

South Sound YMCA

Youth Sports Volunteer Coaches' Handbook

YSPORTSTM

We build strong kids, strong families, strong communities.

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YMCA

We build strong kids,
strong families, strong communities.

Dear Coach:

I would like to thank you for agreeing to coach a YMCA Youth Sports Team. It's because of you that we can offer all of our great Youth Sports programs to the kids in our community. You are helping them grow to be great adults.

Please note that we do want to hear back from you about things we can do to improve the program. Your input is very valuable to the continued success of this program.

We wanted to make sure you had as much information as possible to assist you in making this a fun and meaningful experience for the kids and for you.

This manual contains important information that you are required to read and refer to throughout your coaching season. If you have any questions, comments or concerns, please don't hesitate to contact me.

A couple of important notes as you start to read through this information:

1. Many coaches like to have an assistant coach or parents work with them at practice. Please note that if someone on your team is helping in that capacity to the point of filling in for you, possibly being alone with the kids, or being called "a coach" by the kids, **they are required to complete a volunteer application** just as you have done. Copies of the application are available on our website as well as at both YMCA branches.
2. All coach applications must be complete and on-file at the Downtown YMCA. If you are unsure, please contact us and we will be happy to let you know if you are missing anything.

If you have any further questions, please call anytime.

Thanks,

Beth Daniel

Beth Daniel
Youth Sports Director
South Sound YMCA
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Coaches' Worksheet

A. List three qualities of the best coach you've known.

1.

2.

3.

B. What three strengths do you bring to this program?

1.

2.

3.

C. What are your three most important goals as a coach?

1.

2.

3.

Goals and Objectives

The YMCA was organized in the mid-1800's to provide a wholesome Christian environment for young men who had left their farms and moved to the city to work in the factories. Over the years, the YMCA expanded its service to include both male and female participants of all ages. Today, YMCA Youth Sports still provide a wholesome, values-oriented atmosphere consistent with the YMCA's original purpose of a century ago. The goals of YMCA Youth Sports are:

- **To build self-esteem;**
- **To teach social skills - values, communication, human relations;**
- **To teach physical skills, fitness, and health;**
- **To develop responsibility and decision-making skills;**
- **To enhance leadership skills in youth and adults;**
- **To build relationships among peers and between parent and child;**
- **To support and strengthen family life; and**
- **To create a fun experience for children and their families.**

To achieve these goals and operate a mission-oriented program, YMCA Youth Sports programs are designed to meet these specific program objectives applicable to all YMCA programs:

- ***To grow personally.*** YMCA Youth Sports provide an excellent means of learning personal goal-setting to develop a healthy self-image and increase self-esteem.
- ***To develop positive values.*** Values are basic beliefs about what is good or how people ought to live. They serve as guidelines for decision-making and actions. YMCA Youth Sports emphasize the value of learning and growing rather than winning by focusing on being "a winner in life" and putting winning or losing and personal success into proper perspective.
- ***To improve personal and family relationships.*** Encouraging family participation in league events and providing resources for at-home activities enable YMCA Youth Sports programs to influence the entire family.
- ***To appreciate diversity.*** YMCA Youth Sports programs bring together adults and children from a variety of economic levels, ethnic background, religions, neighborhoods, ages, and skill levels in a team-oriented environment.
- ***To become better leaders and supporters.*** YMCA Youth Sports provide numerous leadership opportunities for adults and youth while encouraging teamwork, a key factor in being a good supporter.
- ***To develop specific skills.*** Sport-specific skills contribute to the overall development and coordination of children. Improvement in decision making, communication, cooperation, goal setting, and leadership skills are also part of YMCA Youth Sports.
- ***To have fun.*** One of the most important aspects of YMCA Youth Sports is fun. If games and practice sessions are fun, children develop a positive attitude toward physical activity and a healthy attitude toward competition.

Philosophy

The goals and objectives of YMCA Youth Sports are based on certain beliefs about youth sports, a philosophy summarized in these eight concepts:

- ***Participation.*** Everyone plays! There are no tryouts or cuts. Everyone who registers is assigned to a team. During the season, everyone plays the same amount of time in every game and has equal practice time. Both the most highly skilled and the least highly skilled players are given equal attention by the coach. At season's end, everyone receives the same award. There are no MVP's or all-star teams. No personal statistics are kept.

- **Fun.** The attitude of the coach determines to a great extent how much fun practice sessions and games are. Participants have fun when they experience some success, and the coach's recognition of players' improvements makes the effort to improve more enjoyable. Positive reinforcement instead of criticism creates a fun-filled environment. A good way to find out how to make practice and games more fun is to ask the players. Players, coaches, officials, and parents are urged to follow YMCA House

Rules:

- Speak for yourself.
- Listen to others.
- Avoid put-downs.
- Take charge of yourself.
- Show respect.

- **Fitness.** Regular cardiovascular exercise is important for a lifetime! Encouraging fitness and good health means developing the whole person: body, mind, and spirit. Warm-up and conditioning exercises are included in practice sessions and prior to games. Healthy lifestyle habits are covered in team discussions and encouraged in family activities. Physical exercises, such as push-ups or running laps are not used as punishment.
- **Skills.** Emphasize the fundamentals! Equipment, facilities, and rules of the game are modified according to the ages of the players. Coaches help players measure their skills, set goals, and evaluate their progress against their own standards. Coaches prepare a lesson plan for each practice session that includes practice of previously taught skills and introduction of new ones. During games, officials take the time to explain their calls to players. Team discussions enhance other skills, such as decision making and communication.
- **Teamwork.** During scrimmages, players should have the opportunity to play a variety of positions so they better understand everyone's role on the team. They should have opportunities during practice to teach each other. One approach is to analyze unsuccessful plays not by describing for players what was done wrong, but by describing or asking them to describe how the play should have been done. Team Circle time can also provide an excellent opportunity to discuss teamwork.
- **Fair play.** Fair play involves respect! Fair play requires a clear understanding of the rules by everyone involved: players, coaches, officials, and parents. Practice is the place where players learn the rules of the sport. This is accomplished through training events and materials. Fair play is based on:
 1. Respect for the rules and the officials who uphold them;
 2. Respect for one's self - taking responsibility for one's own behavior and learning;
 3. Respect for one's teammates - working to become a team player who unselfishly contributes to the good of the whole team; and
 4. Respect for the other team - considering the other team an essential partner in competition.
- **Family involvement.** Encourage family members to observe practice sessions and games. Explain expectations that their behavior will be consistent with YMCA Youth Sports philosophy.
- **Volunteers.** The volunteer coach is the person who conducts the practice session and must be adequately trained in the components of a practice session and supplied with adequate materials by the YMCA sport director. Some parents will want to be actively involved in practices. They may serve as assistants (though they will need to fill out the application and get their background checks done first) but must be monitored to ensure that their actions are consistent with YMCA Youth Sports philosophy. Many additional volunteers are needed to officiate at games, keep score or time, and so on.

Volunteer Coach Performance Standards

1. **Provide for health and safety of children at all times:**
 - a. Will attend training on safety and first aid.
 - b. Will carry information on each team participant with them at all times.
 - c. Will have basic first aid equipment with them at all team events.
 - d. Will make sure a responsible adult is with kids at all times at all YMCA-sponsored events.
 - e. Will be aware of nearest phone/cell phone.
 - f. Will make sure participants are not wearing any jewelry (except medical bracelets). This includes earrings for newly pierced ears.
 - g. Will follow YMCA guidelines for injury/incident procedures. See Page 11.
2. **Adhere to the YMCA Sports goals, objectives, philosophy, and Coaches' Code of Ethics (on pages 7 & 10):**
3. **Will follow YMCA guidelines for practices and games:**
 - a. Plans and prepares lessons for practice.
 - b. Be mentally and physically prepared for practice, i.e., have proper equipment, know practice site and time.
 - c. Skills will be taught in a developmentally appropriate progression.
 - d. Makes practices fun as well as instructional by spending part of every practice in an actual game (or modified game).
 - e. Will enforce the rules and regulations of the sport and your YMCA.
 - f. Will match and equate players fairly for practice and games.
 - g. Will be a positive role model
 - i. Will use positive language around children at all times. No put-downs or swearing.
 - ii. Will not smoke or drink in presence of team members.
 - iii. Will not show up to practices or games intoxicated or with alcohol on breath.
 - iv. Will not verbally abuse officials or direct inappropriate comments towards other coaches, players or fans.
 - v. Will attempt to be responsible for behavior of parents.
4. **Takes care of facilities/grounds:**
 - a. Will ensure team participants, team parents and team fans will not bring food or drink into any gymnasiums, including the YMCA gyms.
 - b. Will ensure sure all team participants wear only non-marking, rubber-soled shoes in any gymnasiums.
 - c. Will ensure sure team participants, team parents and team fans stay off any equipment, apparatus, etc., in any gymnasiums, fields or other sports area.
 - d. Will ensure sure the gym/field is left as you found it--clean!
5. **Participates in orientation and training.**
6. **Finds own replacement in case of absence:**
 - a. Will have an assistant coach or parent fill in, in case of absence (note: this person must have turned in a volunteer application & have background cleared prior to filling this role).
 - b. Will try not to cancel practice but if an adult is unavailable to lead practice, will contact all team members and the YMCA.
7. **Notifies Youth Sports Director immediately if withdrawal becomes necessary before the end of commitment period.**

These Performance Standards have been compiled to ensure the South Sound YMCA has the highest quality coaching staff working with our children. Rarely do we have a coach deviate from these standards. However, to ensure proper steps are taken to correct any problems, the following guidelines have been set up:

First Offense: Will discuss incident with Director.

Second Offense: A written warning will be given.

Third Offense: Coach will be relieved of coaching position.

Depending on the severity of the offense, the South Sound YMCA reserves the right to terminate a coach without warning.

Coaches' Code of Ethics

I understand that my responsibilities as a youth coach are of great importance and that my actions have the potential to significantly influence the young athletes I coach. Therefore, I promise to conduct myself in accordance with the Code of Ethics for Coaches as given next:

- I will treat each athlete, opposing coach, official, parent, and administrator with dignity, based on the YMCA Character Development values of caring, honesty, respect, and responsibility.
- I will place the emotional and physical well being of my players ahead of a personal desire to win.
- I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- I will provide a safe playing situation for my players.
- I will practice basic first aid principles needed to treat injuries of my players.
- I will organize practices that are fun and challenging for all my players.
- I will uphold the authority of officials who are assigned to the contests in which I coach, and I will assist them in every way to conduct fair and impartial competitive contests.
- I will lead by example in demonstrating fair play and sportsmanship to all my players.
- I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
- I will use those coaching techniques appropriate for all of the skills that I teach.
- I will remember that I am a youth sports coach, and that the game is for children and not adults.

Failure to adhere to the above stated code of ethics could result in suspension.

Tips for Becoming a Good Youth Sports Coach

- Teach and enforce good sportsmanship by spending time talking about how to act before, during and after games. Good sportsmanship means no “trash talking” or taunting.
- Understand the rules of the game and always be open to learning more about coaching.
- Setting clear expectations in “Team Rules” will help maintain order and discipline.
- Get to know each player individually so you can praise and reinforce according to his/her individual needs and personality.
- Treat your players, their parents and the officials with respect; no yelling, no sarcasm and no embarrassing anyone. Treat everyone as equals.
- Always plan your practices and end them on a positive note. Make them fun for your players.
- Focus on the fundamentals and help your players to master the basics. Remind them that “hustle” is also a fundamental skill.
- Be patient and help your players to learn from their mistakes. Don't emphasize the negative effects of the mistake, but instead, point out the good things that will happen if your instructions are followed.
- Use time outs as a way of regaining control of your players during a volatile situation.
- Talk to parents and understand their goals for their child.
- Be fair and be everyone's coach. Let every player have the opportunity to contribute and emphasize TEAM rather than individual performance.
- Promote fun and avoid getting too serious about winning. If your players aren't having fun, then you are doing something wrong.

Accident/Incident Reporting Procedures

1. An **Accident Report Form** should be completed any time there is a Level 2 or 3 injury, illness or accident involving a member or participant. A Level 1-Minor illness/injury is noted in a log only and an Accident Report Form is not required.
2. An **Incident Report Form** should be completed any time there is a significant behavior problem by a member or participant, or other notable event involving a member or participant otherwise affecting a YMCA program or activity.
3. The Accident and Incident Report Forms should only be completed by YMCA staff. If you did not witness the incident, please record the information provided by another person rather than having the non-YMCA staff person complete the form. Please write legibly.
4. The Accident and Incident Report Forms should just record the incident, not provide investigative comments or conclusions about fault. If you need additional space to record the facts, please attach a separate sheet of paper.
5. If you or someone else has additional comments (such as your own investigation) or concerns about an incident, please put those in a separate memorandum marked "For Legal File Only" and forward that confidentially to your Branch Executive Director or your Director of Child Care Services.
6. As soon as you complete the Accident or Incident Report Form, give it to your Branch Executive Director or to your Director of Child Care Services. These individuals will review and sign the form and then forward it to the Association's Director of Business Operations.

Level 1 - Minor Injury/Illness

Definition: Affected person can return to activities immediately after first aid is administered (with observation).

Example: Knee abrasion, headache, bump.

Level 2 -- Serious Injury/Illness

Definition: Affected person/child requires at least 1/2 hour rest or observation after first aid is administered.

Example: Bloody nose, vomiting, bumped head, first or second-degree burn, large cut or abrasion, stomachache, serious sprain.

Level 3 - Major Injury/Illness

Definition: Affected person must seek medical help immediately or cannot remain at the site.

Example: Near drowning, broken bones, stitches, serious fall, profuse bleeding, heart attack, food poisoning, seizure, appendicitis.



