



THETFORD YOUTH BASKETBALL

2015/16 COACHES MANUAL

THETFORD RECREATION DEPARTMENT

PO Box 126 🏀 THETFORD CENTER, VERMONT 05075

802-785-2922-EXT. 6 🏀 RECREATION@THETFORDVERMONT.US

TABLE OF CONTENTS

PART I: MANUAL

WELCOME 3

THE BASICS 4

Player Eligibility

League and Governance

Teams and Schedules

COACH RESPONSIBILITIES 6

Conduct Sportsmanship

Safety

Equipment

Communication

Cancellation Procedures

PRE-SEASON CHECKLIST 12

Background check

Recruiting volunteers

Your roster

Pre-season Meeting

UVRA 14

Mission and Principles

Regulations

Expectations

Rule Modifications

Field Dimensions

PART II: CURRICULUM

CORE COACHING: PRINCIPLES 19

CURRICULUM BY AGE

Ages 7-10 21

Ages 8-9 22

Ages 10-11 23

ADDITIONAL RESOURCES 24

APPENDICIES

A: Player Safety 32

B: Forms and Diagrams 31

C: Field Locations 36

Welcome to Thetford Rec!

Thank you for volunteering to coach a Thetford youth basketball team. This handbook is designed to guide coaches at all levels, from returning veterans in search of new drills to first-time coaches and assistants.

The handbook is divided into two parts: Part I provides a general overview and details the main responsibilities of coaches, parents and the officials. Part II is devoted to curriculum and is designed to help you integrate your coaching with that of coaches within the program. Additional information – forms, diagrams and definitions – can be found in the appendices.

Coaching a youth sports team is a rewarding experience and a demanding one. In addition to an overall enjoyment of athletics, coaching requires commitment, dedication and flexibility. Above all, it requires **patience**. When things get hectic or challenging, try to focus on just what you're building for these kids – and for our community. Every high school athlete is there because he or she had a volunteer coach who taught them the joys of the game, and there are a great many important lessons not taught in the classroom.

Our success in youth sports is not measured by any win-loss record, but by the number of players that come back to play again next year. *You* are the ones that keep them coming back. So again, thank you for all that you do.

Good luck with the upcoming season!

A handwritten signature in black ink, appearing to read 'A. Mackin', with a stylized flourish at the end.

Laurel Mackin
Recreation Director

Who can play?

- Thetford's youth basketball program is open to kids in grades K-6.
- We do not make cuts or limit roster size; everyone who registers for the program can participate. We welcome all players with a willingness to learn and be part of a team.
- In order to play families must register their child. This is an issue both of fairness and of liability. Registration takes place on line at the Thetford Recreation website, thetfordrec.com.

Are we part of a League?

Thetford is a member of the **Upper Valley Recreation Association (UVRA)**. Founded in 1977 as a means of promoting positive athletic experiences for young athletes in the Upper Valley, the UVRA establishes participation criteria as well as age-appropriate modifications to the standard rules of play.

How are teams established?

Rec basketball teams are divided by grade level. Teams for players in grades 3-6 are also divided by gender.

- Players in grades K-2 participate in our co-ed **basketball clinics** that meet 1-2 times per week.
- Players in grades 3-6 are assigned to one of four **traveling teams**. These teams play 10-12 games per season against other local towns and are invited to participate in local tournaments.

Rosters are generated by the Recreation Department, which will provide guidance on how coaches can access their rosters online through their [thetrec](#) account. Rosters contains names and grade level, contact information for families, and any pertinent health information.

Where do we play?

All Rec practices and home games take place at **Thetford Elementary School**. Appendix B contains a list of Upper Valley gym locations and directions for away games.

When do we play?

Traveling Teams practice at least twice per week and have games on practice days and/or Saturdays. Coaches may schedule additional practices.

- 3-4 teams practice on Tuesdays and Thursdays
- 5-6 teams practice Mondays, Wednesdays and Fridays

Clinics: Clinics meet on Saturdays. Towards the end of the season we will schedule scrimmages with neighboring towns.

What equipment is required?

