breaststrokers should not be next to a wall, to avoid kicking it.
 2. Butterflyers need more wing span space
 - Allow time between sets for “bathroom breaks,” and some socializing
 - For distance of 100 yards or less, have swimmers start from opposite ends of the pool. This will help stop the “draft” effect and allow for the practice of better turns.
 - Alternate swimming clockwise (right side of lane) and counterclockwise (left side of lane) circles in the lanes.
 - Consider having your swimmers do a dive from the blocks every time they get in the water, start of practice, after breaks, etc. This will add up to a lot of start practice over the course of a season.

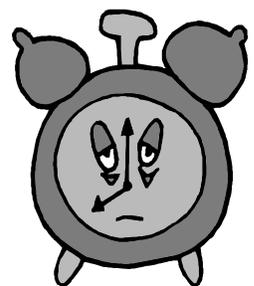
D. General planning considerations for the season

The physiology of season planning is beyond the scope of this test. Later on, in Chapter Three, we will go into more thorough explanations; but for now here are some areas to consider.

Early Season Conditioning: Use some distance swimming, running, and dry land conditioning as well as stroke work. When practicing starts be especially concerned with safety. Never teach starts in water less than five feet in depth.

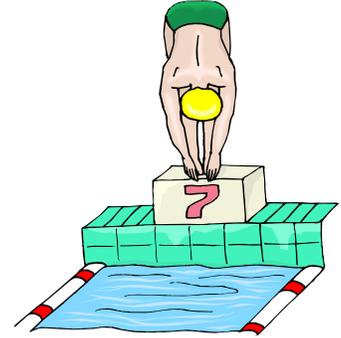
Assign one or two of your new swimmers to an older, more experienced swimmer. Have the older swimmer teach the basic skills to these new swimmers. In addition to relieving you of a major task:

- The older swimmers will learn by teaching and they will take a vested interest in the progress of newer swimmers.
- Sometimes the older swimmers will be able to explain a “trick” they used in learning the skills.
- The new swimmer will receive the individual attention they need at this point.
- The new swimmers will have a role model to follow.
- And a friend they can go to with questions during the season.



When done correctly, everyone benefits from this interaction and you will develop a lot of “assistant coaches” for your team.

Mid Season Conditioning: The amount of yardage (volume) increases and the amount of rest decreases during this phase of the season. Meets are considered a “rest day.” Instruct your team how to use split sheets and try to have them available the day after a meet. If you use a computer program such as *MEET MANAGER* and *TEAM MANAGER* the splits can be readily produced and available. You can also list and rank all your swimmers in every event, so they will know where stand within the team. This is the hard training time of the season. New, younger swimmers will improve rapidly during this time; while your more experienced swimmers will be training so hard that their improvement will be less and will probably need rest before they achieve many personal best times.



Taper Phase: Tapering will happen late in the season when you are preparing for the championship meets. You will reduce both the yardage and in some cases the intensity of the work, while increasing the amount of rest between swims. How swimmers feel is more important at this time than how fast they swim. You may want to use odd distance swims in practice so swimmers are not worried about their times. For example:

- 20 and 37 ½ yard sprints from a start
- 75 yard swims with the 1st 25 and build up swim and the last 50 yards a sprint
- 37 ½ yard swims starting from the middle of pool



Tell them how good they are looking and strive to build confidence and excitement about their end of the season performance. Emphasize the importance of rest, eating properly, staying healthy, and encourage positive thinking.

Later in this manual, we will explore this area in more depth. Also, the American Swimming Coaches Association Level 3 – Physiology School has in-depth treatment of how to prepare and train swimmers. This can be obtained from ASCA, which is listed in the references section of this manual.

D. Goal Sheets: Each swimmer should have a personal progress sheet listing what they want to accomplish that season. These should be maintained by the swimmer, and perhaps reviewed by one of the coaches periodically. Goals should be updated on a regular basis as the current ones are achieved or maybe the goal is too high and the swimmer needs to experience some encouraging swims. An example follows in the *Resources* following this section.

E. Practice Schedule: The discipline of practice is one of the key benefits of high school swimming. Athletes learn to be responsible and dependable if such traits are emphasized. Giving out practice schedules in advance and then adhering to it as much as possible is a good idea. This allows the athletes and their families to plan according to the responsibilities inherent with being a member of the team. Several examples are listed the *Resources*. Any changes need to be printed and distributed as they occur to encourage regular attendance and attention to the team schedule. By putting all this information in a computer, it can easily be changed and updated.