South Sound YMCA - Accident Report Form

___ Olympia Downtown Branch (360) 357-6609

___ Briggs Community Branch (360) 753-6576

___ Child Care Services (360) 705-2642

1. **Date of Accident** _____ Time _____

2. **Name of Injured Person** _____ Date of Birth _____
Address _____ Phone No. _____
Parent/Guardian Name _____ Phone No. _____

3. **Location of Accident**
[] YMCA Facility Branch _____
[] Pool Temperature _____ Chemical Readings _____
[] School Age Child Care Site Name of School _____
[] Full Day Child Care Site Name of Site _____
[] Camp Name _____
[] Off-Site Where _____

4. **Describe how the person was injured?** _____

5. **Noticeable Injuries** (check all that apply)
 Cut Left Thigh Hip Shoulder Head Other
 Bruise Right Knee Abdomen Arm Face
 Multiple Both Lower Leg Chest Wrist Eye Previous Injury?
 Other Multiple Ankle Back Hand Nose Yes
 Foot Neck Thumb Mouth No
 Finger Teeth

6. **Medical Aid Rendered:**
[] None needed [] Called 911
[] First aid given – Describe _____
[] Taken to hospital – By whom _____ Hospital _____

7. **Injured Person Released:**
[] Self [] To parent(s) [] To parent(s)/self to follow-up with Doctor
[] To other party: Name _____ Phone No. _____

8. **Describe condition of injured person at time of release** _____

9. **Name(s) of witness(es) at time of accident**

_____ Phone No. _____
_____ Phone No. _____

10. **Is this a bloodborne pathogen exposure incident? If yes, complete lines 10. – 13.** [] Yes [] No

11. If yes, explain how and where blood/body fluid entered body: _____

12. Were gloves worn? [] Yes [] No

13. Name of person whose blood/body fluid you came into contact with: _____
Exposed person's name: _____
Job duties at time of exposure: _____
Job title: _____

Name of person filling out report _____ Date _____
Supervisor's Signature _____ Date _____
Branch Executive Signature _____ Date _____

Office Use Only
Notified _____
[] Fax [] Phone [] Mailed

Please return the original of this Report to the Association's Director of Business Operations Within 24 Hours of Incident

Basic First Aid

The RICE Method

R = Rest.

Do not put weight on the injured joint for at least 24 to 48 hours.

- Use crutches to support a badly sprained knee or ankle.
- Support a sprained wrist, elbow, or shoulder with a sling, which helps the injury heal faster.
- Rest a sprained finger or toe by taping it to a healthy one.

Injured muscle, ligament, or tendon tissue needs time and rest to heal. Stress fractures need rest for two to four months.

I = Ice.

Cold will reduce pain and swelling and promote healing. Heat feels nice, but it does more harm than good until all of the swelling is gone.

- Apply ice or cold packs immediately to prevent or minimize swelling. For difficult-to-reach injuries, a cold pack works best.

C = Compression.

Wrap the injury with an elastic (ACE) bandage or compression sleeve to immobilize and compress the sprain. Don't wrap it too tightly, which can cause more swelling. Loosen the bandage if it gets too tight. A tightly wrapped sprain may fool you into thinking you can keep using the joint. With or without a wrap, the joint needs total rest for one to two days.

E = Elevation.

Elevate the injured area on pillow while you apply ice and anytime you are sitting or lying down. Try to keep the injury at or above the level of your heart to help minimize swelling.

Bloodborne Pathogens

While working for the YMCA, you'll be working with the public. There is the possibility that you could be exposed to blood or other infectious materials since you may need to:

- Administer first aid
- Handle laundry
- Clean up after participants or employees
- Perform general housekeeping
- You may even find a hypodermic needle at the park or elsewhere

WISHA, the Washington Industrial Safety and Health Administration, requires this course, which is responsible for administering the OSHA federal requirements here in Washington State.

PROPER PROCEDURES FOR BLOODBORNE PATHOGENS

For Your Protection:

- 1. Wear gloves whenever:**
 - a. Administering first aid or CPR
 - b. Changing diapers
 - c. Cleaning blood or other body fluids
 - d. Picking up sharps
 - e. Working with used towels, bedding, or other laundry
 - f. Performing janitorial duties
- 2. See a physician within two hours if you have been exposed to a bloodborne pathogen.**
- 3. Wear a micro shield when administering CPR (except with children eight and under)**
- 4. Wash your hands:**
 - a. After use of the bathroom
 - b. After administering first aid or CPR
 - c. After removing disposable gloves
 - d. Before preparing food or eating
- 5. Wipe up blood spots and decontaminate the surface with a 10 percent bleach solution or with an EPA-registered germicide.**
- 6. Clean-up large blood or body fluid spills using a body-fluid clean-up kit.**
- 7. Put items SATURATED with blood in red biohazardous bags. Items not saturated can be thrown in the garbage or laundered.**
- 8. Place found needles, razors, and other "sharps" in sharps containers using a one-handed procedure.**
- 9. Call your maintenance department to dispose of biohazardous bags or full sharps containers.**
- 10. Decontaminate surfaces with regular or likely contact with body fluids on a regular schedule and as visually needed.** (Surfaces such as: gym mats, towel counters, body development equipment, and janitorial equipment)
- 11. Don't eat or place food on surfaces where body fluids come in contact.**
- 12. Complete an Incident - Accident Report Form**

Definitions of Child Abuse

There are four types of child abuse. They are defined as:

Physical: An injury or pattern of injuries that happen to a child that is not accidental. These injuries may include beatings, burns, bruises, bites, welts, strangulation, broken bones, or death.

Neglect: Neglect occurs when adults responsible for the well-being of a child fail to provide for the child. Neglect may include not giving food, clothing, shelter; failure to keep children clean; lack of supervision, and withholding medical care.

Emotional: Any chronic and persistent act by an adult that endangers the mental health or emotional development of a child including rejection, ignoring, terrorizing, corrupting, constant criticism, mean remarks, insults, and giving little or no love, guidance and support.

Sexual: Sexual abuse is the sexual assault or sexual exploitation of children. Sexual abuse may consist of numerous acts over a long period of time or a single incident. Children can be victimized from infancy through adolescence. Sexual abuse includes rape, incest, sodomy, fondling, exposing oneself, oral copulation, penetration of the genital or anal openings, as well as forcing children to view or appear in pornography. The perpetrator keeps the child from disclosing through intimidation, threats, and rewards.

In the United States, between 1:3 and 1:4 females are sexually abused as children. At least 1:7 to 1:10 males have been sexually assaulted before they reach the age of 18.

In 80% of the sexual abuse cases, the child knows the offender and in 50% of all cases, the offender is a member of the child's household.

Abuse crosses all socioeconomic backgrounds.

In cases reported in Massachusetts and California, the greatest number of cases are those of neglect, followed by cases of physical abuse, with sexual abuse cases ranking third, and finally emotional abuse. Two million cases of child abuse are reported each year and of these reported cases, two thousand of the children die.

Possible Indicators of Abuse

Sexual Abuse - Behavioral Indicators

1. Is reluctant to change clothes in front of others.
2. Is withdrawn.
3. Exhibits unusual sexual behavior and/or knowledge beyond that which is common for his/her developmental stage.
4. Has a poor peer relationship.
5. Either avoids or seeks out adults.
6. Is pseudo-mature.
7. Is manipulative.
8. Is self-conscious.
9. Has a problem with authority and rules.
10. Exhibits eating disorders.
11. Is self-mutilating.
12. Is obsessively clean.
13. Uses or abuses alcohol and/or other drugs.
14. Exhibits delinquent behavior such as running away from home.
15. Exhibits extreme compliance or defiance.
16. Is fearful or anxious.
17. Exhibits suicidal gestures and/or attempts suicide.
18. Is promiscuous.
19. Engages in fantasy or infantile behavior.
20. Is unwilling to participate in sports activities.
21. Have school difficulties.

Sexual Abuse - Physical Indicators

1. Has pain and/or itching in the genital area.
2. Has bruises or bleeding in the genital area.
3. Has venereal disease.
4. Has swollen private parts.
5. Has difficulty walking or sitting.
6. Has torn, bloody, and/or stained underclothing.
7. Experiences pain when urinating.
8. Is pregnant.
9. Has vaginal or penile discharge.
10. Wets the bed.

Emotional Abuse - Behavioral Indicators

1. Is overly eager to please.
2. Seeks out adult contact.
3. Views abuse as being warranted.
4. Exhibits changes in behavior.
5. Is excessively anxious.
6. Is depressed.
7. Is unwilling to discuss problems.
8. Exhibits aggressive or bizarre behavior.
9. Is withdrawn.
10. Is apathetic.
11. Is passive.
12. Has unprovoked fits of yelling or screaming.
13. Exhibits inconsistent behavior at home and school.
14. Feels responsible for the abuser.
15. Runs away from home.
16. Attempts suicide.
17. Has low self-esteem.
18. Exhibits a gradual impairment of health or personality.
19. Has difficulty sustaining relationships.
20. Has unrealistic goal-setting.
21. Is impatient.
22. Is unable to communicate or express his/her feelings, needs, or desires.
23. Sabotages his/her chances of success.
24. Lacks self-confidence.
25. Is self depreciating and has a negative self-image.

Emotional Abuse - Physical Indicators

1. Has a sleep disorder (nightmares or restlessness).
2. Wets the bed.
3. Exhibits developmental lags (stunting his/her physical, emotional, and/or mental growth).
4. Is hyperactive.
5. Exhibits eating disorders.

Physical Abuse - Behavioral Indicators

1. Is wary of adults.
2. Is either extremely aggressive or withdrawn.
3. Is dependent and indiscriminate in his/her attachments.
4. Is uncomfortable when other children cry.
5. Generally controls his/her own crying.
6. Exhibits a drastic behavior change when not with parents or caregiver.
7. Is manipulative.
8. Has poor self-concept.
9. Exhibits delinquent behavior, such as running away from home.
10. Uses or abuses alcohol and/or other drugs.
11. Is self-mutilating.
12. Is frightened of parents, of going home.
13. Is overprotective of or responsible for parents.
14. Exhibits suicidal gestures and/or attempts suicide.
15. Has a behavior problem at school.

Physical Abuse - Physical Indicators

1. Has unexplained* bruises or welts, often clustered or in a pattern.
2. Has unexplained* and/or unusual burns (cigarettes, doughnut-shaped, immersion-lines, object-patterned).
3. Has unexplained* bite marks.
4. Has unexplained* fractures or dislocations.
5. Has unexplained* abrasions or lacerations.
6. Wets the bed.

(*Or explanation is inconsistent or improbable.)

Neglect - Behavioral Indicators

1. Is truant or tardy to school often or arrives early and stays late.
2. Beggars or steals food.
3. Attempts suicide.
4. Uses or abuses alcohol and/or other drugs.
5. Is extremely dependent or detached.
6. Engages in delinquent behavior, such as prostitution or stealing.
7. Appears to be exhausted.
8. State frequent or continual absence of parent or guardian.

Neglect - Physical Indicators

1. Frequently is dirty, unwashed, hungry, or inappropriately dressed.
2. Engages in dangerous activities (possibly because he/she generally is unsupervised).
3. Is tired and listless.
4. Has unattended physical problems.
5. May appear to be over-worked and/or exploited.

Family Indicators

1. Extreme paternal dominance, restrictiveness, and/or over protectiveness.
2. Family isolated from community and support systems.
3. Marked role reversal between mother and child.
4. History of sexual abuse for either parent.
5. Substance abuse by either parent or by children.
6. Other types of violence in the home.
7. Absent spouse (through chronic illness, depression, divorce or separation).
8. Severe overcrowding.
9. Complaints about a "seductive" child.
10. Extreme objection to implementation of child sexual abuse curriculum.

Material taken from pages 191-193 of *For Their Sake, Recognizing, Responding to And Reporting Child Abuse*, Becca Cowan Johnson, American Camping Association, 1992. Family Indicators from Committee For Children.

Note: These indicators can also be indicative of emotional dysfunction that merit investigation for emotional problems and/or being the victims of abuse.



SOUTH SOUND YMCA

Child Abuse Reporting Procedures

The YMCA advocates a positive guidance and discipline policy with an emphasis on positive reinforcement, redirection, prevention, and the development of self-discipline. At no time will the following disciplinary techniques be tolerated: physical punishment, striking, biting, kicking, squeezing, shaming, withholding food or restroom privileges, confining children in small, locked rooms, or verbal or emotional abuse.

Affectionate touch and the warm feelings it brings is an important factor in helping a child grow into a loving and peaceful adult. However, YMCA staff and volunteers need to be sensitive to each person's need for personal space (i.e. not everyone wants to be hugged). The YMCA encourages appropriate touch; however, at the same time it prohibits inappropriate touch or other means of sexually exploiting children.

In the event that there is an accusation of child abuse, the YMCA will take prompt and immediate action as follows:

1. At the first report or probable cause to believe that child abuse has occurred, the employed staff person it has been reported to will notify their supervisor, the program director, or Executive Director who will work with the staff to ensure the incident is documented and reported if appropriate.
2. If the supervisor, program director, or Executive Director is not immediately available, review by the supervisor must not delay the reporting of child abuse. The staff person should make a report immediately to Children's Protective Services (CPS) at 1-800-746-6521. If the child is in immediate danger, call 911.
3. The YMCA will make a report in accordance with relevant state and local child abuse reporting requirements and will cooperate to the extent of the law with any legal authority involved.
4. A branch representative will call the Chief Executive Officer (CEO) of the South Sound YMCA when the suspected abuse involved YMCA staff, volunteers, other participants, or when the abuse occurs while a child is under our supervision.
5. In the event the reported incident or suspicion involves an employed staff person or program volunteer, regardless of when the alleged incident takes place, it is considered job related and the branch executive or Chief Executive Officer (CEO) will suspend the person from all activities involving the supervision of children while the investigation takes place. At the discretion of the YMCA, the suspended employee may be assigned to other duties, if available, until allegations are cleared or proven.
6. A decision will be made in consultation with CPS and the program director as to how and by whom the child's parents or legal guardian will be notified of the report.
7. Because of the youth-involved nature of the YMCA, any incident or alleged offense will be considered job related whether it takes place on or off YMCA premises.
8. All YMCA staff and volunteers must be sensitive to the need for confidentiality in the handling of this information and, therefore, should only discuss the incident with appropriate YMCA staff.
9. All full- and part-time employees and volunteers must read, sign, and abide by this policy.

