

Welcome to La Center & Ridgefield Community Education Youth Basketball Program!!



The La Center & Ridgefield Community Education Youth Basketball Programs would like to welcome you to our Youth Basketball Program. Without the help of the volunteer coaches, we would not be able to maintain our level of quality youth programming.

Our League Goal is to help young people develop physically, psychologically and socially; to have fun; to put winning into perspective; and to develop positive attitudes.

LA CENTER & RIDGEFIELD COMMUNITY EDUCATION YOUTH BASKETBALL teaches skills that will help the participants to succeed not only on the basketball court, but in the classroom and in other relationships.

It is important to remember that our league was developed to meet the recreational needs of the youth in Southwest Washington. The league will observe the athletic policies of the La Center & Ridgefield school districts and encourages local coaches to become familiar with their philosophy.

La Center & Ridgefield Community Education program directors are responsible for practice schedules, registrations, picture schedules, jersey or t-shirt orders, facility schedules, cancellations, equipment, volunteer recruitment and supervision.

The league coordinator is responsible for referee recruitment/training, rule interpretations, game and coaches concerns.

The Goals of La Center & Ridgefield Community Education Youth Basketball are:

1. To help people to develop:
 - a. Physically, by learning sport skills, improving habits and avoiding injuries.
 - b. Psychologically, by learning to control their emotions and to develop feelings of self-worth.
 - c. Socially, by learning how to cooperate in a competitive contest and by learning appropriate standards of behavior and sportsmanship.
2. To have fun—you and your players, families, and parents.
3. To put winning into perspective. Winning is important, but it is only one of the many goals.
4. To develop positive attitudes about themselves, the coach, referees/officials, their teammates, their opponents.

General-Gym and Facility Use

The following rules are to be explained to each of the athletes and should be enforced at the times:

1. Only non marking soled gym shoes are allowed in gyms. Players should bring their shoes to the gym & then put them on.
2. **WATER ONLY!** Allowed in school gyms. No coffee or Gatorade. This rule applies to both players and parents.
3. Do not throw or kick ball at the wall or at lights. **DO NOT bounce balls in hallway areas.**
4. Maintain control over all participants at all times. You are responsible for your team's actions.
5. Scheduled practice time must be followed. Do not enter the gym until your assigned practice time begins and always end practices on time. If a team associated with the school is using the gym prior to your assigned team, they generally have top priority. Keep your team quiet and together until the gym is free for your use. If there is a conflict over scheduled times, please contact your Community Education Director.
6. Do not leave athletes unattended. If parents are late, coaches must stay with them until parents arrive.
7. Leave the area clean and make sure you have all of your equipment.
8. Park in designated areas only.
9. Do not move equipment that is in the gym. If a situation occurs that obstructs your practice area, contact a custodian for assistance. If a custodian is not available, leave that area.
10. Younger or older brothers & sisters are not to be left without your permission as a coach. If you give permission, then you agree to be responsible to see that all applicable rules of conduct are obeyed.
11. Use of tobacco products is strictly prohibited on ALL school district campuses.

Other rules/policies may be added as a supplement to this handbook during the season. Please keep this handbook available for future reference.

General Playing Rules

High School Rules with exception of the following:

Basket height & ball size: Players for 3/4 grade girls will play on 8.5 foot hoops whereas 3/4 boys will play on 10 foot hoops. Both will be playing with a 27.5 youth size basketball. 5/6 grade boys will play on 10 foot hoops with a 29.5 basketball. 5/6 girls will play on 10 foot hoops and play with a 28.5 basketball.

Game Eligibility: If you are absent from school on Friday you are **NOT** eligible to play in the game on Saturday.

Pre-game: A pre-game conference will be held between opposing coaches and officials before each game.

Time clocks: Clock will run continuously, it will only stop for time outs. During the last two minutes of the fourth quarter, the clock will stop for fouls and time outs (for 5/6 grades only and if the game is within 10 points). **Each team will be allowed three 30 second time outs per game.** There will be a one minute break between quarters and 5 minutes between halves. The overall time limit is one hour per game. There will be no overtimes.