F. Staffing: You should have assistant coaches and managers in proportion to the size of your team. If you have such help, spend a little time each day before and after practice making sure their tasks in practice are explained to them, with standards of performance discussed and your expectations clear. If you don't have help, spend time getting some, even if it is a volunteer in nature. Coaching a swimming team is too big a job for just one person.

Finally, make sure you assign tasks to both managers and assistant coaches that are challenging, interesting, and vital to the success of the team. Avoid "dumping" all the undesirable tasks on your subordinates. Do some of them yourself and see how quickly you gain their respect.



"A team this well-coached should be winning more games!"

Resources

Section 2-2

MONTH - NOVEMBER**BASIC MONTHLY SCHEDULE**

| | Red Group | Black Group | Dive | Weights | 5:45-7:10 am |
|-------|---------------------------|------------------------|--------------------|---------|---------------------|
| M/6 | 3:15-5:15 | 3:45-5:15 | 5:15-7:00 | 1/2/3 | X |
| T/7 | 3:15-5:30 | 3:45-5:30 | WP | 3/1/2 | X |
| W/8 | 3:15-5:45 | 3:45-5:45 | 5:30-7:30 | 2/3/1 | X |
| TH/9 | 3:15-5:30 | 3:45-5:30 | WP | 1/2/3 | X Turns & Starts |
| F/10 | 3:15-5:30 | 3:45-5:30 | 5:30-7:30 | 3/1/2 | X |
| S/11 | 10:00WTS 11:00-1:00 | 10:00WTS 11:00-1:00 | 1:00-3:00 | 2/3/1 | X |
| M/13 | 3:15-5:15 | 3:45-5:15 | 5:15-7:00 | 1/2/3 | X |
| T/14 | 3:15-5:30 | 3:45-5:30 | WP | 3/1/2 | X |
| W/15 | 3:15-5:45 | 3:45-5:45 | 5:30-7:30 | 2/3/1 | X Turns & Starts |
| TH/16 | 3:15-5:30 | 3:45-5:30 | WP | 1/2/3 | X |
| F/17 | 3:15-5:30 | 3:45-5:30 | 5:30-7:30 | 3/1/2 | X |
| S/18 | 7:00-9:15 AM MS RELAYS | MS RELAYS | 7:00-9:15 (2-4) | | X |
| M/20 | 3:15-5:15 | 3:45-5:15 | 5:15-7:00 | 2/3/1 | X Turns & Starts |
| T/21 | 2:45-4:30 MS MEET | 2:45-4:30 MS MEET | 2:45-4:30 | | X |
| W/22 | 2:45-6:15 | 2:45-6:15 | 2:45-6:15 | | X |
| TH/23 | THANKSGIVIN | TG | TG | TG | TG |
| F/24 | 10:00WTS 11:00-1:00 | 10:00WTS 11:00-1:00 | WP OR 5-7:00 | 1/2/3 | |
| S/25 | | | | | |

WP = WITH PRACTICE OR AT SEPARATE FACILITY

WTS = 1 / 2 / 3 REPRESENT SPECIFIC WORKOUT PROGRAMS THAT ARE NOTATED

**Tooele High School
Season Planning Schedule 2004 – 2005**

| Phase of the season | Week # | Week of | Holidays & School Activities | Meets & Clinics | # of Practices | Expected Yardage | Miles |
|----------------------------|---------------|----------------|---|---|-----------------------|-------------------------|--------------|
| Stroke, Turn, Conditioning | 1 | Aug. 23 | School starts | | 5 | 15,000 | 8.6 |
| " | 2 | Aug. 30 | | | 5 | 17,500 / 32,500 | 10 / 18.6 |
| " | 3 | Sept. 6 | Labor Day (6) | USCA Clinic (10 & 11) Time Trial – 100 Free (8/9) | 4 | 16,000 / 48,500 | 9.1 / 27.7 |
| " | 4 | Sept. 13 | | Time Trial – 100 Fly (15/16) | 5 | 25,000 / 73,500 | 14.3 / 42 |
| " | 5 | Sept 20 | | Time Trial – 100 Br/Ba (22/23) | 5 | 27,500 / 101,000 | 15.7 / 57.7 |
| " | 6 | Sept 27 | | Time Trial – 100 IM (29/30) Start Sat. practices | 6 | 30,000 / 131,000 | 17.1 / 74.8 |
| " | 7 | Oct. 4 | | ASCA (6-10) Indianapolis Purple & White (5) Swim-A-Thon (8) | 5 | 30,000 / 161,000 | 17.1 / 92 |
| Work & Competition | 8 | Oct. 11 | | Kearns @ Tooele (14) Age Group Meet (16) | 4 | 25,000 / 186,000 | 14.3 / 106.3 |
| " | 9 | Oct. 18 | ACT (23) | Layton @ Tooele (21) | 5 | 30,000 / 216,000 | 17.1 / 123.4 |
| " | 10 | Oct. 25 | 1 st term ends (26) Haunted House (26) No School (27-29) | Cedar City Invitational (29/30) @ Southern Utah University | 4 | 25,000 / 241,000 | 14.3 / 137.7 |
| " | 11 | Nov. 1 | | Bear River @ Tooele (4) | 5 | 32,500 / 273,500 | 18.6 / 156.3 |
| " | 12 | Nov. 8 | | Mt. Crest @ Tooele (9) Richfield Invitational (13) | 4 | 25,000 / 298,500 | 14.3 / 170.3 |
| " | 13 | Nov. 15 | | Ogden @ Tooele (18) | 5 | 34,000 / 332,500 | 19.4 / 190 |
| " | 14 | Nov. 23 | Thanksgiving Vacation (25/26) | Bonneville & Clearfield @ Tooele (23) | 4 | 20,000 / 352,500 | 11.4 / 201.4 |