- The Recreation Department provides teams with:
 1. A numbered **jersey** for each player on a traveling team. Coaches should know which numbers are signed out to which players and be sure that each player returns their jersey at the end of the season.
 2. Thetford Youth Basketball **t-shirts** for K-2 players. These shirts will be theirs to keep.
 3. **Mouth guards**. We do not require the use of mouth guards but strongly encourage it.
 4. **First Aid kits** for each team.
 5. **Practice and game balls**.
 6. **Whistles** for coaches.
- Players are expected to have their own basketball shoes, socks, shorts and water bottles.
- Coaches are not expected to purchase any equipment from their own pockets. Speak to the Rec Director if you feel that one of your players might need assistance with their equipment.

CHAPTER 2: COACH ROLES AND RESPONSIBILITIES

We often assume youth sports participation will lead to an array of great benefits for our children: leadership, confidence, teamwork, mastery and social skill development, to name a few. Unfortunately, this is not always the case. *The benefits kids receive and the lessons they take away from youth sports participation depend on the coaches and parents and the environment these adults create.* Adults are the ones who determine whether sports are good or bad for children.

- Minnesota Youth Sport Research Consortium, 2013

Coaches wear many hats, and teaching the sport is just part of holding that title. While as a coach your primary responsibility centers on teaching your players age-appropriate skills about soccer, you are also responsible for:

1. Adhering to the highest standards of **conduct**
2. Ensuring the **safety** of your players.
3. Assisting with care and maintenance of **facilities** and equipment
4. **Communicating** with players and families.

Conduct and Behavior

Coaches must be aware that they have tremendous influence, for good or ill, on the education of their players. They must set standards for behavior through their own conduct. This means, among other things, that coaches must:

- Demonstrate fair play and sportsmanship to all players.
- Respect and support officials and teach your players to do the same.
- Discourage preoccupation with winning and help kids learn to accept defeat graciously.
- Be reliable. Always be the first to arrive and the last to leave.
- Have all players and team coaches shake hands after the completion of the game.
- Remember that the game is for children and not adults.

A complete list of the official UVRA expectations for coaches is listed in Chapter 4.

Player Safety

As with any sport, injuries can occur when playing basketball. To ensure player safety coaches should:

1. Be prepared to treat minor injuries. (See Appendix A.)
2. Know the signs and procedures for concussions. (See Appendix A.)
3. Keep your med kit stocked and on hand at all practices and games.
4. Have your team's Emergency Contact Information with you at all times.
5. Always keep the team together and under your supervision.
6. Confirm that playing conditions present no physical risks to players.
7. Ensure that players are not wearing any jewelry.
8. Contact parents and the Recreation Director if a player requires medical attention.

Facilities and Equipment

- **The Rec Department** provides all equipment needed for hosting practices and games.
- **Coaches** are responsible for:
 - Making sure the court is ready for play
 - Manning the score board for home games
 - Taking care of equipment during the season
 - Distributing and collecting jerseys
 - Following the rules for gym use established by TES
 - Returning their locker key at the end of the season

A Shared Space

We have many teams and one basketball court. We also share balls between teams and store all of our gear in one storage shed. It may sound cramped but the shared system works well as long as we adhere to a few basic courtesies:

1. Store balls by size in their appropriate locations. Be sure that all balls taken out by your team go back in.
2. Make sure that players respect the rules of gym use, leaving it free of trash after use.
3. Be considerate in your use of the storage shed. It will be neat at the beginning of the season and should be left in the same condition at season's end.
4. Communicate with the Rec Department and with one another regarding any changes to your scheduled use of the gym.
5. Collect jerseys and return them promptly at the end of the season.

All coaches will receive a key to the recreation locker. This same key opens the ball rack on the wall. In the locker you will find:

- Scoreboard Console
- Drill for raising and lowering baskets
- Size 5 basketballs
- Overflow Size 6 basketballs
- Pinnies
- Extra ice packs

Before a home game: up for a home game

1. Raise/lower basket as needed
2. Set up the scoreboard table and provide 2-3 chairs
3. Set out chairs for home and visiting teams

Communication

With Families

When you're coaching youth sports you are not just managing kids. You're managing their families as well. From day one it is important to clearly communicate with parents your intentions for the season, expectations for and of your players, and how you will share information about schedules.