Scorekeeping: **No official score will kept or displayed for 3/4 grades.** The score will be kept and displayed only at the 5/6 grade level only. Each team may be asked to provide a volunteer to help run the clock.

Game Time: Each game will be limited to one hour. A warm-up period, not to exceed 8 minutes should be observed at the beginning of each game. There will be a one minute break between quarters and 5 minutes between halves. The overall time limit is 45 minutes per game. There will be no overtimes.

Teams: Teams shall consist of **9-10 players**, a coach and an assistant coach (if available). Teams will consist of boys and girls at 3/4 mixed grade level and 5/6 mixed grade level in a non co-ed format. A limit of 2 coaches allowed on team bench.

Beginning a game: Players meet at center court with referee, and will be matched up to guard a player of the opposite team. *Coaches may assist.* Game will start with a jump ball. Possession arrow will alternate thereafter. 5/6 grades only: Each player checks in at score table before entering the court.

Playing time: Each participant shall play a **minimum of 2 quarters each game**, unless there are 11 players on a team. ****If you have 10 players or less, NO player can play 4 quarters** unless every other player has played at least 3. An effort should be made by the coach to equally alternate playing time in the event that there is an extra player on the roster. A minimum roster of 9 players and maximum of 11 players is the target of the league.

Substitutes: Are ALLOWED at the half way point for each quarter on a dead ball. Coaches must notify a referee & time keeper on your desire to substitute half way through the quarter. Players are still expected to play equivalent of 2 full quarters. **This is NOT a time out but a substitution only!!** Players need to check in at score table and will be signaled to enter the game on a dead ball. **Exception...**If a player is injured a new player may enter **only at the discretion of the officials.**

Defense: Man-to-man defense will be required, defenders must guard their person once they are inside of the 3-point line, but do not have to be in their face if the ball is on the other side of the court. Zones are NOT allowed, but defenders on the "weak side" (away from the ball) may be off their person in a "help" position.

Backcourt Pressure: 3/4 grade, **NO backcourt pressure is allowed!** Defense is only allowed past the half court. 5/6 grade, only 2 allowed to backcourt pressure!

Screens: Allowed at all levels. Switches allowed at all levels...kids should be encouraged to fight through screens and only switch as a last resort (switching usually creates mismatch). Switching can only occur when a defender is being screened. Switching so that your best defender can pressure the ball at all times is NOT allowed.

Fouls: 3/4 Grades-The referees will be instructed to be very lenient when calling fouls during the first part of the season and will call more violations as the season and skill level progresses. 5/6 Grades-**5 fouls and you're out.** Our league philosophy maintains that playing time should be kept to a maximum whenever possible.

Free Throws: Allowed at all levels, players will be awarded free throw on shooting fouls only.

Inclement Weather: *If school is cancelled on Friday due to inclement weather, all Saturday games will be cancelled. Games will not be rescheduled. If there is inclement weather on Game Day, the league coordinator will call all coaches. Coaches will then be responsible for notifying players.*



Spectators & Players: We encourage all spectators and participants not to question decisions of the officials. All players must obey the verbal instructions of the supervisors. Use of profane or abusive language will result in removal from the game. The conduct of the players, spectators and parents must be in good taste and consistent with La Center and Ridgefield School District policies. If circumstances are of a serious nature (profanity, abusive language, threatening of an official, etc.) a forfeit can be called on the violating team.

Please remember that this is a learning league and that the officials will teach the kids as they make their calls. You can't learn if you are not taught how to do it right. The goal is to get all the kids to learn the game, have fun and learn good sportsmanship. We ask that you as a coach model and encourage good sportsmanship and not to question the calls of the officials.