| Phase of the season | Week # | Week of | Holidays & School Activities | Meets & Clinics | # of Practices | Expected Yardage | Miles |
|---------------------|--------|---------|--|--|----------------|------------------|--------------|
| " | 15 | Nov. 29 | | Ben Lomond @ Tooele (2) | 5 | 35,000 / 387,500 | 20 / 221.4 |
| " | 16 | Dec. 6 | ACT (11) | Tooele @ Park City (9) | 5 | 35,000 / 422,500 | 20 / 241.4 |
| " | 17 | Dec. 13 | | Box Elder @ Tooele (14) Tooele Invitational (17/18) | 3 | 15,000 / 437,500 | 8.6 / 250 |
| " | 18 | Dec. 20 | Christmas Party (23) Christmas (25) Moratorium (24 - 28) | 2 x day | 8 | 36,000 / 473,500 | 20.6 / 270.6 |
| " | 19 | Dec. 27 | Alumni Meet (29) New Years (1) | 2 x day | 5 | 25,000 / 498,500 | 14.3 / 284.9 |
| (Taper) | 20 | Jan. 3 | Return to school (3) Team Social (8) | Grantsville / Rowland Hall @ Tooele (6) | 5 | 22,500 / 521,000 | 12.8 / 297.7 |
| Tapering | 21 | Jan. 10 | 2 nd term ends (13) No School (14) | Lehi @ Tooele (13) | 5 | 17,500 / 538,500 | 10 / 307.7 |
| " | 22 | Jan. 17 | MLK Day (17) | Region XI Championships @ Tooele (21) | 5 | 12,500 / 551,000 | 7.1 / 314.8 |
| " | 23 | Jan. 24 | Gymnastics @ Utah (26) | | 6 | 15,000 / 566,000 | 8.6 / 323.4 |
| " | 24 | Jan. 31 | Psych Meeting (3) | State Championships @ BYU (4 & 5) | 4 | 10,000 / 576,000 | 5.7 / 329.1 |

Section Three – YEAR ROUND TASKS AND RESPONSIBILITY

In this section, we will discuss:

- A. The Awards Banquet
- B. Budgeting
- C. Fund-Raising
- D. Publicity
- E. Team Retention
- F. College Interactions
- G. Other Opportunities for You



- A. THE AWARDS BANQUET:** It is always nice to have an Awards Banquet after the completion of the season for swimmers and their families. Here are some suggestions for hosting that event.
- a. Hold as soon after the completion of the season as possible, but be sure to allow enough time for you to get the awards ready.
 - b. Put together a program for the event.
 - c. Consider having the team captains or seniors conduct the program.
 - d. Master of ceremonies? Only if you have a good one!
 - e. Speaker? Only if you have good one!
 - f. Give seniors the opportunity to make some remarks about what swimming has meant to them or the most memorable event of their career.
 - g. Try to the keep the time under two hours.
 - h. Try to see that everyone is recognized in some way, even with various specific “humorous” awards. No one should go home empty handed.
 - i. It can be a dinner, or a lunch, or a “pot luck” affair at the school.
 - j. Anytime you give awards, there will be hurt feelings. Talk to the team, explain how the winners of the awards are determined; and perhaps give some individual attention where a reasonable dispute over an award arises. Make sure everyone understands what good sportsmanship requires of them.