Signature

Date

Print Name



SOUTH SOUND YMCA

CODE OF CONDUCT

1. In order to protect YMCA staff, volunteers, and program participants at no time during a YMCA program may a staff person be alone with a single child where they cannot be observed by others without the consent of the Branch Executive Director. As staff supervise children, they should space themselves in a way that other staff can see them.
2. Staff shall never leave a child unsupervised when left in the care of the YMCA (i.e. Child Care, Kids Night Out, youth sports, Playcare, etc.).
3. Restroom supervision: Staff will make sure the restroom is not occupied by suspicious or unknown individuals before allowing children to use the facilities. Staff will stand in the doorway while children are using the restroom. This policy allows privacy for the children and protection for the staff (not being alone with a child). If staff are assisting younger children, doors to the facility must remain open. No child, regardless of age, should ever enter a bathroom alone on a field trip. Always send children in pairs, and whenever possible, with staff.
4. Staff should conduct or supervise private activities in pairs—diapering, putting on bathing suits, taking showers, etc. When this is not feasible, staff should be positioned so that they are visible to others.
5. Staff shall not abuse children. Including:
 - Physical abuse such as striking, spanking, shaking, and slapping.
 - Verbal abuse such as humiliating, degrading, and threatening.
 - Sexual abuse such as inappropriate touch or verbal exchange.
 - Mental abuse such as shaming, withholding love, and cruelty.
 - Neglect such as withholding food, water, and basic care.

Any type of abuse will not be tolerated and may be cause for immediate dismissal.

6. Staff must use positive techniques of guidance including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism. Staff will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restraint is used only in predetermined situations (necessary to protect the child or other children from harm), is only administered in a prescribed manner, and must be documented in writing.
7. Staff will observe a child's physical condition each day, as they enter the program, noting any fever, bumps, bruises, burns, etc. Questions or comments will be addressed to the child or parent in a non-threatening way. Any questionable marks or responses will be documented and reported.
8. Staff will respond to children with respect and consideration and treat all children equally regardless of sex, race, religion, and culture.
9. Staff will respect children's rights to not be touched in ways that make them feel uncomfortable, and their right to say no. Other than diapering and appropriate spotting touches, children are not to be touched on areas of their bodies that would be covered by a bathing suit.
10. Staff will refrain from intimate displays of affection towards others in the presence of children, parents, and staff.
11. Staff must appear clean, neat, and appropriately attired and must wear a name tag, staff shirt, or other item that will identify them as staff.

12. Using, possessing, or being under the influence of alcohol or illegal drugs during working hours is prohibited.
13. Smoking or use of tobacco in the presence of children or parents during working hours is prohibited.
14. Profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment in the presence of children or parents is prohibited.
15. Staff must be free of physical and psychological conditions that might adversely affect children's physical or mental health. If in doubt, an expert should be consulted.
16. Staff will portray a positive role model for youth by maintaining an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
17. Staff may not be alone with children they meet in YMCA programs outside of the YMCA. This includes babysitting, sleepovers, and inviting children to your home. Any exceptions require a written explanation, signed parent permission, and approval of the operating unit executive.
18. Staff is not to transport children in their own vehicles.
19. Staff may not date program participants under the age of 18 years of age.
20. For programs requiring parental release staff will not, under any circumstances, release children to anyone other than the authorized parent(s), guardian(s), or to an individual authorized by parents in writing, including relatives of the child.
21. Staff is required to read and sign all policies related to identifying, documenting, and reporting child abuse and attend trainings on the subject.

I understand that any violation of this Code of Conduct may result in termination.

Signature

Date

Print Name



SOUTH SOUND YMCA

**CHILD ABUSE
DOCUMENTATION FORM**

Child's Name: _____

Date: _____

Time: _____

OBSERVED EVIDENCE OF ABUSE (Include observed behaviors, physical evidence, or statements made by the child):

ACTION TAKEN:

(CPS Phone number: 1-800-746-6521 – 24 hours a day)

Reported to CPS: Yes _____ Date/Time _____

 No _____

Reported to YMCA Yes _____ Date/Time _____

 No _____

Staff Signature: _____

Emergency Response Plan

Effective July 1, 2007

Police/Fire/Medics 911

Branch Facilities

Branch Executive Directors

Briggs Community Branch	Denis Landis	360-753-6576
Olympia Downtown Branch	Joyce Neas	360-357-6609
CEO/President	Mike West	360-753-6576
Business Office Director	Bob Summers	360-753-6576
Director of Child Care Services	Ron White	360-705-2642

Other Information

Child Protective Services	1-866-363-4276	1-800-746-6521
Poison Control Center	1-800-222-1212	
Puget Sound Energy (Gas Electricity)	1-888-225-5773	

Communication in Emergencies

As soon as possible and safe to do so:

- Report all emergencies as follows:
 - the Membership Desk and Facility Director/Building Supervisor
 - Most senior Management Staff in building
 - Branch Executive Director
 - If Child Care, report to Director of Child Care Services. If building emergency, report to Facility Director and Branch Executive Director
- Media, Parent, and Member inquiries will be directed to the CEO** (if not available, then to the Branch Executive Director)
- Media, Parent, and Member Communications will be prepared by CEO, together with Branch Executive Director and Director of Child Care Services
- Program Director will complete an Accident/Incident Report Form
- Child Care Program Director needs to report emergency incidents to licensor

Accident, Illness or Other Medical Emergency

- Do not move the person if possible and safe. If necessary, administer first aid.
- Call 911.
- Once you have completed the call to 911, call the Member Services Desk and/or Program Director, as appropriate.
- Remain with the injured/ill person
- Program Director to contact parent/guardian emergency contact

Evacuation

Site Evacuation:

- Site Director gives instruction to evacuate after assessing the situation and accessibility of evacuation routes
- Child Care Staff should take the following items:
 - emergency kit

- class/staff attendance sheets and visitor sign-in sheets
 - children's emergency and medical information and emergency backpack
 - cell phone, if available
- Evacuate to designated outside meeting place if safe to do so.
 - Evacuate to Alternate Location if outside meeting place insufficient
 - Staff should assemble children 2 by 2 to evacuate the building (preferably one teacher leading the children and one teacher following behind). Infants and wobblers will be put into evacuation cribs
 - Take attendance; if safe to do so, search the building for anyone missing
 - Have children sit down if possible
 - Child Care Staff will call Program Director as soon as possible
 - Child Care Program Director will call out of area contact (Spokane YMCA: 1.509.838.3577) and notify parents immediately if evacuation looks to be long term or if children are moved to alternate site location
 - If transportation to an alternate site is needed, site director to call Program Director to arrange transportation

Emergency Lockdown *(to keep people out of our facilities)*

In the event of an emergency or threat of an emergency, a lock-down may be required where staff are directed to keep children or other participants in a child care room or other area.

- YMCA Management Staff or Emergency Personnel will inform you "This is a Lock-Down"
- Call 911 as soon as safe to do so
- Staff should immediately check nearest hall and restrooms and bring in any children or other participants into their room or area. If children are outside, bring them inside the nearest room
- Lock down in Main Gym, rather than classrooms, if safe to do so.
- Lock all doors, close and lock all windows, cover all windows and doors, and turn off lights
- Place a table on its side in front of door
- Keep children and members away from windows and doors
- Remain calm and quiet
- Wait for an all-clear announcement from YMCA Management Staff or Emergency Personnel before leaving or allowing any one to leave your room or area.

Shelter-in-Place

Shelter-In-Place should be conducted when you are instructed to do so by emergency personnel or your radio or television; or if you see a vapor cloud or smell an unusual odor outside.

- Gather all members, staff, children inside facility (Main Gym) or child care site
- Call 911 to report incident.
- Listen to Radio KGY 1240 AM or MIXX 96FM for emergency information from your local fire or police department
- Facility Director/Building Supervisor to turn off all fans, heating, cooling, or ventilation systems and clothes dryers.
- Close and lock windows and doors and close as many interior doors as possible.
- Close off non-essential rooms such as storage areas, laundry room, etc.
- Seal gaps around windows, doors, heating/air conditioning vents, bathroom and kitchen exhaust fans, stove, and dryer vents with pre-cut plastic sheeting, wax paper, or aluminum foil and duct tape.
- Once sheltered in place do not open the doors. Senior management staff and emergency personnel in charge will determine whether to stay sheltered in place or to evacuate.

- Stay alert to loudspeaker announcements - emergency personnel from your local police or fire departments may give you specific instructions via loudspeaker or door-to-door.
- If determined necessary, you can provide a minimal amount of breathing protection by covering mouths and noses with a damp cloths.
- If you are told there is danger of explosion, close the window shades, blinds, or curtains. Keep everyone away from windows.
- Senior management staff should stay in touch with responding agencies/emergency personnel.
- If possible parents should be advised not to pick up children until the incident is over. The presence of parents searching for their children will only cause confusion and may lead to exposure to toxic chemicals.
- Have emergency supplies available, if needed
- Once the incident is over; take down plastic, turn ventilation system back on

Fire

If you hear the Fire Alarm:

- Stay calm. Evacuate to your designated meeting area.
- Close doors behind you, but do not lock them.
- Take only essential belongings with you. If time allows, have children take coats.
- Feel doors before opening them. Do not open any that are hot.
- If **you are trapped, keep the door shut** and seal the crack under it with cloth. Call 911 and report your location.
- If you are caught in smoke, drop to the floor and crawl. Hold your breath as much as possible. Breathe shallowly through your nose and use blouse, shirt or jacket as a filter.
- Child Care: Take emergency supplies with you. Take attendance following evacuation. Program Director will notify parents immediately if evacuation looks to be long term or if children are moved to alternate location.
- See evacuation procedures on **page 23**.

If you discover Fire or Smoke:

- Assist anyone in danger, if safe to do so
- Confine the fire by closing the doors.
- Pull fire alarm, CALL 911 from outside the facility, telling them the floor location of the fire, its type and severity
- Notify Membership Services, informing them of location of fire
- Evacuate.
- Use a Fire Extinguisher at Your Own Discretion. All fire extinguishers are of the generic type and can be used on any kind of fire. Follow instructions on the fire extinguisher.
- If your clothing catches fire... STOP-DROP-ROLL

Earthquake

During an Earthquake:

- DROP, COVER and HOLD and direct children, members and other staff to do the same** and remain that way until the earth stops moving Stay away from windows, bookcases, and filing cabinets. Hold onto the item you are using as a cover, if it moves, move with it. Keep talking to children until it is safe to move.
- If no items are available for **cover**, crouch by a load-bearing wall and cover your head with your arms

- If outside “drop, cover and hold,” keeping away from glass, bricks, and power lines. If you are outside near a building and there is no safer location, take cover in a doorway to protect yourself and children or others with you

After an Earthquake:

- Check yourself and those around you for injuries. Provide first aid as needed.
- Do not run. When safe to do so, check evacuation routes for damage and proceed with Evacuation Plan.
- Facility Director/Building Supervisor to check utilities for disruption/damage (gas, water, sewer); if you smell gas, turn the gas off with the wrench stored plaque in rear Hall by gas shut off
- Have a team of two individuals (most senior management staff, or designee, and the Facility Director/Building Supervisor) inspect the exterior of the building using the building floor plan to record damage
- Have a team of two individuals (most senior management staff, or designee, and the Facility Director/Building Supervisor) assess the interior of the building and determine if it is safe for a rescue team to go into building to locate anyone missing or injured. **Communication should be established between assessment team and person on outside of building via radio**
- Have a team of two individuals (most senior management staff, or designee, and the Facility Director/Building Supervisor) determine the status and use of emergency supplies.
- Have a team of two individuals (most senior management staff, or designee, and the Facility Director/Building Supervisor) determine if it is safe for staff, members, children to reenter building
- Listen to Radio KGY 1240 AM or MIXX 96 FM for information on the surrounding area
- Be prepared for aftershocks
- Do not be surprised if the power goes out, the water shuts off, or the fire alarm goes off.
- See evacuation procedures **page 23**.
- Child Care:**
 - Take emergency supplies with you. Take attendance following evacuation. Program Director will notify parents immediately if evacuation looks to be long term or if children are moved to alternate site location
 - Program Director will call out-of-area contact with information on the center's status (injuries, evacuation, children remaining in care, children who have been picked up)

Threats of Violence and Suspicious Persons

If a person comes into our facility appearing dangerous or having a weapon:

- Call 911, or signal a co-worker to call 911 (make a fist)
- Do Not Confront the dangerous person
- Initiate a **Lockdown** of the Facility

If a suspicious person comes into our facility, but does not appear dangerous:

- Approach the individual in a non-confrontational manner with the assistance of another staff member
- Introduce yourself and the person with you to the individual in a non-confrontational way
- Ask the individual who they are and how you can be of assistance
- Inform the individual of the policy that all visitors need to sign in and guide him/her to the area where that is done.
- If the individual refuses, do not confront him/her. Give the other staff member the pre-designated hand signal (make a fist) to call 911

If you receive a threatening phone call:

- Threats made against employees are usually received by telephone. Most of these threats are made by callers who wish to create an atmosphere of anxiety and panic, **but all such calls must be taken seriously and handled as though the individual intends to harm the individuals whom they are threatening.**
- Keep the caller on the line by asking questions. Take notes utilizing the Personal Threat Form below.
- After you hang up, get an outside line and **immediately dial 9*57** for the Call Tracing Service. Follow the directions provided by the phone company. The Call Tracing Service allows a call to automatically be traced.
- Get a coworker to call 911** while you are on the line, or call yourself after dialing 9*57.
- Notify the Facility Director/Building Supervisor** and the most Senior Management staff at the site. If no Senior Management Staff is on site, notify the Director on Call.
- Ask a lot of questions** - Permit the caller to say as much as possible without interruption.
- Take notes** on everything said and on your observations about background noise, voice characteristics, etc.