While there are no set rules for how coaches go about this, some suggestions may be helpful:

- A. Set the tone early in your first meeting (See Chapter 3.)
- B. Be open. Make yourself available to speak with parents after games and practices, and make sure that ALL parents know how to get in touch with you and suggest best times.
- C. Choose a method and a schedule for communicating with parents. Many coaches choose to communicate with families through a weekly e-mail to parents. Some prefer weekly handouts. Use whatever method works best for you, but be consistent and reliable.
 - Remember that it is the coaches' responsibility to inform all parents of the days and times that the team will be having practices and games.
 - Be mindful of the fact that e-mail is *not* a reliable method for communicating last minute changes.
- D. Be respectful of parents but expect the same in return. If parents feel strongly about how their kid's sports experience should be, they should sign up to coach! *It is not acceptable for parents to critique from the sidelines.* The Rec Department expects families to be supportive of the sacrifices that coaches make and we are available to help any coach in navigating parent interactions.

With Coaches, officials and TES

There may be occasions where same-day cancellation of an event is required, due either to coach scheduling conflicts or inclement weather. Because the Rec Department's hours are limited, coaches have primary responsibility for making the decision as to whether or not an event must be cancelled. They must also communicate that decision with opposing teams, officials, and (in the case of weekday events) Thetford Elementary School.

Detailed instructions for cancellations are listed in Chapter 2A.

Securing Officials

Coaches are responsible for securing officials for home games.

There will likely be occasions during the season where same-day cancellation of an event is required. This subchapter will help you to prepared for this eventuality and guide you through the steps in the communication process.

Who Decides?

- Practices: Coaches have complete discretion regarding scheduling changes.
- Games: Determinations regarding games should be made in consultation with the head coach of the opposing team. The home team coach usually instigates this discussion.

Communicating about Schedule Changes

Timely communication about schedule changes is a big deal. This is how we make sure that kids have appropriate after-school plans, parents adjusted their schedules accordingly and officials don't show up for games that won't be taking place.

...With Parents

- Coaches or their designees are responsible for getting in touch with families regarding all scheduling changes.
- While cancellation via e-mail is the norm, be aware that this isn't foolproof. Confirm receipt of the message and follow up with phone calls if necessary.
- Remind parents that they are responsible for contacting TES to inform them of an alternate after-school plan for their child.

*Unless you have personally spoken with every parent, assume that someone will not have gotten the message. They will show up for practice. **It is important that you or a designee be on hand at the practice site at the scheduled time.***

...With Opponents and Officials

- Notify the Recreation Department via e-mail of changes and cancellations.
- If the cancellation involves a home game and you have *not* contacted your officials, be sure to state this in any verbal or written communication to the Rec Department.

...With TES

- TES must be informed of any cancellations that occur on week days. This is particularly important for events taking place directly after school.
- TES is not responsible for contacting families regarding Recreation-sponsored events. The main office will pass the word to teachers and TASP, but only if they receive word of a cancellation prior to 1:00 PM.
- All youth sports programs are cancelled when the district cancels school.
- Youth sports activities are not affected by a delayed opening.

TES MAIN OFFICE CONTACT:

Darla LaRoche
(802) 785-2426 ext. 201
dlaroche@thetfordschool.org

CHAPTER 3: PRE-SEASON CHECKLIST

In order for teams to have a smooth, successful season there are a number of things that coaches must address at the start of the season:

1. Complete Required Forms

Before the start of the season, coaches must complete a Volunteer Consent Form which authorizes the Town of Thetford to perform a background check. This is a procedure required by the Town of Thetford to ensure the safety and well-being of our players. It is done free of charge and all results are confidential. A copy of the form can be found in Appendix B.

2. Find an Assistant Coach or Manager

Don't try to do it alone! Coaching is a significant commitment of time and energy. The more you can share your responsibilities with others the better your season will be.