- B. BUDGETING:** Your athletic director may or may not involve you in budgeting for your sport. Many times, you will just be given “X” number of dollars to operate the team with. If you are involved, have some clear ideas of what is possible and what is not. The *Resources* section has some sample budgets outlined.



This will likely be an “off season” task, and hopefully you will have ample time to develop what you want/need; and some specific expectations. In general, it is important to clearly specify what products you need. Purchasing agents typically will buy the least expensive product on the market, unless you specify otherwise.

- C. Fund Raising:** Some items you want/need will not be in your budget. In this case, you must check with your AD concerning the advisability and permission to come up with the extra money needed.



Most programs do some type of fund raising to cover items that the school budget does not cover. Funds from this event may be used for:

- a. Special T-shirts for the team
- b. Warm up clothing
- c. A special team training camp away from home
- d. Trips to special meets
- e. Timing systems, touch pads, score boards, etc.

How to spend money is usually not a problem; how to raise it is.

Following is a short list of successful methods used by some high school teams:

- a. Conducting Learn-to-Swim classes, the fees going to the swim team.
- b. Newspaper and Aluminum can drives for recycling.
- c. Sales of candy, fruit, pizza, etc.
- d. Cleaning up (football stadiums, parking lots, school grounds, etc.) for the school.
- e. Team yard sale at the pool
- f. Swim-A-Thons (contact USA Swimming for information)
- g. Operating booths at carnivals, fairs, and other similar activities.
- h. Car washes and similar labor intensive team activities
- i. Request donations from alumni members of the team
- h. Making and selling mirrors for school lockers
- g. Sponsoring a school dance

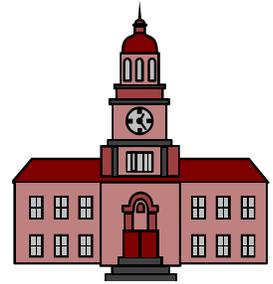
Many other possibilities exist; just keep your ears and eyes open for opportunities.

- D. Publicity:** An important part of the program to many swimmers is recognition by the school and community. And the off season is the time to make it. If you have statistics and similar information from your season, get them to the sports editor. Ask for good post and pre season articles to build interest in the sport. Become the "local swimming expert" who is asked for a quote anytime a swimming event or swimming personality comes into the news. Develop a relationship. Reporters are human. They help their friends. Be a friend.

- E. Team Retention:** It is valuable to have contact several times a year with your swimmers in the off high school season. This is especially true if you are not teaching in the school where you coach, and don't see the swimmers coming and going to class everyday. A couple of letters reviewing the past season, bring them up to date on swimming news, and perhaps encouraging them to swim in USA Swimming year-round or summer league teams to prepare for the high school season is very valuable as well. If you can arrange a team social event during the summer preceding the next season, that is useful. Generally, try to maintain quality contact with your existing athletes and encourage them to bring their friends to try out for the team in the next school year.



- F. College Interaction:** On a regular basis during the year, you are likely to receive from colleges updates on their seasons, recruiting letters, brochures, and similar promotional materials. On most collegiate swim teams, these make interesting reading, as they provide a window in the “next world” of swimming for a few of your high school swimmers. Maintaining a bulletin board of this information, or a file-drawer for swimmers to go through at their leisure, is valuable to them.



Sometimes, an athlete will ask you to write a letter on their behalf to a college coach. This is of major importance to them and your support is vital. At the same time, an open and honest response is important to the college coach. Making an athlete “look better than they are”, in addition to being unethical, will undermine the confidence of the college coach in you, and ultimately hurt your program. As time allows, be as cooperative and helpful as possible in the recruiting process to the college coach. It is to the long term benefit of both your high school program and their college program to have your athlete wind up at the “right” school.

G. Other opportunities for the off-season:

- a. Make sure you have current rule books for the upcoming season and study them for rule changes from the previous year.
- b. Get a list of all local media people, and use it.
- c. Get a coaches directory for your state and interact regularly with your coaching peers.
- d. Try to attend a local or nation clinic. The NISCA Convention is held each year at the Men’s NCAA Championships in March and is a great experience. The ASCA host the annual World Clinic the first week in September each year. Many local coaching associations host low cost, high benefit clinics. Seek them out through local coaches.
- e. Meet with local USA Swimming and YMCA coaches to discuss how to best cooperate in regard to local swimmers.
- f. Meet for lunch or dinner with veteran local high school coaches and “pick their brains.”
- g. Make sure you join NISCA, ASCA, and your local coaching associations.