Questions? Call your Community Education Director

La Center Community Education: 360-263-2015

Staci Firl staci.firl@lacenterschools.org

Ridgefield Community Education: 360-619-1303

Quick Reference Guide

3-4 Grade Girls League

Ball size: Junior (27.5)
Basket Height: 8 1/2 feet
Free Throw Line: 12'
Lane Violations: 5 seconds
Quarters: 8 minutes

- Free Throws allowed for shooting fouls only
- No Double Teaming Outside The Key
- No Zone Defense
- No Back Court Defense / No Full Court Pressing
- No Clear Outs
- No Overtimes
- Time Outs: 3-30 second time out per team per game

3-4 Grade Boys League

Ball size: Junior (27.5)
Basket Height: 10 feet
Free Throw Line: 12' or 15'
Lane Violations: 5 seconds
Quarters: 8 minutes

- Free Throws allowed for shooting fouls only
- No Double Teaming Outside The Key
- No Zone Defense
- No Back Court Defense / No Full Court Pressing
- No Clear Outs
- No Overtimes

Locations:

3/4 grades

- La Center Elementary Gym
700 E 4th Street
La Center, WA 98629
- South Ridge Elementary Gym
502 NW 199th Street
Ridgefield, WA 98642
- View Ridge Middle School Gym
510 Pioneer Street
Ridgefield, WA 98629

5/6 grades

- La Center Middle School Gym
700 E 4th Street
La Center, WA 98629
- View Ridge Middle School Gym
510 Pioneer Street
Ridgefield, WA 98642

Quick Reference Guide

5-6 Grade Girls League

Ball Size: Women's (28.5)
Basket Height: 10 feet
Free Throw Line: 12' or 15'
Lane Violations: 3 seconds
Quarters: 10 minutes

- No Zone defense.
- No full court pressing: Two people allowed to apply pressure in the back court (full court), once team is 10 points ahead no back court pressure.
- No double teaming outside of the key, 1st call player given warning, 2nd call coach given warning, 3rd call is a technical foul resulting in 2 points & the ball
- No clear outs.
- No Overtimes.
- Over and back violation will be enforced.
- Five fouls and you're out, scorekeeper keeps track
- Ball must be advanced over center line within 10 sec.
- Time Outs: 3-30 second time out per team per game.
- Check in at scorer's table before entering the game.

5-6 Grade Boys League

Ball Size: Standard Men's (29.5)
Basket Height: 10 feet
Free Throw Line: standard
Lane Violations: 3 seconds
Quarters: 10 minutes

- No Zone defense.
- No full court pressing: Two people allowed to apply pressure in the back court (full court), once team is 10 points ahead no back court pressure.
- No double teaming outside of the key, 1st call player given warning, 2nd call coach given warning, 3rd call is a technical foul resulting in 2 points & the ball
- No clear outs.
- No Overtimes.
- Over and back violation will be enforced
- Five fouls and you're out, scorekeeper keeps track
- Ball must be advanced over center line within 10 sec.
- Time Outs: 3-30 second time out per team per game
- Check in at the scorer's table before entering the game.



Community Education “Coaching Philosophy”

One of the two most important decisions you will make as a coach concerns the objectives you seek. Most sports authorities recognize three major objectives:

1. To have a winning team
2. To have fun
3. To help young people develop

Which of these objectives are important to you? Winning? Having Fun? Helping kids develop? Most coaches agree that all three are important. Where you place your emphasis, however, will show in your coaching style. Coaches must often decide whether they will pursue victory at the possible expense of the young athlete’s well-being or development.

No single decision is more important in determining how you coach than your priority about three objectives—especially the significance you give to winning. Some coaches who say winning is least important don’t behave that way when they coach. For example, when coaches play their best athletes when they play injured athletes, or when they scream disparaging remarks at athletes who have erred, they obviously believe winning is more important than athlete’s development.

We have a philosophy about winning that we want you to consider. It is a philosophy that experienced and successful youth coaches, professional educators, and physicians all endorse. It is a philosophy we hope you endorse, and more importantly, one you will put into practice! Our philosophy is simple:

ATHLETES FIRST WINNING SECOND

What we mean by this is also quite simple; every decision you make and every behavior you display is based first on what you think is best for your athletes and second on what may improve the athlete’s or team’s chances of winning. We are not implying that winning is not important, striving to win is essential for enjoyable competition. When winning becomes more important than rules or the athlete’s health, then coaches need to reevaluate their coaching philosophy.