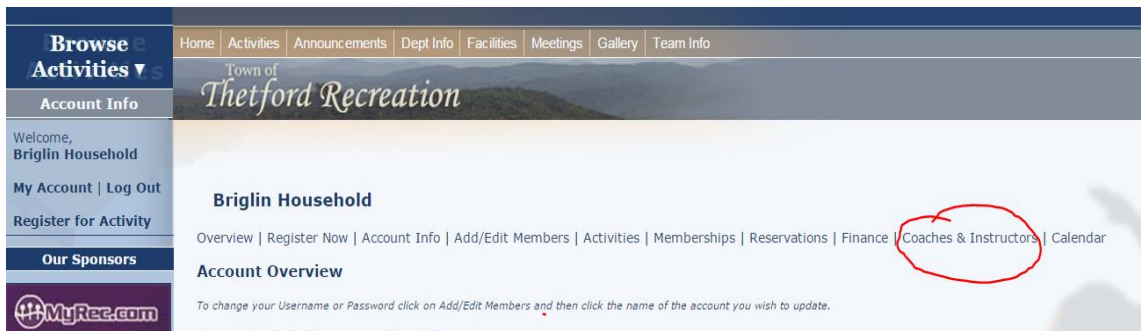
Most coaches find it extremely helpful to have an assistant coach and/or team manager to help them throughout the season. Assistant coaches are there to help work with you and your players during practices and games. Managers can help coaches with off-the-court tasks including equipment maintenance, scheduling and communicating with families. Both can help on days where other commitments prevent you from making it to practices or games on time.

Don't hesitate to ask other parents for help. We are a volunteer organization and this is a team effort.

3. Get to know your roster

You can access your roster at any time using your Thetford Rec Account by following these steps:

1. Log onto your account at thetfordrec.com
2. Click on the "My Account" link on the left hand side of the page
3. Click on the "Coaches & Instructors" tab. (See image below.)



All pertinent information is available to you from this page, which is updated real-time through the system.

5. Meet with Families

Once you have your roster in hand it's time to schedule a meeting with parents and players. This is your opportunity to formally introduce yourself to your team, outline the goals of the program and your philosophy as a coach and discuss guidelines for participating on your team.

An early-season meeting is your best opportunity to establish clear guidelines and expectations for players and families, and lays the groundwork for clear communication throughout the season.

Coaches are welcome to use Town Hall as a meeting venue.

Sample Meeting Agenda:

1. Introductions
2. Coaching Philosophy
3. Goals for the season
4. Schedules:
 - Season overview
 - When to arrive before practice or games
 - Weekly Communication Plan
5. Playing time expectations
 - “Equal Play for Equal Participation
6. Call for volunteers
 - Assistant coaches, bench management, phone calls, end-of-season celebrations, etc.

Other topics suggested topics

- Review the Cancellation Guidelines in Chapter 2
- Discuss any medical conditions in detail. While medical conditions are listed in team rosters, it is critical that parents and coaches have a plan to address any serious conditions and that coaches are comfortable with that plan.
- Player contract. (See Appendix ____.)

Mission Statement: The Upper Valley Recreation Association (UVRA) works cooperatively to improve the lives of our area community members by offering recreation leisure services and events. Our goal is to promote community spirit, participation, and positive athletic experiences for all with a professional and consistent approach.

UVRA Eligibility Guidelines

1. If departments have more than one team in a division, the teams will be split into equal teams.
2. All "HOME" games played at towns in the UVRA will follow these rules.
3. A child must register to play in their Town of residence if a program is offered there. If a student tuitions in, he/she can play in the town or school he/she tuitions into.
4. If there are not enough children for a team, only registered children may play in another town.
5. Families with parents living in different towns may participate in either town's programs.

UVRA Governing Principles

1. Every player participates. Every child on every team will participate for a significant period of time in each game.
2. All teams will emphasize the pleasure of skill development and physical fitness and avoid preoccupation with winning.
3. Coaches, players and spectators are representatives of their town and the Parks and Recreation Department, and are expected to act accordingly.
4. Where equal and separate programs do not exist, girls and boys will be granted an equal opportunity to participate.
5. Students shall play in their grade level regardless of their ability. A student can only "play up" if the numbers warrant fielding a team. This move cannot cause another team to be short.