Child Abuse

All YMCA staff/volunteers are mandatory reporters for purposes of Child Abuse. If child abuse is suspected (whether at home, in a YMCA program, or at a YMCA facility, etc):

- Attend to needs of child as appropriate
- Report suspected abuse or neglect immediately to your direct supervisor **and** the Program Director.
- Program Director will inform their Branch Executive.
- Site Director will prepare a written Child Protective Services (CPS) Report, call CPS to file report, and inform the licensor
- Any staff/volunteer may directly report suspected abuse to Child Protective Services if they do not feel the Program Director has taken appropriate action, and shall report to the Branch Executive Director.
- Staff/volunteer involved in filing CPS Report shall not discuss the matter with other staff, parents, or anyone else not directly involved with reporting. **Confidentiality must be strictly observed.**
- Original CPS Report will be sent to Association Office Human Resources Department. (**Note** – *separate YMCA incident report form not needed*)

Missing or Kidnapped Child

- Thoroughly search facility and adjacent outside area, including cupboards, closets, nooks, etc.
- Ask staff and other children when they last saw the missing child
- Call 911; Provide the following information:
 - Child's name and age
 - Address
 - Physical and clothing description of the child, including any distinguishing marks such as visible scars or birthmarks
 - Medical status, if appropriate
 - Time and location child was last seen
 - Person with whom the child was last seen
 - If kidnapping, any information about possible kidnapper and description
- Notify Program Director immediately and search the facility and adjacent outside area again
- Have child's information including picture, if possible, available for the police upon their arrival
- Program Director will notify parents of missing child and attempt confirmation that child is with family; if not - inform parents of situation and steps taken

YMCA Volunteer Handbook

“At the heart of this organization, at the heart of its heritage of mind, spirit and body, there is that little element of love that transforms routine work into meaningful activity, that makes a person feel important even when they don’t think they are. That’s the business of the YMCA. That’s what you do when you give your skills and your talents to another generation.” *Andrew Young, from the YMCA’s Seven R’s of Volunteer Development*

Section 1: Welcome to the YMCA

Welcome to the South Sound YMCA. We’re glad you are volunteering with us! We’ve designed this handbook to provide you and other volunteers with a general source of information about the South Sound YMCA. Your immediate supervisor at the YMCA can answer most questions you may have.

Section 2: About the YMCA

2.1 Mission

The YMCA is a worldwide organization that is committed to providing programs that help members and participants develop in spirit, mind and body.

The South Sound YMCA’s mission statement is:

To provide youth and community an affordable and accessible resource for the positive development of spirit, mind and body through recreational, health and leadership programs.

2.2 YMCA Values

Character development is integral to all YMCA programs. We are guided by our four core values of caring, honesty, respect and responsibility. In childcare, the gym, at day camp, at the check in counter we strive to develop character values in ourselves, our members and participants. We believe strongly in our mission to promote and model these character-building values in all that we do.

2.3 History

The YMCA was founded in London, England in 1844 and came to the United States in 1851. YMCA’s spread fast and were soon serving boys and men of all ages. After World War 1, women and girls became an active part of the YMCA and today over half of YMCA members and staff are women. The YMCA is an international organization with YMCA’s in over 130 different countries.

The main structure of the present Olympia Downtown YMCA building was erected in 1909 and opened for use in 1910 to serve a population of 9,479 in the Thurston County trade area. The building has been renovated over the years to add facilities such as a swimming pool, saunas and steam rooms, handball courts and a carpeted running track.

In 1987, the YMCA collaborated with the Olympia School District to open before and after school child care programs at three local elementary schools. From that modest beginning, the program has grown to 39 sites and two full day care centers caring for over 1,700 children daily. The YMCA’s youth sports programs were also expanded from 200 youths served in 1986 to over 6,700 in 2007.

In early 1994, the YMCA embarked on \$2.7 million capital development program to build the first branch facility in the history of the Olympia Area YMCA. By early 1996, the campaign had secured pledges for \$2.7 million, the largest amount of private dollars ever raised in Thurston County for a nonprofit organization. The Briggs family offered to lease a 5-acre parcel located at the corner of Yelm Highway and Henderson Boulevard to construct the new branch.

The groundbreaking ceremony for a new 32,300 square foot facility was on June 5, 1996. The Olympia Area YMCA was changed to an association name of South Sound YMCA with two branches: the Olympia Downtown Branch and the Briggs Community Branch. On June 1, 1997, the new Briggs Community Branch opened its doors, officially changing the South Sound YMCA from a single branch association to a multi-branch association.

In January of 2001, the Briggs family presented the South Sound YMCA with the deed to the property at 1530 Yelm Highway S.E. in Olympia as a donation.

The South Sound YMCA is currently composed of the Olympia Downtown Branch, the Briggs Community Branch and Child Care Extension.

2.4 Invest in Strong Kids and the Heritage Club

You are strongly encouraged to participate with other volunteers in YMCA special events and the annual Strong Kids Campaign, the principal fundraising activity of the YMCA. Each year the YMCA raises funds to support youth activities and enable participation by those who could not otherwise afford it. Your Strong Kids support can make a real difference to the community. Also, you may desire to participate in the YMCA Heritage Club. The Heritage Club is made up of friends who want to ensure that valuable character-building programs will continue today and for future generations. Heritage Club members have made a contribution or a planned gift to the YMCA Endowment Fund, often in their will, charitable trust, life insurance, retirement asset gift, or an outright gift of cash, stocks, or property. Through this, the YMCA will enjoy greater long-range financial stability, enabling it to continue building strong kids, strong families and strong communities.

Section 3: Volunteering

3.1 Volunteerism

Volunteers are the backbone of the YMCA. Volunteers not only founded the YMCA, but also operated it in its entirety in the early days. The involvement today of thousands of talented, committed individuals greatly extends the range, quality and variety of YMCA programs.

The YMCA defines a “volunteer” as anyone who, without financial compensation or expectation of compensation beyond reimbursement of out-of-pocket expenses, performs a task at the direction of and on behalf of the South Sound YMCA.

To avoid misunderstandings, volunteers may not work in an employed YMCA position in the same capacity (or a similar capacity) to their volunteer responsibilities. This applies to all YMCA branches and childcare extensions within the South Sound YMCA.

We do want you to know that during your volunteer work with the YMCA, any photos taken of you may be used in future promotional materials.

3.2 Background Checks and Volunteer Records

All volunteers must undergo criminal background checks. If required by law, you may also need to present a report of a current physical examination prepared by a licensed physician.

In order to keep your volunteer records current, you should notify your YMCA supervisor immediately of changes to your name, address, telephone number or emergency contact information.

3.3 Benefits

The YMCA does not provide insurance and related benefits to volunteers. As an example, there are no insurance plans for volunteers, including no medical, accident, dental, workers compensation, disability or other coverage. The YMCA does not offer free memberships to volunteers. Volunteers may not trade their time for free or reduced cost program participation.

3.4 Expenses

Reasonable expenses incurred by volunteers on authorized YMCA business will be reimbursed subject to prior approval of the volunteer’s YMCA supervisor. When required, receipts must be kept and properly submitted with the expense claim.

3.5 Use of Supplies and Equipment

YMCA supplies and equipment, including copy machines and postage meters, are for YMCA business only. Equipment and supplies purchased by or donated to the YMCA belong to the YMCA, and not to individuals.

3.6 YMCA Property

Personal locks may not be placed on YMCA property. The YMCA may retrieve, inspect and review both

business and personal information and items stored in or on YMCA property, such as computers, diskettes, desks, lockers, cabinets and YMCA vehicles. You are discouraged from bringing valuables to the YMCA, as the YMCA does not assume responsibility for loss, theft or damage to volunteer's personal property.

3.7 Use of Personal Vehicles

Volunteers must not drive other volunteers, members, program participants and staff on YMCA business without the expressed approval of the Branch Executive or Child Care Director.

Section 4 Safety

4.1 Safety and Health Rules

Volunteers are to observe all safety and health rules and use care to prevent accidents. The following list is not inclusive:

- Observe all hazard warnings and no smoking signs;
- Use all safety equipment required for your assignment, including wearing appropriate personal protective equipment for eyes, face, head, hands and other extremities;
- Know the location of fire/safety exits and evacuation procedures;
- Keep all aisles, walkways, work ways, working areas and emergency equipment free of obstacles;
- Refrain from running, fighting, horseplay or distracting others;
- Observe safe operating procedures for all equipment; make sure that all guards and other protective devices are in their proper places prior to operating the equipment; and operate only equipment for which you are authorized and properly trained;
- Do not wear frayed, torn or loose clothing, jewelry or long unrestrained hair near moving machinery or electrical equipment;
- Follow proper lifting procedures at all times;

4.2 Blood Borne Pathogens

The YMCA subscribes to the concept of "universal precautions" which means that all human blood or other body fluids must be treated as if it were contagious. Universal precaution means that you are expected to use certain procedures and to use personal protective equipment when necessary. **See Page 15.**

4.3 Child Abuse Prevention

A principal endeavor of the YMCA is to provide a healthy atmosphere for the growth and development of children. Thus, the mistreatment or neglect of children, and the resulting severe effects, is of primary concern to the YMCA. Child abuse is mistreatment or neglect of a child by parent(s) or others resulting in injury or harm. Abuse can lead to severe emotional, physical and behavioral problems. Because of our concern for the welfare of children, the YMCA has developed policies, procedures and training to aid in the detection and prevention of child abuse. **See Page 16.**

Section 5 Conduct

5.1 Misconduct

Volunteers are expected to behave in a manner that is consistent with the YMCA mission, values and goals. The YMCA does not tolerate misconduct. Some examples of misconduct include:

- Discriminatory behavior or harassment;
- Child abuse, molestation, or indecent exposure;
- Failure to report arrest or criminal conviction, if required to do so;
- Mistreatment or neglect of members, guests or YMCA participants;
- Falsification of any YMCA records;
- Theft or willful damage to YMCA property or the property of others, or the removal of property without permission from YMCA management;
- Dishonesty in any form;
- Abusive or profane language;

- Fighting or threatening to harm another person;
- Possession of a weapon;
- Being under the influence of drugs or alcohol on YMCA premises or at a YMCA program;
- Possessing, distributing or manufacturing controlled substances;
- Horseplay, unsafe or dangerous behavior;
- Violation of any stated rules, or of commonly accepted rules of responsible personal conduct;
- Conduct that does not support the stated purpose of the YMCA.

This list is not inclusive.

5.2 Harassment

All individuals at the YMCA are expected to work actively to maintain an environment which is free from unlawful discrimination and harassment; and to conduct themselves in such a way as to ensure that no illegal discrimination or harassment occurs by employees, or other parties, including members, suppliers and volunteers.

Harassment includes unsolicited remarks, gestures or physical contact; display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic or religious groups. Sexual harassment is a type of harassment and occurs when this type of verbal or physical conduct is sexual in nature or is gender based; that is, directed at a person because of their gender.

If you feel you have been subjected to harassment of any kind, you are encouraged to immediately identify the offensive behavior to the harasser and request that it stop. If the behavior does not immediately stop, or if you prefer not to address the behavior directly with the harasser, you should immediately bring the situation to the attention of your YMCA supervisor, Branch Executive, Child Care Director or President/CEO.

5.3 Conflict of Interest

Volunteers are expected to refrain from giving the impression that the personal views and positions they express regarding economic, political or religious issues are those of the YMCA.

5.4 Political Activity

Due to Internal Revenue Service regulations for tax-exempt organizations such as the YMCA, the YMCA does not permit campaigning for a candidate of other political activities on YMCA premises, or using the resources of the YMCA for political activity. This prohibition includes, for example, wearing clothing or buttons with political slogans and displaying stickers and other political items at a YMCA facility or any YMCA program site.

5.5 YMCA Information

Information regarding membership lists, participant files, donors, YMCA staff and volunteers, financial aid, planning, medical conditions and other information is confidential and must not be disclosed to anyone without the approval of a Branch Executive, Child Care Director or the President/CEO.

5.6 Arrest or Criminal Conviction of a Volunteer

A volunteer is required to report an arrest or criminal conviction to the YMCA. The report should be made promptly, within five days of when the arrest or conviction occurred or prior to any additional volunteering, whichever comes first. The report should be made in writing to the YMCA Branch Executive or Child Care Director, and include the exact charge or conviction, the location of the courts and the date of the arrest or conviction. Failure to report arrests or convictions as required may be considered misconduct.

5.7 Volunteer Solicitation and Distribution

The YMCA limits solicitations, surveys, petitions and distributions on its premises. Unrestricted activities of this nature present a safety and security hazard, interfere with normal YMCA operations, and are intrusive and annoying to members and others. Except for approved YMCA purposes (e.g. Strong Kids campaign and United Way) and with the prior permission of a YMCA Branch Executive or Child Care Director, volunteers (and other individuals not employed by the YMCA) may not at any time solicit,

survey, petition or distribute literature on YMCA owned or operated sites.