YOUR COACHING STYLE

The second important decision you need to make is about your coaching style. Your coaching style will determine how you decide what skills and strategies you will teach, how you will organize for practice and competition, what methods you will use to discipline players, and most importantly, what role you will permit the athletes to have in making decisions.

One style of coaching is the **Command Style**. This coach will make all the decisions for the team. The athletes are to respond to the coach’s demands without questions. Will this style help athletes develop? Not unless you are only teaching them to follow orders.



Another style of coaching is the **Submissive Style**. This coach does not want to be responsible for any decisions. It’s a throw-out-the-ball and have-a-good-time approach. Very little instruction is given to the athletes and the coach is more of a babysitter than a coach.

A third coaching style and the one we recommend using is the **Cooperative Coach**. This type of coach will share with the athletes the decisions that need to be made. The coach will guide the athletes to make proper decisions. Unless young people are given the opportunity to make choices, they will not be able to develop skills to help them succeed as adults.

Planning Your Season

Pre-Season Planning:

Successful coaches begin planning their season before it actually begins. If coaches will take the time to plan what is to be accomplished during each practice, many problems will be avoided. Below are some suggestions to prepare for the season:



1. Attend pre-season coaches meetings. At these meetings revisions in league rules are discussed, practice times are scheduled, information regarding the program is shared, and training given.
2. Visit some High School Practices to learn drills and see coaching styles.

Skill Development

There are two leagues in Community Education Youth Basketball, grades 3-4 and grades 5-6. Each league has different needs and skill that will be emphasized.

Grades 3-4

The emphasis for this age group will be to introduce basic basketball skills to the youth and for them to have fun. Concentrate on the basic skills of passing, dribbling, and shooting. Players should be allowed to play different positions. Many skills can be introduced by adapting some of the popular children's games.

Grades 5-6

Players in this age group are ready for more advanced skill development. More work needs to be given to developing the basic skills taught before. In addition to those basic skills, the following skills are to be emphasized in the league: pivoting, rebounding, offensive and defensive drills. Simple plays should be introduced during the first year and strengthened the following year.

Instructional Outlines:

An instructional outline is an organized plan of everything that you would like to teach in the upcoming season: for example, sport skill, rules, sportsmanship, and strategies. This outline is as important to a coach as a blue-print is to an architect. There are three steps to preparing instructional outlines.

1. Establish your instructional goal
2. Select the subject matter
3. Organize subject matter

Having a plan for your season is important; however, if you do not plan for the individual practice, you will not be able to determine if you are accomplishing your goals. Your goal is simple—to have practices which are well organized, safe, fun, and enable your athletes to learn and remember all that you teach. **Do not** change the time or place of your practices without notifying the Community Education Director. Every practice should include the following six phases:

1. Warm-up
2. Practice previously taught skills
3. Teach and practice new skills
4. Practice under competitive conditions
5. Fitness training
6. Cool down
7. Coaches comments
8. Evaluation of the practice

The amount of time spent on each of the areas above will depend on which league you are coaching, the need of the athletes, and the goals of the particular practice. Many coaches will skip the warm-up and the cool-down phases, both these are essential to prevent injury. **DO NOT SKIP THESE PHASES.**

Principles for Designing Effective Practices

There are ten key steps for planning effective practices. Following these ten steps will help insure your practices will be educational, safe, and fun.



1. Practice the skill in contest-like conditions as soon as athletes are able to do so.
2. Practice should be short and frequent when learning a new skill.
3. Each athlete should be working on some aspect of the sport throughout the practice.
4. Practice conditions should make maximum use of available facilities and equipment.
5. The athletes should experience a reasonable amount of success at each practice.
6. Create a practice atmosphere in which athletes are not afraid of making mistakes.
7. Let your athletes help in the planning of practices.
8. Frequently emphasize that practices are for improving.
9. Allot time for practicing skills which need improvement.
10. Make practices fun.