Expectations

UVRA Expectations for Spectators

There will be zero tolerance for fan misbehavior at all sporting events. This includes but is not limited to: booing, shouting at officials, or arguing any call. Expressing any negative behavior or comments, threats or obscene gestures to players, coaches or officials is unacceptable. Any spectator who does not behave appropriately will be asked to leave, according to the following steps:

1. Official(s) will identify violators to the coaches, or vice versa.
2. Official(s) will confer with both coaches, one of whom will then approach the spectator and may give a warning, or ask them to leave. If the spectator is not recognized by either coach, the home coach will speak to him/her.
3. If the decision is made for the spectator to leave, play will not resume until he/she has left.

UVRA Expectations for Officials

Participating officials are expected to:

1. Have knowledge of the Rules of the Game including new rule changes.
2. Never criticize the performance of players on the court or field.
3. Dress in similar uniforms when possible.
4. Conduct interaction with coaches and spectators in a professional manner.
5. Not let injured players continue in a game if in your judgment it is not safe to do so.
6. Be aware of the age group and officiate accordingly. Keep the game flowing?

UVRA Expectations for Players

Participants in UVRA programs assume the following responsibilities:

1. Attend all scheduled practices and games, or notify the coach in advance that they will not be able to attend.
2. Register for the program and pay all necessary fees prior to the first official meeting.
3. Be courteous and respectful to your coach, the other team's coach and players, and the officials. Exhibit team spirit and loyalty at all times. Encourage your teammates and don't "put down" teammates, or opposing team members.
4. Report all injuries to your coach.
5. Report directly to the facility where the practices or games are to be held. Leave immediately after the practice session or game with the team. Do not leave the gym, field or other facility without the specific approval of the coach.
6. Respect the property of others when the team travels to other towns or facilities.
7. Stay with the team whenever you travel. The coach is responsible for your well-being.
8. Turn in your uniform or other equipment issued to you to your coach at the end of the season. The participant is responsible for replacement of any lost or damaged equipment or uniforms.

UVRA Expectations for Coaches

COACHES who participate in UVRA programs assume the following responsibilities:

1. To see that every player participates in every game during the regular season. Equal participation in the program as a whole is the desired goal.
2. In practices and in games players should be as evenly-matched as possible, and a preoccupation with winning should not be encouraged. Players should be taught to accept defeat graciously, and the coach should lead by example.
3. To refrain from directing abusive or sarcastic language or gestures toward officials, other coaches or players. Coaches and officials during interaction shall conduct themselves in a professional manner at all times.
4. To ensure that equipment is accounted for, maintained in usable condition and returned promptly at the end of the season.
5. To be reliable, and on time.
6. Never to play an injured player. Think of the player first and not the team's final outcome.
7. To leave facilities in the same or better condition than they were when the team arrived.
8. To ensure that all participants have registered and have paid the appropriate fee.
9. To ensure that playing conditions, facilities or circumstances present no physical risks to your players, and to take appropriate action if they do.
10. To keep the team together, and under your supervision during out-of-town trips. Team and coaches enter and leave dressing areas together.
11. To keep attendance.
12. To contact parents if a player is injured and requires medical attention and fill out an accident form for office.
13. To ensure that all valuables are collected before each game and returned to participant(s).
14. To have all players, and team coaches shake hands after the completion of the game.
15. To contact players and your Rec Department with any changes in scheduled games or practice times.

UVRA Expectations for Rec Departments

UVRA REC DEPARTMENTS assume the following responsibilities:

1. To arrange a schedule of games which ensures that teams are as evenly-matched as possible.
2. To publish a complete monthly schedule of practices for each coach at the beginning of each season.
3. To make sure that a game schedule is passed out to each coach and that coaches are notified of any scheduling changes.
4. To try to ensure that officials are and fully aware of the objectives of the program and the level of proficiency of the players.
5. To confirm all scheduled games with other Recreation Departments.
6. To support coaches when grievances arise.