5.8 Alcohol and Drugs

The YMCA is committed to maintaining an alcohol and drug free environment. That is particularly important since many volunteers are responsible for the safety and welfare of children and youth. Therefore, the YMCA prohibits the use, sale, manufacture or possession of alcohol or drugs (except those properly prescribed by a physician and used in accordance with the physician's instructions) by any volunteer while volunteering for the YMCA, and/or while in any YMCA facility, vehicle or program site.

5.9 Smoking

The YMCA is committed to providing a smoke-free, safe and healthy environment. Smoking is not permitted in any of YMCA owned or operated facilities and program sites.

Section 6 Communication

6.1 Complaints

If you have a complaint or problem at the YMCA, in most circumstances, the best course of action is to discuss the matter with your immediate supervisor at the YMCA. If your supervisor is unable to resolve the matter to your satisfaction, you should discuss your complaint or problem with the next level of YMCA supervision.

6.2 Computer Software and Data Use

Laws about the use of software are very strict. You may not copy YMCA software, or bring a copy of software from home or another place of business and place the software on a YMCA computer.

6.3 Voice Mail, E-mail and Internet

Use of data sent and stored on YMCA computers and communication systems is the property of the YMCA. These systems include telephone, facsimile, voice mail, electronic mail ("E-mail") and Internet systems. Messages sent, stored or printed on YMCA equipment are also the property of the YMCA. There can be no expectation of privacy when using these systems.

These systems are for business use. Examples of inappropriate use of these systems include the use of ethnic slurs, racial epithets, sexually explicit images, jokes, cartoons or anything that may be construed as harassment. It is also inappropriate to use these systems for non-business information such as soliciting or proselytizing for commercial ventures, religious or political causes or outside concerns.

6.4 Media Relations

Volunteers should refer all media inquiries to the office of the CEO/President, including non-emergency and emergency communication situations.

Section 7 Volunteer Training

7.1 Safety Related Certifications

Safety training, including CPR and first aid may be required for volunteers in certain positions. You are expected to take personal responsibility to ensure that your required certifications are always current.

7.2 Orientation and Training Programs

Each new program, administrative and support volunteer is strongly encouraged to complete a YMCA orientation session within the first sixty days of volunteering with the YMCA. Please see your YMCA supervisor for details.

Many YMCA training events, such as program certification training, may be open to participation by volunteers, provided that it is related to the volunteers' YMCA responsibilities. You should direct your training requests to your YMCA supervisor.



South Sound YMCA

Volunteer Statement of Understanding

By my signature below, I agree that I have received a copy of the South Sound Volunteer Handbook. I understand that this Handbook is intended to be a source of information and a general statement of the guidelines of the South Sound YMCA. This Handbook is not designed, nor does it create, a right or provision for a contract of employment for any person, nor does the failure on the part of the South Sound YMCA to apply any of the guidelines, in any case, waive the application of any such policies or give rise to claim against the South Sound YMCA. The contents of this Handbook supersede all previously distributed handbooks and volunteer guidelines, either oral or written. I also understand that the guidelines may be changed at any time by the South Sound YMCA with or without prior notification to me and without agreement by me.

I acknowledge that during the course of my volunteering with the South Sound YMCA, any photos taken of me may be used in any promotional materials.

Volunteer's Signature (or Parent/Guardian if under 18 years old)

Date

Volunteer's Signature (if under 18 years old)

Date

Print Volunteer's Name

Dealing with Parents

Coaching a Youth Sports team is exciting and rewarding. But from time to time, you may experience difficulty with parents. Some may want their children to play more or they might question some of your judgments as a coach. This is normal, so don't feel that you are alone if this happens.

Here are a few thoughts to remember when dealing with parents:

- Always *listen* to their ideas and feelings. Remember that they are interested and concerned because it is their children that are involved. Encourage parental involvement.
- Express appreciation for their interest and concern. This will make them more open and at ease with you.
- No coach can please everyone. Don't try.
- Know what your objectives are and do what you believe to be of value to the team, not the parents.
- Make certain all parents know the YMCA Parent Code of Ethics. Have rules, regulations, your philosophy, practice dates and times, etc., printed on a sheet of paper you can pass out to *all* parents. Have a parent meeting before the season begins to discuss your operating procedures if necessary.
- Resist unfair pressure. You are the coach and it's your responsibility to make the final decisions.
- Most important, be fair. If you treat all players equally you will gain respect.
- Be consistent!
- Handle any confrontation one-on-one and not in a crowd situation. Don't be defensive. Don't argue with a parent. Listen to their viewpoint, and thank them for it.
- Don't discuss individual players with other parents. The grapevine will hang you every time.
- Ask parents *not* to criticize their children during a practice or game. Don't let your players be humiliated, even by their own parents. Explain that you must have *complete* control of your team when they are on your "turf".
- Don't blame the players for their parent's actions, if negative. Try to maintain a fair attitude.
- Always remember that you will be dealing with all types of children and parents with different backgrounds and ideals. One of your main challenges as a coach is to deal with these differences in a positive manner so the team's season will be an exciting and enjoyable experience for all.
- If a parent, player, or fan from another team confronts you, go to the other coach or gym/field supervisor for assistance.
- Have parent refer to the Parents' Code of Ethics.
- When in doubt, call the Youth Sports Director for help.

Parents' Code of Ethics

I hereby pledge to provide positive support, care, and encouragement for my child participating in youth sports by following this Parents' Code of Ethics:

- I will treat each athlete, opposing coach, official, parent, and administrator with dignity, based on the YMCA Character Development values of caring, honesty, respect, and responsibility.
- I will uphold the authority of officials who are assigned to the contests in which my child is participating, and I will assist them in every way to conduct fair and impartial competitive contests.
- I will encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice or other youth sports event.
- I will place the emotional and physical well being of my child ahead of my personal desire to win.
- I will insist that my child play in a safe and healthy environment.
- I will require that my child's coach be trained in the responsibilities of being a youth sports coach and that the coach upholds the Coaches' Code of Ethics.
- I will support coaches and officials working with my child, in order to encourage a positive and enjoyable experience for all.
- I will demand a sports environment for my child that is free from drugs, tobacco, and alcohol and will refrain from their use at all youth sports events.
- I will remember that the game is for youth – not adults.
- I will do my very best to make youth sports fun for my child.
- I will ask my child to treat other players, coaches, fans, and officials with respect regardless of race, sex, creed or ability.

Failure to adhere to the above stated code of ethics could result in suspension.

Tips for Becoming a Good Youth Sports Parent

- Always treat others (coaches, parents, officials and players) the same way you would want your child to be treated. Set the example by showing respect, dignity, and sportsmanship at all times. Make only positive, encouraging comments.
- Be responsible; Get your kids to practices and games on time. Make sure they have their uniform and sneakers and that they have had something to eat and drink. Let the coach know if your child will be missing a game or practice.
- Focus on fun and participation rather than winning and losing.
- Motivate through confidence by trying to identify a positive from every game and practice. Making mistakes is part of the learning process so don't criticize and try to avoid too much post-game analysis.
- Act your age; youth sports are for kids. If you find yourself becoming too emotionally involved, take a step back and relax. Remember that your childhood is over. Give the young players a chance to enjoy theirs.
- Be seen, not heard; nothing is better for a young player than having parents watch them play. However, nothing is worse for a player than to have a parent boo, taunt, or scream at officials, players or coaches.
- Respect the officials. Even if you don't agree with a call, accept it and move on. It's not your job to officiate the game.
- If you must talk to the coach, do it in private after the game or practice. Better yet, wait until the next day when the heat of the moment has passed. Never create a scene in front of the team.
- Get interested in your child's sport and learn the rules.
- Refrain from tobacco or alcohol use at all youth sports events.
- Participate in team activities and volunteer to help.

Players' Code of Ethics

I hereby pledge to be positive about my youth sports experience and accept responsibility for my participation by following the Players' Code of Ethics Pledge.

- I will treat each athlete, opposing coach, official, parent, and administrator with dignity, based on the YMCA Character Development values of caring, honesty, respect, and responsibility.
- I will uphold the authority of officials who are assigned to the contests in which I am participating, and I will assist them in every way to conduct fair and impartial competitive contests.
- I will encourage good sportsmanship from fellow players, coaches, officials and parents at every game and practice by demonstrating good sportsmanship.
- I will attend every practice and game that I can, and will notify my coach if I cannot.
- I will expect to receive a fair and equal amount of playing time.
- I will do my very best to listen and learn from my coaches.
- I deserve to have fun during my sports experience and will alert parents or coaches if it stops being fun!
- I deserve to play in an environment that is free of drugs, tobacco, and alcohol and expect adults to refrain from their use at all youth sports events.
- I will encourage my parents to be involved with my team in some capacity because it's important to me.
- I will do my very best in school.
- I will remember that sports are an opportunity to learn and have fun.

Failure to adhere to the above stated code of ethics could result in suspension.

Tips for Becoming a Good Youth Sports Player

- Believe in yourself and your abilities. Learn from your mistakes.
- Practice the fundamentals and work hard on areas that need improvement.
- Listen to your coach.
- Be patient with your teammates and remember that everyone has strengths and weaknesses. In team sports, success only comes when the entire team plays well together.
- Give 100% in games and practices. It doesn't take special talent to hustle, but it could make all the difference in the game.
- Never question an official. They do not care who wins or loses and want nothing more than to have a game that is fair and safe. Make it easier by not talking back to them.
- Be a good sport and play fair. Put winning and losing in perspective. Remember the Golden Rule ("Treat others as you would want to be treated").
- Include your parents in your sports world.
- Have fun and enjoy every moment playing.

Coaches' Information Sheet

Assistant Coaches

Anytime in any of our documentation it talks about an assistant coach or parent filling in for the coach or acting as a coach, they need to fill out and turn in a volunteer application just as the head coach did. If in doubt if this is needed, contact the Youth Sports Director.

Coaches are encouraged to have an assistant coach, but are required to have an assistant coach if they have more than one team and have back-to-back practices. Paperwork for all assistant coaches is required just as it is for the head-coach. **Please have assistant coach contact Chris Miller or Beth Daniel to arrange a time to drop off application and get coaches' t-shirts.** Please bring old t-shirts back to the YMCA for recycling rather than donating them to Goodwill or other resale shops.

Team Names

Please feel free to pick your own team name. We give each team a number, which will show on your game schedule (i.e., #1 vs. #2). You will find out your team number when you pick up your game schedule.

Cheer/Drill Uniforms, NFL Flag Football Jerseys, Roller Hockey, and Golf Shirts

These sports do not use the YMCA's reversible jerseys. Each of them has their own shirt/uniform.

Cheer/Drill: These separate uniforms that we include in the price of the program. Once you have one of our cheer/drill uniforms, they can be reused for each cheer or drill season. If you already have a uniform, you can have the cost of the uniform deducted from the program cost at the time of registration. These uniforms consist of both a shirt and a skirt.

NFL Flag Football: These jerseys are ordered directly from the NFL for the kids and are included in the price of the program.

Roller Hockey: The YMCA will get you some blue and some white shirts for use in games. If you have any questions about your shirts, please contact Youth Sports.

Golf: The YMCA will provide you with a Golf shirt to wear for Golf matches. If you already have a blue YMCA Golf Shirt, you can have the cost of the uniform deducted from the program cost at the time of registration.

For all these sports: Coaches will pick these up at the Downtown YMCA (they will normally be ready the day before the first game/match). When they are picked up, there will be a roster attached to the order with the ordered sizes. When handing out the uniforms/jerseys/shirts to your players, please refer to your team roster.

If the wrong size was ordered, please have the parent contact Youth Sports about reordering a shirt. Each may have an additional cost to reorder.

If you have any questions about uniforms or shirts, please contact Youth Sports at 360-357-6609.

Jerseys – all other sports

In the Fall of 2006, the South Sound YMCA switched to using Reversible Jerseys for the rest of the sports. All Reversible Jerseys will be Navy on one side, White on the other. The schedule will list the HOME team second on the schedule. The HOME team should ALWAYS wear the NAVY BLUE color. If the child doesn't have a shirt, please ask the parent to go to the YMCA and buy one. These Jerseys can be re-used season after season and will save money over time. When the child out-grows the shirt, they can give it to a younger sibling, friend, cousin, etc for use. All shirts come with pre-printed numbers on the back of their shirts.

Practice/Game Cancellations

Cancelled practices are the coach's decision. Please notify all of your team members if you need to cancel. You may also notify the YMCA at 357-6609 and we will put a message in our message book.

The decision to cancel games will be made by the YMCA Youth Sports Staff. We will put a message on our Youth Sports Hotline by 4:00 p.m. for weekday game/matches and 7:30 a.m. for weekend games/matches. Early games will be cancelled first (i.e., all games before 11:00am). Decisions regarding the cancellation of later games will be made throughout the day and the YMCA front desk staff will be notified. **The Youth Sports Hotline number is 918-0275.**

Please do not cancel games on your own. Please have an assistant coach fill in for you if you are gone. If you are short of players, please have those who can show up. The other team can loan you some players or you can play a short-sided game.

Game Time Preference

If you have any special needs for game times, please let the Youth Sports Director know the Monday immediately following the Coaches' meeting. **Once game schedules are made there will be no changes.**

Rosters

Please let us know if there is any incorrect information on the roster you receive. Also please let us know of any updated information that you receive from the parents including additional phone numbers, email addresses, etc. It is also important that you check with the parents about any medical issues (such as allergies, etc) that you should be aware of.