Drills and Scrimmages

When selecting drills for your practices, include partner drills and group drills. Here are some guidelines to help you use drills effectively:

1. Use individual and partner drills frequently. These give each player more of an opportunity to practice and handle the ball than group drills do.
2. Use group drills when there are only two basketballs for an entire team, for shooting drills when there are only one or two baskets, to practice teamwork, and to slow down the pace. Group drills leave players standing around.
3. Arrange your players so that everyone has room to practice at the same time. This ensures plenty of activity. It also allow a youngster to practice and make mistakes without the fear of being ridiculed in front of teammates

4. Don't feel that drills need to have winners and losers. Players will know whether or not they did the drill successfully. It's not necessary to rank players—best to worst.

List of Drills

The following drills will help you teach the skills needed for each league. The drills are listed in ascending order of difficulty—the easiest at the beginning.

Passing

1. Circle passing
2. Pressure passing
3. Player in the ring
4. Three player line passing
5. Line passing
6. Pass and weave
7. Completed passes

Dribbling

1. Copy the coach
2. Circle dribbling drills
3. Duck, duck, goose
4. Red light, green light
5. Dribble tag
6. Pac man
7. Space raiders

Shooting

1. Around the World
2. Twenty-one
3. Shoot, rebound and pass
4. Line shooting drills

Defensive Drills

1. Follow the leader
2. Defensive rebounding
3. Rebounding (boxing out)

Offensive Drills

1. Post, pass, and cut drill
2. Three player pass and cut

You and the Law



When you become a coach, you inherit some legal responsibilities, regardless of whether you are paid or volunteering. Following the guidelines below will help you prevent future problems.

When coaching you have the responsibility to provide two types of supervision and leadership: (1) General and (2) Specific. There are three guidelines related to general supervision.

General Supervision:

1. You should be immediately accessible to the activity and be able to oversee the entire program systematically.
2. You must be alert to conditions which may be dangerous to participants and take action to protect them.
3. You must be able to react immediately and appropriately to emergencies.

Specific Supervision:

Specific supervision requires you to be with the individuals participating in the activity. It means direct supervision at the immediate location of an activity and is more action oriented. Three guidelines for when specific supervision must be given are:

1. When you are introducing an activity, until players are familiar enough with the activity to appreciate their own ability to do the activity and are able to understand and adhere to the safety procedures established.
2. When you observe any failure to adhere to rules or any change in the condition of the players.
3. The more dangerous the activity, the more specific the supervision required.

Coach's Legal Duties

You have several other important duties as a coach from a legal point of view. They are;

1. To provide a safe environment.
2. To properly plan the activity
3. To evaluate students for injury or incapacity
4. To match or equate students
5. To provide adequate and proper equipment
6. Warn of inherent risks in the sport
7. Supervise the activity closely
8. Know emergency procedures and first aid.
9. Keep adequate records

Transportation

Transportation should be provided to and from the practices and games by the parents of the athletes. If you wish to transport the athletes, then you must have written permission from the parents.

All person riding in your car must have a seat belt and wear them. Do no transport more athletes than there are seat belts for. You should check your insurance policy to make sure that you will be covered adequately in case of an accident.

Practices:

- Practices are restricted to coach and team personnel only.
- Teams are limited to 2 hours of practices per week. It is preferable to do 2 (1 hour) practices if gym space is available.
- Practice participants should not be outside the designated practice area.
- Participants should not arrive early or be picked up late.
- Please observe appropriate school behavior and show respect for facility and equipment.

Health and Safety

Injury Prevention

Injury prevention is the most important aspect of sports medicine. It begins with careful pre-season planning of conditioning, coaching techniques and equipment. An effective injury prevention program requires daily attention and supervision.

Before youngsters participate in sports, they must be in good health. Therefore, each youngster should have a medical examination before the season starts. After the season starts, sick athletes should not be allowed to play.

It is important that the participants are conditioned for the demands of each sport. Although athletes may be in shape for one sport, they may need to recondition themselves for another sport which requires the use of different skills or muscle groups (e.g., swimming vs. soccer or tennis vs. basketball).