UVRA Basketball Rules and Modifications

All games will be played under High School Federation rules, with the following modifications:

Rule Modifications for all Traveling Teams

1. Mouth Protectors are strongly recommended for all
2. Man to Man defense is mandatory – NO ZONE. Double teaming is allowed.
3. All teams will supply balls and a first aid kit at their gyms for visiting teams.
4. All games will be 12 minute halves or 6 minute quarters. (Home team decides)
5. Maximum of 5 minutes for half time break.
6. 1 minute break between quarters
7. If tied, one (2) minute overtime will be played, after which game can end in a tie.
8. Stop time will be used at all levels. Two timeouts per half with no carry over. One additional timeout in be given for overtime.

Rule Modifications for grades 3 & 4

1. Once a team gains possession in its defensive end of the court, the other team must pick up at half court.
2. The official should let the flow of the game continue if a team has a fast break. If a team steals the ball before it gets over the half court line, the official will award the ball to the team that was in possession, out of bounds, closest to the spot of the violation.
3. The 10 second rule will be in effect.
4. For foul shots, shooters will be allowed to take one step in (approx. 3'), **ONLY IF** the 8' hoop hangs flush with the 10' hoop. Shooter will not be allowed to get their own rebound unless touched by another player first. This foul line should be clearly marked.
5. NO FULL COURT OR ZONE DEFENSE.

Rule Modifications for Grades 5 & 6

Full court defense is allowed until there is a 15 point lead. If you are ahead by 15 points NO full court defense, and the common sense and courtesy rule must be followed.

No Jewelry Rule

No Jewelry shall be worn in any sporting event. This policy was established to ensure player safety and is not to be modified by Departments, Coaches, or Officials.

- This includes *all* earrings, necklaces, barrettes, bracelets, body piercings, etc.
- Pierced ears MAY NOT be “taped” to play.
- Religious and medical-alert medals are not considered jewelry.
- A religious medal must be taped and worn under the uniform.
- A medical-alert medal must be taped and may be visible.

Recent Rule Modifications/Clarifications:

3-5-3 ARM SLEEVES, KNEE SLEEVES, LOWER LEG SLEEVES AND TIGHTS ARE PERMISSIBLE BUT SHOULD MEET THE COLOR RESTRICTIONS.

4-19-3d An Intentional Foul is a personal or technical foul that may or may not be premeditated and is not based solely on the severity of the act. Intentional fouls include, but are not limited to:

- Contact that neutralizes an opponent's obvious advantageous position.
- Contact away from the ball with an opponent who is clearly not involved with a play.
- Contact that is not a legitimate attempt to play the ball/player specifically designed to stop the clock or keep it from starting.
- EXCESSIVE CONTACT WITH AN OPPONENT WHILE THE BALL IS ALIVE OR UNTIL AN AIRBORNE SHOOTER RETURNS TO THE FLOOR.
- Contact with a thrower in as in 9-2-10 Penalty 4.

9-1-3g No player shall enter a marked lane space or leave a marked lane space by contacting the court outside the 36" by 36" space **UNTIL THE BALL IS RELEASED**. FOUL SHOOTER AND ALL PEOPLE OUTSIDE THE 3PT ARC STILL MUST WAIT FOR BALL TO HIT RIM.

10-6-12 The following acts constitute a foul when committed against a ball handler/dribbler:

- PLACING TWO HANDS ON THE PLAYER
- PLACING AN EXTENDED ARM BAR ON THE PLAYER
- PLACING AND KEEPING A HAND ON THE DRIBBLER
- CONTACTING THE PLAYER MORE THAN ONCE WITH THE SAME HAND OR ALTERNATING HANDS.

2-9-1 When a foul occurs, an official shall signal the timer to stop the clock. The official shall verbally inform the offender, then **WITH FINGERS OF ONE HAND**, indicate to the scorer the number of the offender and the number of free throws.

As of November, 2015: ALL TEAMS WILL USE 28.5 BALLS.

Principles of Coaching

- **Developmentally appropriate** – This challenges the coach to examine the appropriateness of the activity, which should fall within the range of a player's abilities.
- **Clear, concise and correct information** – How instructions are given is crucial when dealing with children.
- **Simple to complex** – Are the activities presented in a way that allows for ongoing modifications and new challenges to meet the players' interests and abilities?
- **Decision making** – Are there opportunities for the players to make decisions? These opportunities need to be present in all activities for learning to occur.
- **Implications for the game** – The activities presented in practice must, in some way, reflect the demands a player faces in a game. Youth coaches are providing the foundational movement and thinking skills to enable players to solve more complex problems later on.