YMCA Youth Sports Teams are considered full with the following number of participants:

Sport	Max. Participants	Sport	Max. Participants
Baseball/T-Ball	14	Basketball	10
Cheer	10	Chess	10
Cross Country	30	Drill Team	30
Football (Passing League)	14	Golf	6
Indoor Soccer (All ages)	12	Itty-Bitty Indoor Soccer	8
Itty-Bitty Outdoor Soccer	8	Itty-Bitty T-Ball	12
NFL Flag Football	14	Outdoor Soccer (Ages 5-9)	12
Outdoor Soccer (Ages 10-14)	18	Track & Field	30
Roller Hockey	10	Volleyball	10

If you would like to okay an extra player on your team, please contact Youth Sports. Please tell the parents of the extra player to register their child onto a waitlist team and once we have your okay, we will transfer the child to your team. We recommend you adhere to the maximum limit we have set, but we understand situations come up where you may need to open an extra spot.

If your team is not full, we will continue to add new participants to it. **Please call the YMCA at 357-6609 before your first practice to see if any new participants have been added. Please keep us updated if you have a new address or telephone number.** Also, kids may transfer teams or drop out altogether and we will do our best to get this information to you in a timely manner. However, please check with us if you suspect any team changes and we can mail, fax, email or read you your most current team roster. The best way to get a new roster is to contact the Youth Sports Department.

Equipment

The Olympia Downtown YMCA will issue the following equipment per team:

<u>Sport</u>	<u>Equipment</u>
Baseball (7-12)	- Teams will each get: 6 balls 4 helmets 1 set bases 2 bats 1 set catchers gear Hats for each kid on the team (kids keep)
Basketball (Summer)	- Balls will be available at practice
Basketball (Winter)	- 1 basketball (yours to keep)
Cheer/Drill	- Each participant will receive 1 set of pom-poms (kids keep)
Chess	- Sets provided by the YMCA
Cross Country	- Teams will each get two stopwatches
Football (Passing League)	- Some footballs will be provided.
Golf	- Golf Balls will be provided

Indoor Soccer	-	Soccer balls and cones will be provided for teams practicing at either YMCA. Teams practicing at other locations will be given 4 balls and 8 cones.
Itty Bitty Basketball	-	2 adjustable hoops and 5 basketballs (needs to be returned)
Itty-Bitty T-Ball (3-5)	-	Teams will each get: 1 Tee 6 balls 4 helmets 1 set bases 2 bats Hats for each kid on the team (kids keep)
NFL Flag Football	-	Teams will each get: 2 Footballs Flagbelts for each kid 6 cones Note: the Flagbelts, NFL Footballs, & NFL Jerseys are yours to keep at the end of the season.
Outdoor Soccer	-	Teams will each get 8 cones and 4 soccer balls
Roller Hockey	-	Teams will each get two hockey balls and 4 cones.
T-Ball (5-7)	-	Teams will each get: 1 Tee 6 balls 4 helmets 1 set bases 2 bats Hats for each kid on the team (kids keep)
Track & Field	-	Teams will each get: 1 200-ft. measuring tape 1 25 ft. measuring tape 1 shot put 1 discus 2 stop watches 4 batons 2 Softballs
Volleyball	-	Teams will receive a bag of Volleyballs.

Let us know if you are missing anything or something is broken. Please take good care of the equipment and return it to the Olympia Downtown YMCA at the end of the season. All Youth Sports Equipment is distributed from and stored at the Olympia Downtown Branch YMCA. First Aid Kits are also given to all teams. If you need more supplies for your first aid kit, please contact the Youth Sports Information Specialist.

Team Pictures

Team pictures should be mailed to you before the end of your season. Please distribute these to your players or assign a parent to do so. **The YMCA cannot be responsible for storing and distributing team pictures.** All pictures that end up at the YMCA will be returned to Northwest Sports Photography for distribution. If you have a problem getting your pictures back before the end of the season, please call Northwest Sports Photography at 1-800-446-5758. They can mail pictures to individuals if they cannot get them to you before your final game.

Participant Evaluations

Participant program evaluations will be distributed at game sites near the end of the season. YMCA Staff will distribute and collect them. We encourage coaches to encourage participants to fill out these evaluations to assist us in improving the program.

Coaches' Evaluations

Coaches' Program Evaluations are included in your coach packet. If you complete and return it to us, you will be receiving a 50% off coupon for future Youth Sports registration.

Website

The YMCA website has been updated with many of the forms you may need, including player registration and coach information. Our website is: <http://www.SouthSoundYMCA.org>. We also have online registration for making it easier to register for teams and other programs.

E-Mail List

We have an e-mail list available on our website, under Programs, Youth Super Sports. We encourage ALL coaches and parents to join this list. No information is distributed outside the YMCA. Please note that if we are given your email address in an application or when you sign up to coach, we do place you on this e-mail list automatically.

Change of Information

If you have a new address, home, work or cell phone number or we have misspelled your name, please advise the Youth Sports Information Specialist as soon as possible.

Future Coaching Opportunities:

If you or anyone you know is interested in coaching any of the following sports, please let us know!

- Basketball/Cheerleading/Chess/Roller Hockey/Indoor Soccer in the winter
- T-Ball/Baseball/Cross Country/Drill Team/Roller Hockey/Soccer/Volleyball in the spring
- Itty-Bitty Soccer/Golf in late spring
- T-Ball/Baseball/Soccer/Basketball/Track and Field/Cheerleading in the summer
- Golf/Cross Country/Flag Football/Football (Passing League)/Cheerleading/Roller Hockey/Indoor and Outdoor Soccer/Volleyball in the fall

NOTE: For safety reasons during practices and games, jewelry is not allowed.

Coaches' Helpful Hints

We recommend getting parents to assist you with some of the tasks. Here is a sample of a sign-up sheet you could use with some different jobs for the parents. We hope this is helpful to you.

VOLUNTEER SIGN-UP SHEET

Please sign up for the role(s) you can help with. Thank you for helping make our team a success!

Coordinator Title	Expectations	Volunteer Name(s) and Home/Work Phone Number
End-of-Season Party Coordinator(s)	Two parents (from different families) who will organize pizza party or potluck that occur following the last game of season.	
Snack Coordinator	Organizes and signs up parents to bring snacks and drinks for after practices and games, and organizes/administers the actual passing out of snacks such that it doesn't become a zoo. Also gives a reminder call to the snack provider a couple of days prior to the game or practice. May also wish to keep a nonperishable "backup snack" available in car in case designated snack person forgets.	
First Aid Coordinator	Brings the First Aid kit (provided by the YMCA) to each practice and game and responsible for getting replenished supplies from the YMCA. Needs to be skilled in first aid and present at each practice and game.	
Lost-and-Found Coordinator	Collect items (coats, sweatshirts, and equipment) left by kids or parents, and return to kids at next practice or game. Helps gather up balls, equipment, food wrappers etc. and ensure that the team leaves the gym/field at least as clean as they found it. Also keep an eye out to ensure practice facilities not vandalized or trashed by anyone while using the gym/field (e.g. older kids "just hanging around" the facility).	
Shirt Lettering Coordinator (optional)	Arranges for kids' YMCA jerseys to have their names (optional) put on them by a t-shirt shop and coordinated collection of money to cover the cost of the printing.	
Playing Rotation Reminder Coordinator	Notifies coach when pre-scheduled rotation time is coming up so coach can execute substitutions on time to ensure proper sharing of playing time.	
Assistant Coach	Will assist in set-up and execution of all drills during practice. May sometimes run a practice and/or coach a game when head coach is unable to. This person will need to fill out and turn in a volunteer application , which includes a completed background check and a signed waiver, on file before filling in.	
Practice Helpers	Will help execute specific drills during practices when called on. Most helper roles involve either 1) receiving pass and passing it back to a child, 2) participating in a scrimmage to even out the numbers on split-squad teams, 3) standing in a strategic position during specific drills and reminding kids of what to do. Does not require any sport experience, just a willingness to help.	All Parents! (If you are present, you are fair game and will be drafted in times of need!)

Coaches'/Parents' Meeting Checklist

Call All Parents	<ol style="list-style-type: none"> 1. Call all parents and ask them to attend the meeting. 2. Suggest topics to Cover.
Introduction	<ol style="list-style-type: none"> 1. Introduce yourself. 2. Introduce assistants.
Philosophy & Goals	<ol style="list-style-type: none"> 1. Youth Sports are for skills development. 2. Mental development. 3. What you hope to accomplish. 4. How you will run practice, etc. 5. Hand out YMCA's policy.
Code of Ethics (should make sure everyone reads the Parent & Player Codes of Ethics)	<ol style="list-style-type: none"> 1. Encourage all the kids. 2. Only say positive things. 3. No taunting of officials/coaches/other kids.
Facilities/Grounds	<ol style="list-style-type: none"> 1. No smoking or drinking on school grounds (indoors or outdoors). 2. Please, parking in designated lots and legal areas only. 3. No participation if under the influence of drugs or alcohol. 4. Make your kids' sports drug, alcohol, and tobacco free.
Schedules	<ol style="list-style-type: none"> 1. Games/practices (when, where). 2. Special events (photo day, tournaments, team party, etc.) 3. How they may receive a copy of schedules, teams, etc.
Roster	<ol style="list-style-type: none"> 1. Names of players, addresses, phone numbers. 2. Coaches, parents, YMCA members, etc.
Emergency	<ol style="list-style-type: none"> 1. What to do in case of injury during game. 2. Parents can come on the court. 3. Related first aid issues; does your child have any health issues?
Team Volunteers	<ol style="list-style-type: none"> 1. Ask for volunteers. 2. Volunteer calls when there are changes. 3. Volunteer arranges for other parents to bring snacks for games. 4. Volunteer arranges for special events for team, i.e., party, etc. 5. Ask for volunteers for events.
Communication	<ol style="list-style-type: none"> 1. Give all coaches' number. 2. Encourage parents to share their feelings with you. 3. Let them know if and how they can help at practice.
Building Usage	<ol style="list-style-type: none"> 1. No food or drink in any gymnasiums (except water). 2. All shoes need to be non-marking, rubber soled. 3. Stay off any equipment, apparatus, etc. 4. Limit your activity to the area/room of the building specified. 5. Please make sure the gym is left as you found it—clean! 6. Be sure all children (including participants' siblings) are supervised at all times in the building.

Coaches' Resource List

The YMCA has a limited number of coaches' manuals that you may borrow for the season. If you would like one, please call 357-6609 ext. 2106.

Other places have resources for you too. Here are some of the places:

YMCA Program Store (videos and manuals) - 1-800-747-0089

Local Bookstores		
Barns & Noble	barnsandnoble.com	360-534-0388
Borders Books & Music	borders.com	360-352-3438
Amazon.com	amazon.com	

Local Libraries	
WEBSITE: http://www.trlib.org/Locations/LocationsMap.aspx	
Lacey	360-491-3860
Olympia	360-352-0595
Tumwater	360-943-7790

Here are some of the recommended readings:

- *Just Let the Kids Play: How to Stop Other Adults from Ruining Your Child's Fun and Success in Youth Sports*, by Bob Bigelow, Tom Moroney and Linda Hall. <http://www.hci-online.com/>
- *Positive Coaching: Building Character and Self-Esteem Through Sports*, by Jim Thompson. <http://www.positivecoach.org/>
- *The Double Goal Coach: Positive Coaching Tools for Honoring the Game and Developing Winners in Sports and Life*, by Jim Thompson. <http://www.positivecoach.org/>
- *Good Sports: The Concerned Parent's Guide to Competitive Youth Sports*, by Rick Wolff. <http://www.sportspublishinginc.com/>
- *Building All-Star Kids: Keep Your Kids Playing Longer and Better in Youth Sports*, by Sports Esteem. <http://www.sportsesteem.com/> (Free download on website)
- *101 Ways to Be a Terrific Sports Parent*, by Dr. Joel Fish and Susan Magee. <http://www.simonandshuster.com/>
- *How to Win at Sports Parenting: Maximizing the Sports Experience for You and Your Child*, by Jim and Janet Sundberg.
- *Why Johnny Hates Sports: Why Organized Youth Sports Are Failing Our Children and What We Can Do About It*, by Fred Engh. <http://www.squareonepublishers.com/>
- The entire "Coaching for Dummies" series (available at <http://www.dummies.com>)
- The entire "The Baffled Parents Guide to Coaching" series
- *Coaching Cross Country Successfully*, by Joe Newton, Joe Henderson
- *Youth Cheerleading Unleashed: A Parent's and Player's Guide to the Fundamentals of the Sport*, by Drummond Publishing Group Editors
- *Coaching Youth Track & Field*, by American Sport Education Program
- *Coaching Youth Volleyball*, by Amy Tocco
- *101 Volleyball Drills*, by Peggy E Martin
- *Youth Volleyball: The Guide for Coaches & Parents*, by Sharkie and Pat Zartman

Here are some of the recommended websites:

- Positive Coaching Alliance - <http://www.positivecoach.org/>
- Sports Esteem - <http://www.sportsesteem.com/>
- National Alliance for Youth Sports - <http://www.nays.org/>

40 Developmental Assets

The Search Institute identified Developmental Assets as the building blocks of healthy development. The assets are integral to help young people grow up healthy, caring and responsible.

We at the YMCA believe in the importance of Developmental Assets to young people, acknowledge our past successes, and challenge ourselves and the community to be asset builders for the young people we meet in our daily lives.

The Developmental Assets are organized into two groups, *External* and *Internal*.

External assets are based on the positive experiences a young person receives from their world and include support, empowerment, setting boundaries/expectations and constructive use of his or her time. External assets identify the integral players in a young person's success -- family, school, church, their neighborhood and organizations in which they participate.