Teaching skills correctly and proper supervision of the athletes, is essential to injury prevention. Sport skills should be taught in the proper sequence (simple to difficult) to develop muscle coordination and strength. The athletes should never be left alone particularly when attempting new skills. If a team is in two places, then more than one coach is needed to supervise. **Never leave the practice area without making sure all team members have left!**

Proper warm-up and cool-down time is also important to prevent injuries. Warm-up exercises need to be performed not only before the game, but also before coming off the bench and also for the second half.

It is natural for the young athletes to want to participate in horse play. However, most of the injuries that are reported happened during this type of play. Coaches need to teach their team members self discipline and continually warn them of the dangers of such activities.

Rules in our sports programs are there to prevent injuries, and must be followed. A major responsibility for you as a coach is to teach the rules and enforce them!

First Aid for Injuries

If you follow the suggestions above, you probably will avoid injuries. However, injuries do happen, and you must know what to do and what not to do. Below are some guidelines to first aid injuries.

Pre-season Plan:

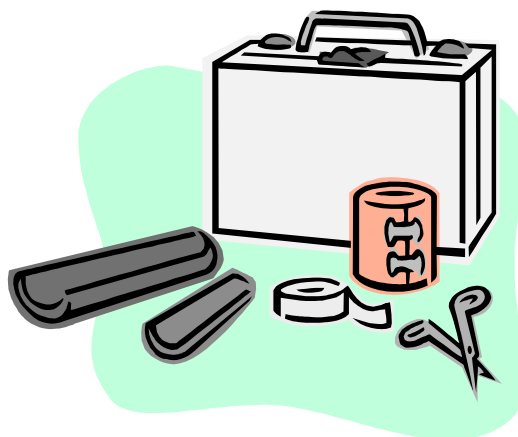
It is important to have a well thought out plan for responding to emergencies. Questions to ask include:

1. Do you have a first aid kit?
2. Do you know where the nearest phone is?
3. Who will call for help?
4. Do you know first aid?
5. What do you do until help comes?
6. What forms need to be filled out?

It is recommended that each coach have in their car a first aid kit to use in an emergency. The building supervisors will have access to first aid kits during the games on Saturdays, but coaches are responsible to have one for practices.

In the event of an emergency during a Saturday game, send someone to find the gym supervisor and they will get you to a phone. None of the buildings will have access to phones in the gyms during practice.

Obtain a copy of the accident report form, fill it out completely and send it to the Community Education Office as soon as possible.



The Courage to Coach

Isn't it kind of thrilling to know that coaches have never been more important than they are today? It's also sobering, burdensome thing, as all significant responsibilities seem to be. Every facet of our society is, on a full-time basis, wrestling with problems brought by social change, but few people have the opportunity to make a difference.

Coaches have that opportunity! Far more than the vast majority of their fellow Americans, coaches have the ability to influence people of all ages.

Whether or not coaches use that ability will, pretty much, depend on whether or not they make a decision to combat drug and alcohol abuse by the young people with whom they have chosen to work.

Once a coach makes such a decision, three things must be accepted:

1. It will be necessary to become knowledgeable about many aspects of drug and alcohol abuse.
2. It will be absolutely necessary that the coaches take actions that clearly demonstrate his/her position.
3. It will require courage.

Courage is the key. It does take courage to oppose the abuse of drugs and alcohol by young people, if for no other reason than the fact that the "cause" seems so hopeless.

There is no argument about the importance of chemicals in our society, nor is there any doubt regarding the apparent lack of will to effectively confront wide-spread abuse of those chemicals.

It is clear that those who decide to stand up and oppose that abuse will not be able to count on substantial support in their communities.

Why, then, should coaches carry the ball?

There are three primary reasons for calling the coaches' numbers on this play:

FIRST—There is the fact that coaches have chosen to work with young people and that the very nature of that work demands that young people be better off for having known coaches.

SECOND—Coaches enjoy a level of public position, prestige, and influence that comes with the contract to coach.

THIRD—Coaches, more than most people, are attracted to the "underdog" role and know what it takes to get back up—again and again—after being knocked down.

Never before have coaches had a chance to be as valuable to kids as they have at this time.

Never have kids so badly needed real, stand-up, courageous leaders.

What a great time to be a COACH!!