Three things kids need:

1. Kids need to be highly active

Just by using fast paced drills and keeping things moving, your players will have more fun and get in better condition. Your kids should be breathing hard and their hearts should be pumping. Avoid standing in lines as much as possible and keep the ball in their hands as much as possible.

2. Kids want to feel successful

With very young kids, competition doesn't always serve as a motivator. You should always provide activities that help them build their skills and confidence. Strive to focus on the learning process instead of measuring up to those around you. You'll want to avoid adding pressure and competition until the players have developed their skills, confidence, and become proficient with the basics. Put them in situations where they can succeed.

3. Kids want to have fun

This is an important stage for young players and your actions could determine whether they enjoy sports or not. It's important to make things fun so they can improve and become confident.

What skills should we teach and when?

After studying several options for an appropriate sequenced curriculum, the Recreation Department recommends that coaches follow the [Breakthrough Basketball](http://www.breakthroughbasketball.com/coaching/teach-youth.html#ixzz3Ju3MnBA9) curriculum. An organization devoted to coaching younger players, Breakthrough Basketball offers excellent, easy-to-access guidance as to what coaches should be teaching kids at different various ages and stages. The following pages provide an overview of the curriculum, but the best way to learn more is to spend some time exploring their website.

<http://www.breakthroughbasketball.com/coaching/teach-youth.html#ixzz3Ju3MnBA9>

The breakthrough basketball program divides kids according to level; in Rec we will see kids at different stages of Levels 1-4. The age groups associated with the levels are general guidelines; different teams will progress through the levels at different rates. Along the same lines, there is no formula for just how much time a team will spend working on a Level. . You may notice that you'll spend 4 years working on Level 1 with 7 to 10 year olds. At the same time, you may be able to progress to Level 2 after two weeks working with a group of 13 year olds who are playing basketball for the first time.

Timing and Sequence

- No matter the age group you are working with, start with the basics: go back and **start at Level 1 every year**. It's a great way to ingrain the fundamentals into your players year in and year out.
- Take a few hours to write up a [master practice schedule](#) for the season, so you can progressively teach them the skills mentioned below.
- Remember that it may take a few years to teach all of these skills at one level. That's FINE! For youth players, we want to focus on the long-term development, not how many games they win when they're 11 years old. If you try to progress them too quickly, it will hurt them in the long-run. **You want to have a solid foundation first.** You shouldn't try to teach them every dribble move in one year or every option in the motion offense. The same way in which you couldn't teach a person calculus if they did not know how to do simple addition and subtraction.

The skills listed on the following pages are listed in order of priority:

Lay ups - You should practice lots of lay ups with both hands. Your goal should be to get all players to make lay ups with their left and right hands equally well!! Teach them to jump off the proper foot. They should jump off the left leg when shooting a right hand lay-up. They should shoot off their right leg when shooting a left hand layup. Footwork - Teach them triple threat positioning, pivoting on their left and right foot without traveling, jump stops, and to square to the basket as soon as they catch the ball in a triple threat position. You should spend a lot of time on footwork!

Shooting form - For this age group, we highly recommend using smaller balls and lower baskets. If that is not possible, allow the players to dip their elbows which will give them more strength.

Ball handling - You should teach your players to dribble with left and right hands equally.

Basic dribble moves such as the speed dribble, crossover, protect-the-ball dribble, and back-up dribble.

Athletic & movement skills - Teach them how to run, jump and land, skip, stop, move laterally, squat, lunge and any other basic movements.

Basic passes - Teach and practice the basic chest, bounce, and overhead passes.

Play plenty of 2 on 2 and 3 on 3 games to teach concepts (no dribble keep away).

Offense – Don't use any structured or patterned offenses. First, get them comfortable on the court. They will start to figure things out on their own. Your main concern should be to have them move & not stand still. (If you use a few basic cuts and maybe screens in your shooting drills at the beginning of practice, then your players will already know how to move in a motion offense. As they progress, you can start to introduce them to motion offense situations.