Internal assets identify characteristics and behaviors that reflect positive inner growth and development of the young person. The assets include positive values and identities, social skills and accomplishments, and a commitment to learn. The internal Developmental Assets help young people make thoughtful and good choices and prepare them for challenges to their inner strength and confidence.

Everyone can be an asset builder! At home, in school or at the YMCA, we all are integral to asset development. Ask how you can get involved today!

EXTERNAL ASSETS

Support

- 1. Family Support** – Family life provides high levels of love and support.
- 2. Positive Family Communication** – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other Adult Relationships** – Young person receives support from three or more nonparent adults.
- 4. Caring Neighborhood** – Young person experiences caring neighbors.
- 5. Caring School Climate** – School provides a caring, encouraging environment.
- 6. Parent Involvement in Schooling** – Parent(s) are actively involved in helping young person succeed in school.

Empowerment

- 7. Community Values Youth** – Young person perceives that adults in the community value youth.
- 8. Youth as Resources** – Young people are given useful roles in the community.
- 9. Service to Others** – Young person serves in the community one hour or more per week.
- 10. Safety** – Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

- 11. Family Boundaries** – Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School Boundaries** – School provides clear rules and consequences.
- 13. Neighborhood Boundaries** – Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult Role Models** – Parent(s) and other adults model positive, responsible behavior.
- 15. Positive Peer Influence** – Young person's best friends model responsible behavior.
- 16. High Expectations** – Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

- 17. Creative Activities** – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth Programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

19. Religious Community – Young person spends one or more hours per week in activities in a religious institution.

20. Time at Home – Young person is out with friends “with nothing special to do” two or fewer nights per week.

INTERNAL ASSETS

Commitment to Learning

21. Achievement Motivation – Young person is motivated to do well in school.

22. School Engagement – Young person is actively engaged in learning.

23. Homework – Young person reports doing at least one hour of homework every school day.

24. Bonding to School – Young person cares about her or his school.

25. Reading for Pleasure – Young person reads for pleasure three or more hours per week.

Positive Values

26. Caring – Young person places high value on helping other people.

27. Equality & Social Justice – Young person places high value on promoting equality and reducing hunger and poverty.

28. Integrity – Young person acts on convictions and stands up for her or his beliefs.

29. Honesty – Young person “tells the truth even when it is not easy.”

30. Responsibility – Young person accepts and takes personal responsibility.

31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competency

32. Planning & Decision Making – Young person knows how to plan ahead and make choices.

33. Interpersonal Competence – Young person has empathy, sensitivity, and friendship skills.

34. Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

35. Resistance Skills – Young person can resist negative peer pressure and dangerous situations.

36. Peaceful Conflict Resolution – Young person seeks to resolve conflict nonviolently.

Positive Identity

37. Personal Power – Young person feels he or she has control over “things that happen to me.”

38. Self-Esteem – Young person reports having a high self-esteem.

39. Sense of Purpose – Young person reports that “my life has a purpose.”

40. Positive View of Personal Future – Young person is optimistic about her or his personal future.

ASSETS ARE POWERFUL!

Research shows that the more assets young people have, the less likely they are to engage in many high-risk behaviors.

Assets promote academic success.

Assets divert youth from risky behaviors and increase civic engagement.

Assets give young people the strengths they need to make positive choices in life.

Across the U.S., most young people experience fewer than half of the 40 developmental assets.

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Developmental Characteristics of Children Ages 3-16

General Characteristics of Three Year Olds

- Self: Still plays alone most of the time. Is egocentric (mostly involved with own self). Is age of “doing.”
- Family: Has “we” feeling with mother; is independent of her occasionally. Likes to relive babyhood. Does small chores about the house.
- Begins to accept suggestions.
- Physical coordination is not well developed; small-muscle activities such as cutting, tying, coloring in pre-drawn lines are difficult.
- Runs, jumps, hops on one foot, climbs stairs (alternative feet).
- Walks on balance beam, rides a tricycle.
- Stand on one foot for a short time.
- Emotional and social: Gains security in routines.
- May have a short attention span, if uninterested.
- Begins to test limits set by others.
- Learning to make choice between two alternatives.
- Likes to dramatize.
- Understands language and follows directions more accurately.

General Characteristics of Four Year Olds

- Self is assertive, boastful.
- Shows pride in achievement.
- Self-conscious emotions (shame, embarrassment, guilt, envy, and pride) become common.
- Is energetic to point of adult exhaustion.
- Wants to find out things.
- Is becoming more independent.
- Shows strong feelings toward family and home.
- Definite preference for peer mates.
- Plays cooperatively with peers; may need fresh ideas.
- May have preconceived ideas of what or with whom to play.
- Challenges adults by asking questions, needing more supervision, and testing limits.
- Develops qualities of leadership.
- May have an imaginary companion (20 to 50% do).
- Highly developed motor skills (can throw a ball, is learning to catch a ball).
- Runs, jumps, hops with more confidence; walks on balance beam with ease.
- Has increased physical energy.
- Emotional and social tries to gain attention; show off.
- When disappointed, expresses displeasure loudly or through aggression; can tolerate some frustration.
- Likes to play with other children in a small group or with another child.
- Likes to talk; ask why and how questions and really listen to answers.

General Characteristics of Five Year Olds

- Very energetic.
- Egocentric.
- Develop ways of channeling feelings and emotions.
- Capable of well developed gross motor activity.
- Children are beginning to have better body control.
- Their large muscles are better developed than the small muscles that control the fingers and hands.
- Their eye and hand coordination is not yet complete.
- Can step on alternate foot and use alternate feet when descending stairs.
- Dramatic play is a natural part of their life; enjoy dramatizing home and community life.
- Enjoy world of make believe and have begun to distinguish between fantasy and reality.
- Actively seek praise and approval from adult more than from peers.
- Require more immediate feedback from teacher than older school-age children.

- Do not like to share things but will do so in order to please the grown-ups around them.
- Like to work and play in small groups and shift from one group to another.
- Like to play with other children but are not terribly concerned about the rules of the games; enjoy playing near or with other children using manipulative games.
- Children usually see only one way to do things and one answer to a question.
- Need to engage in direct and concrete experiences.
- Need to be able to integrate experiences with the things they already know in order to formulate new concepts and new ideas.
- Increased interest in table activities, drawing, writing, and manipulative games.
- Attention span is shorter than in six and seven year olds.
- Take pride in work well done, will crumple work that they feel is not their best.
- Girls may be about a year ahead of boys in physiological development.
- They tire easily and need plenty of rest.

General Characteristics of Six Year Olds

- Very active.
- Prefer active outdoor activities.
- Are still awkward with small muscle tasks but will work hard to achieve success at such tasks (e.g., writing, sewing).
- A noticeable change occurs in eye-hand behavior. Children can tie their shoes and write their names.
- They know the right and left sides of the body.
- Boisterous and enjoy horsing around.
- These children are self-centered and need praise.
- Very interested in making friends.
- Often bossy with friends.
- Can sometimes appear "rude."
- Lots of including and excluding.
- Want to do everything.
- Like to explore and examine by taking things apart and putting them together again.
- Enjoy various table games.
- Hate losing and may "bend" the rules.
- Love to collect and sort things: shells, baseball cards, rocks, bottle caps, insects, etc.
- Are more sophisticated in use of blocks.
- Writing tasks are often difficult and painstakingly completed, but will try with encouragement.
- They will contribute to guided group planning.
- Enjoy telling and hearing stories.
- May find it difficult to exercise self-control (e.g., too much talking, pushing, and arguing).
- Their anger may be difficult to control at times.
- May worry about doing what they "are supposed to do."
- Get angry with self.
- May often complain about unfairness or behavior of situations or other's actions.
- Like to please adults.
- Want to be liked by other children.
- Sex differences are not of great importance to them at this age.

General Characteristics of Seven Year Olds

- Give more thought to how body is used, less likely to hurt themselves.
- Whole-body movements are under better control.
- Children can throw better and catch more accurately.
- Children's reaction times are slow.
- Eye-hand coordination improves.
- Enjoy organized activities, games, and sports.
- Enjoy producing finished products.
- Developing an interest in instruments.

- Demonstrate more seriousness than six-year-olds.
- Enjoy friends but will often play alone.
- Generally sensitive to how others feel.
- Usually polite.
- Often eager to take on responsibilities.
- Less responsive to adult requests but basically still want to please.
- Have become "better losers" at games.
- Do more thinking than when age six.
- Beginning to see relationships between the part and the whole.
- Concept of time and seasons developing more fully.
- Can make up minds about things.
- Many can read, writing is easier. Still enjoy being read to. Level of enjoyment is usually greater than reading ability.
- Worry about success and failure in doing things.
- Easier to reason with than six year old.
- Very sensitive and easily embarrassed.
- Respond well to praise.
- Tend to exaggerate.
- They may tire easily and show fatigue in the afternoon.
- They are interested in friends and are not influenced by friends' social or economic status.

General Characteristics of Eight Year Olds

- Show interest in games requiring fine muscle coordination.
- Improved reaction time and endurance.
- They feel loyal to their team.
- Show improved rhythmic sense.
- Show ability to accommodate eyes to near and far vision.
- They like variety and get bored easier than they used to.
- They compare their skills to those of others, and lesser-skilled players withdraw from their group.
- Enjoy rough play; frequently fist fight (boys).
- Dislike playing alone; boys often form gangs.
- Will often tackle tasks beyond their readiness.
- Show evidence of increasing modesty.
- Are becoming more selective in choice of friends.
- Enjoy swapping and trading articles.
- Are more perceptive of responses of others.
- Are somewhat sensitive about being told directly what to do.
- Have fewer fears.
- Enjoy teasing, are frequently selfish and quarrelsome about possessions.
- Are very cognizant of right and wrong.
- Begin to be interested in what happened in the distant past.
- Enjoy fairy tales.
- Can make change for small amounts of money.
- Can tell day of month and year.
- Active.
- Need help to set realistic goals.
- May be arrogant.
- Interested in TV, sports, science, collecting.
- Playgroup consists mostly of same sex.

General Characteristics of Nine Year Olds

- Having friends and belonging to a group are very important.
- Have stronger ties with formal groups, such as clubs.

- Need adult help in accepting others who may be left out of the group.
- Are willing and able to take responsibilities.
- Understand explanations.
- Are interested in trying to do things well.
- Individual differences and definite personalities are apparent.
- Are beginning to think for themselves.
- Are becoming critical of their own performance and may need help in sorting out realistic goals and standards.
- Enjoy competitive games, but need help in keeping competition within reasonable limits.
- Are beginning to understand right and wrong and are trying to develop standards of acceptable behavior.
- Have genuine fondness for adults they know, but may be outspoken and critical of them.
- Are becoming increasingly skillful with their hands.
- Can plan step by step and carry out a project over a long period of time as long as they retain their interest in it.
- Are more responsive and cooperative when they are included in making plans.
- Show sex differences increasingly in play: boys shout, wrestle, punch and race around; girls begin to show interest in clothes and are less noisy and energetic.
- May show wide differences from their peers in reading interest and reading ability.
- Can make decisions.
- Are apt to be embarrassed if praised publicly.
- Are beginning to be reasonable.
- Have strong reactions to things they feel are unfair.

General Characteristics of Ten Year Olds

- Much more relaxed and poised than at nine. Generally comfortable about their bodies.
- Boys are gaining more strength and proficiency in gross motor activities (e.g., baseball, football, and soccer).
- Generally like school and want to be responsible students.
- Will most often get assigned work done if it is understood.
- Quite capable of pursuing projects that spans over a prolonged period of time.
- Still enjoy being read to by the teacher, and show a strong preference for mystery and adventure stories.
- Enjoy discussing thoughts and ideas.
- Interested in the achievement and accomplishments of others. Beginning of hero-worship, identify personally with hero.
- Most even period of emotional growth during middle years.
- Fears and anxieties are at an all-time low.
- Self-concept is generally good. A general feel of well-being.
- Occasionally get extremely angry, depressed or sad.
- Tend to be organized and competitive. Boys love team sports such as baseball. Argue a lot, but generally not serious. Girls often have more intense relationships with each other and will have more serious "falling outs."
- Tend also to be adventurous and to enjoy adventure bordering on danger.
- Very sensitive to the fairness of adults.
- Desire to be cooperative with adults.
- Need encouragement and the opportunity to follow a special interest.
- Like to join organized groups.
- Like to rush around and keep busy.

General Characteristics of Eleven & Twelve Year Olds

- Individual differences are even more pronounced than during earlier years. Children are maturing at very rapid and increasingly different rates.
- Boys show marked differences in body proportions, have longer legs and broader shoulder than girls and are generally stronger than girls of the same ages.
- Girls are generally taller than boys of the same age. Many girls show an increase in weight and widening hips. Girls appear to have increasing control over hands and fingers and continue to show superiority over boys in fine muscle activity.
- Many girls are beginning to develop breasts and some will begin menstruation.
- Appetite often takes a big leap and children often share a marked increase in their food intake.

- Increase in ability to use logic, but often very impatient about reasoning things out.
- Concern for capacity to learn in general is often a source of anxiety, for children are very much aware of their capabilities in comparison with others. There is often a general lack of confidence.
- Considerable interest in general information about the world, as well as in personal interests or hobbies.
- Are often sensitive, emotional and argumentative.
- Often feel that everything they do is wrong and that adults may be picking on them.
- Very self-conscious about how they look.
- Show a great deal of self-doubt.
- Are very defensive.
- Rather critical of adults.
- Tend to challenge adults' knowledge.
- Generally have an adult hero who is not a part of their present life situation.
- Admire peers who are skillful, bold and daring.
- Girls are very close and friendly with each other. Girls are beginning to be interested in boys.
- Boys are generally close and friendly with each other. Boys are interested in girls.

General Characteristics of Thirteen to Sixteen Year Olds

- They continue to gain in skills calling on small muscles.
- Girls reach peak of growth spurt by 14 and slow way down by 15 or 16.
- Girls' motor performance gradually increases, then levels off.
- Boys begin growth spurt by 12 to 14 and often continue until 16 or 17.
- In both genders, strength and endurance increase, though girls add more body fat than muscle.
- Identify better with adolescents of their gender.
- See more weaknesses and faults in adults.
- See themselves as adults rather than children.
- Feel the pressure from their peers.
- Care more about their personal appearance and how they look compared to others.
- Grasp irony and (perhaps overuse) sarcasm.
- Argue and reason more effectively.



South Sound YMCA

Volunteer Statement of Understanding

By my signature below, I agree that I have received a copy of the South Sound Volunteer Handbook. I understand that this Handbook is intended to be a source of information and a general statement of the guidelines of the South Sound YMCA. This Handbook is not designed, nor does it create, a right or provision for a contract of employment for any person, nor does the failure on the part of the South Sound YMCA to apply any of the guidelines, in any case, waive the application of any such policies or give rise to claim against the South Sound YMCA. The contents of this Handbook supersede all previously distributed handbooks and volunteer guidelines, either oral or written. I also understand that the guidelines may be changed at any time by the South Sound YMCA with or without prior notification to me and without agreement by me.

I acknowledge that during the course of my volunteering with the South Sound YMCA, any photos taken of me may be used in any promotional materials.

Volunteer's Signature (or Parent/Guardian if under 18 years old)

Date

Volunteer's Signature (if under 18 years old)

Date

Print Volunteer's Name



SOUTH SOUND YMCA Code of Conduct

1. In order to protect YMCA staff, volunteers, and program participants at no time during a YMCA program may a staff person be alone with a single child where they cannot be observed by others without the consent of the branch executive director. As staff supervise children, they should space themselves in a way that other staff can see them.
2. Staff shall never leave a child unsupervised when left in the care of the YMCA (i.e. Child Care, Kids Night Out, youth sports, Playcare, etc.).
3. Restroom supervision: Staff will make sure the restroom is not occupied by suspicious or unknown individuals before allowing children to use the facilities. Staff will stand in the doorway while children are using the restroom. This policy allows privacy for the children and protection for the staff (not being alone with a child). If staff are assisting younger children, doors to the facility must remain open. No child, regardless of age, should ever enter a bathroom alone on a field trip. Always send children in pairs, and whenever possible, with staff.
4. Staff should conduct or supervise private activities in pairs—diapering, putting on bathing suits, taking showers, etc. When this is not feasible, staff should be positioned so that they are visible to others.
5. Staff shall not abuse children. Including:
 - Physical abuse such as striking, spanking, shaking, and slapping.
 - Verbal abuse such as humiliating, degrading, and threatening.
 - Sexual abuse such as inappropriate touch or verbal exchange.
 - Mental abuse such as shaming, withholding love, and cruelty.
 - Neglect such as withholding food, water, and basic care.

Any type of abuse will not be tolerated and may be cause for immediate dismissal.

6. Staff must use positive techniques of guidance including redirection, positive reinforcement, and encouragement rather than competition, comparison, and criticism. Staff will have age appropriate expectations and set up guidelines and environments that minimize the need for discipline. Physical restraint is used only in predetermined situations (necessary to protect the child or other children from harm), is only administered in a prescribed manner, and must be documented in writing.
7. Staff will observe a child's physical condition each day, as they enter the program, noting any fever, bumps, bruises, burns, etc. Questions or comments will be addressed to the child or parent in a non-threatening way. Any questionable marks or responses will be documented and reported.
8. Staff will respond to children with respect and consideration and treat all children equally regardless of sex, race, religion, and culture.
9. Staff will respect children's rights to not be touched in ways that make them feel uncomfortable, and their right to say no. Other than diapering and appropriate spotting touches, children are not to be touched on areas of their bodies that would be covered by a bathing suit.
10. Staff will refrain from intimate displays of affection towards others in the presence of children, parents, and staff.
11. Staff must appear clean, neat, and appropriately attired and must wear a name tag, staff shirt, or other item that will identify them as staff.

12. Using, possessing, or being under the influence of alcohol or illegal drugs during working hours is prohibited.
13. Smoking or use of tobacco in the presence of children or parents during working hours is prohibited.
14. Profanity, inappropriate jokes, sharing intimate details of one's personal life, and any kind of harassment in the presence of children or parents is prohibited.
15. Staff must be free of physical and psychological conditions that might adversely affect children's physical or mental health. If in doubt, an expert should be consulted.
16. Staff will portray a positive role model for youth by maintaining an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
17. Staff may not be alone with children they meet in YMCA programs outside of the YMCA. This includes babysitting, sleepovers, and inviting children to your home. Any exceptions require a written explanation, signed parent permission, and approval of the operating unit executive.
18. Staff is not to transport children in their own vehicles.
19. Staff may not date program participants under the age of 18 years of age.
20. For programs requiring parental release staff will not, under no circumstances, release children to anyone other than the authorized parent(s), guardian(s), or to an individual authorized by parents in writing, including relatives of the child.
21. Staff is required to read and sign all policies related to identifying, documenting, and reporting child abuse and attend trainings on the subject.

I understand that any violation of this Code of Conduct may result in termination.

Signature

Date

Print Name



SOUTH SOUND YMCA

CHILD ABUSE REPORTING PROCEDURES

The YMCA advocates a positive guidance and discipline policy with an emphasis on positive reinforcement, redirection, prevention, and the development of self-discipline. At no time will the following disciplinary techniques be tolerated: physical punishment, striking, biting, kicking, squeezing, shaming, withholding food or restroom privileges, confining children in small, locked rooms, or verbal or emotional abuse.

Affectionate touch and the warm feelings it brings is an important factor in helping a child grow into a loving and peaceful adult. However, YMCA staff and volunteers need to be sensitive to each person's need for personal space (i.e. not everyone wants to be hugged). The YMCA encourages appropriate touch; however, at the same time it prohibits inappropriate touch or other means of sexually exploiting children.

In the event that there is an accusation of child abuse, the YMCA will take prompt and immediate action as follows:

1. At the first report or probable cause to believe that child abuse has occurred, the employed staff person it has been reported to will notify their supervisor, the program director, or Executive Director who will work with the staff to ensure the incident is documented and reported if appropriate.
2. If the supervisor, program director, or Executive Director is not immediately available, review by the supervisor must not delay the reporting of child abuse. The staff person should make a report immediately to Children's Protective Services (CPS) at 1-800-746-6521. If the child is in immediate danger, call 911.
3. The YMCA will make a report in accordance with relevant state and local child abuse reporting requirements and will cooperate to the extent of the law with any legal authority involved.
4. A branch representative will call the Chief Executive Officer (CEO) of the South Sound YMCA when the suspected abuse involved YMCA staff, volunteers, other participants, or when the abuse occurs while a child is under our supervision.
5. In the event the reported incident or suspicion involves an employed staff person or program volunteer, regardless of when the alleged incident takes place, it is considered job related and the branch executive or Chief Executive Officer (CEO) will suspend the person from all activities involving the supervision of children while the investigation takes place. At the discretion of the YMCA, the suspended employee may be assigned to other duties, if available, until allegations are cleared or proven.
6. A decision will be made in consultation with CPS and the program director as to how and by whom the child's parents or legal guardian will be notified of the report.
7. Because of the youth-involved nature of the YMCA, any incident or alleged offense will be considered job related whether it takes place on or off YMCA premises.
8. All YMCA staff and volunteers must be sensitive to the need for confidentiality in the handling of this information and, therefore, should only discuss the incident with appropriate YMCA staff.
9. All full- and part-time employees and volunteers must read, sign, and abide by this policy.

Signature

Date

Print Name



South Sound YMCA - Accident Report Form

___ Olympia Downtown Branch (360) 357-6609

___ Briggs Community Branch (360) 753-6576

___ Child Care Services (360) 705-2642

1. **Date of Accident** _____ Time _____

2. **Name of Injured Person** _____ Date of Birth _____
Address _____ Phone No. _____
Parent/Guardian Name _____ Phone No. _____

3. **Location of Accident**
[] YMCA Facility Branch _____
[] Pool Temperature _____ Chemical Readings _____
[] School Age Child Care Site Name of School _____
[] Full Day Child Care Site Name of Site _____
[] Camp Name _____
[] Off-Site Where _____

4. **Describe how the person was injured?** _____

5. **Noticeable Injuries** (check all that apply)

- | | | | | | | |
|-----------------------------------|-----------------------------------|------------------------------------|----------------------------------|-----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> Cut | <input type="checkbox"/> Left | <input type="checkbox"/> Thigh | <input type="checkbox"/> Hip | <input type="checkbox"/> Shoulder | <input type="checkbox"/> Head | <input type="checkbox"/> Other |
| <input type="checkbox"/> Bruise | <input type="checkbox"/> Right | <input type="checkbox"/> Knee | <input type="checkbox"/> Abdomen | <input type="checkbox"/> Arm | <input type="checkbox"/> Face | |
| <input type="checkbox"/> Multiple | <input type="checkbox"/> Both | <input type="checkbox"/> Lower Leg | <input type="checkbox"/> Chest | <input type="checkbox"/> Wrist | <input type="checkbox"/> Eye | Previous Injury? |
| <input type="checkbox"/> Other | <input type="checkbox"/> Multiple | <input type="checkbox"/> Ankle | <input type="checkbox"/> Back | <input type="checkbox"/> Hand | <input type="checkbox"/> Nose | <input type="checkbox"/> Yes |
| | | <input type="checkbox"/> Foot | <input type="checkbox"/> Neck | <input type="checkbox"/> Thumb | <input type="checkbox"/> Mouth | <input type="checkbox"/> No |
| | | | | <input type="checkbox"/> Finger | <input type="checkbox"/> Teeth | |

6. **Medical Aid Rendered:**

[] None needed [] Called 911
[] First aid given – Describe _____
[] Taken to hospital – By whom _____ Hospital _____

7. **Injured Person Released:**

[] Self [] To parent(s) [] To parent(s)/self to follow-up with Doctor
[] To other party: Name _____ Phone No. _____

8. **Describe condition of injured person at time of release** _____

9. **Name(s) of witness(es) at time of accident**

_____ Phone No. _____
_____ Phone No. _____

10. **Is this a bloodborne pathogen exposure incident? If yes, complete lines 10. – 13.** [] Yes [] No

11. If yes, explain how and where blood/body fluid entered body: _____

12. Were gloves worn? [] Yes [] No

13. Name of person whose blood/body fluid you came into contact with: _____
Exposed person's name: _____
Job duties at time of exposure: _____
Job title: _____

Name of person filling out report _____ Date _____
Supervisor's Signature _____ Date _____
Branch Executive Signature _____ Date _____

Office Use Only		
Notified _____		
[] Fax	[] Phone	[] Mailed

Please return the original of this Report to the Association's Director of Business Operations Within 24 Hours of Incident



SOUTH SOUND YMCA

**CHILD ABUSE
DOCUMENTATION FORM**

Child's Name: _____

Date: _____

Time: _____

OBSERVED EVIDENCE OF ABUSE (Include observed behaviors, physical evidence, or statements made by the child):

ACTION TAKEN:

(CPS Phone number: 1-800-746-6521 – 24 hours a day)

Reported to CPS: Yes _____ Date/Time _____

 No _____

Reported to YMCA Yes _____ Date/Time _____

 No _____

Staff Signature: _____

Youth Sports Contact Information

If you have any questions or concerns, please contact the following people:

Beth Daniel – Youth Sports Director – 360-918-0254, danielb@ssymca.net

- Signing up to coach
- Youth Sports Financial Aid
- Credit Requests
- Sports Issues (practice or game sites, complaints, etc)
- Coaches' meeting questions
- Any questions regarding practice fields
- Lead coordinator for the following sports: Cheer, Chess, Cross Country, Drill Team, Golf, NFL Flag Football, Roller Hockey, Track & Field, and Volleyball
- Any general questions regarding youth sports
- Any issues you are unsure of who they should go to

Joe Vanairsdale – Assistant Youth Sports Director – 360-918-0263, vanairsdalej@ssymca.net

- Issues regarding referees/umpires for baseball, basketball, soccer (outdoor and indoor)
- Issues regarding rules for baseball, basketball, soccer (outdoor and indoor)
- Any questions regarding kids playing below age/grade divisions
- Any questions regarding equipment (need equipment, lost equipment, etc)
- Any questions regarding fields for baseball, basketball, soccer (outdoor and indoor)
- Lead Coordinator for the following sports: Baseball, Basketball, Soccer (Outdoor & Indoor)

Chris Miller – Youth Sports Information Specialist – 360-918-0255, youthsports@ssymca.net

- Questions regarding coach background or reference checks
- Questions regarding any printed Youth Sports materials
- Volunteer Coach Trainings
- Team/Player Transfer requests
- Website issues (for Youth Sports)
- Questions regarding any uniforms
- Questions regarding waitlists
- Anything regarding status of teams (open, closed, etc.)
- Any general questions regarding youth sports

Other Contact Information:

Olympia Downtown YMCA - 360-357-6609

Fax: 360-754-9723

Briggs Community YMCA - 360-753-6576

Fax: 360-753-1897

Youth Sports Weather Hotline – 360-918-0275

Website: <http://www.southsoundymca.org>

SOUTH SOUND YMCA

Olympia Downtown Branch
510 Franklin Street SE
Olympia WA 98501
360-357-6609



Briggs Community Branch
1530 Yelm Highway SE
Olympia WA 98501
360-753-6576

<http://www.southsoundymca.org>

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