Basic cuts & how to get open - If time permits, you can introduce the basket cut and straight cut. I would suggest that you just work these cuts into your shooting drills at the beginning of practice. This will save loads of time.

Defense - Teach the basic stance, defensive slide, and basic off-ball principles. Don't worry about spending as much time on defense. As they get older, you'll gradually spend more time on defense. Focusing on it 5 to 10 minutes per practice would be more than sufficient.

Expand onto more advanced skills for everything mentioned above. Remember that, if your 10 to 12 year olds are inexperienced, you should start in Level 1. And at the beginning of each season you should start at level 1 until those skills are perfected.

Lay ups - jumping off one foot and jump-stop lay ups.

Teach [more cuts](#): back cut, curl cut, etc.

Continue to focus on [shooting form](#) and introduce some movement for [shooting drills](#) (shooting off the dribble and off the catch). To learn more on shooting, we also have the [Breakthrough Basketball Shooting Guide](#).

Ball handling & dribbling - teach more dribble moves such as the inside-out dribble (fake crossover), hesitation move, and between-the-legs.

Passing - continue to teach [basic passes](#) and introduce some [advanced passes](#) (baseball pass and wrap around pass). Use other drill such as [machine gun passing](#) and [pass and switch](#).

Passing under pressure - you can use [pair passing](#) with a defensive player in the middle running back and forth to pressure the passer. You can use this drill to practice breaking pressure: [full court press breaker drill](#).

Teach [basic screens](#).

Footwork - introduce [jab steps](#) and ball fakes (pass fakes and [shot fakes](#)).

Rebounding - introduce [rebounding technique](#).

Basic [post moves](#). [drop step](#) and jump hook.

Spacing - introduce more [basic spacing concepts](#).

Offense - keep playing 2 on 2 and 3 on 3 to teach concepts. You can also start to introduce more [motion offense](#) situations and play some 5 on 5.

[Defense](#) - keep emphasizing and spend a little more time on the defensive stance, defensive slide, and off-ball principles mentioned in Level 1. If you feel that your players are ready, work on more [off-ball defense principles](#).

Expand onto more advanced skills for everything mentioned above.

Lay ups - practice contested lay ups. Also, you could start to teach players, same-leg same-shooting hand lay ups. I know that is against conventional wisdom, but think about it for a second....Your player just blew by a defender or is on a fast break. Do you want them stutter-stepping to give the defense time to recover and contest the shot? So if that means jumping on your right-leg and shooting right-handed on the same side, so be it.

Continue to teach basic cuts and add [more cuts](#).

Continue to emphasize [shooting form](#) (move to big baskets and bigger balls). Practice shooting on the move off of the pass and the dribble.

Ball Handling & Dribbling - teach more dribble moves such as the spin move, behind-the-back. Incorporate some double-moves (crossover followed with a behind-the-back).

Passing - introduce some other [advanced passes](#) (dribble pass, behind-the-back pass, pick and roll pass).

Passing Under Pressure - You use [Pair Passing](#) with a defensive player in the middle running back and forth to pressure the passer. You can use this drill to practice breaking pressure: [Full Court Press Breaker Drill](#).

Teach [Basic Screens](#).

Footwork - continue to work on [jab steps](#), pivots, pass fakes and [shot fakes](#).

Rebounding - put more emphasis on [rebounding technique](#) and rebounding drills.

[Post moves](#) - keep practicing post moves mentioned above while introducing a few more when the players are ready [drop step counter](#) and up-and-under move.

Spacing - advance to higher levels of [spacing drills](#).

Offense - introduce more [motion offense](#) situations. You should start to notice that your players are becoming much better at reading the defense.

[Defense](#) - Emphasize basics from previous levels and move on to rotations and situations.

In our [Man to Man Defense System](#), we go into great detail about rotations and situations.

Youth Basketball Drills

["F-A-S-T" \(FUN Drill\)](#)

[Form Shooting](#)

[Jump Stops](#)

[No Dribble Keep Away \(FUN Drill\)](#)

[Defensive Challenge \(FUN Drill\)](#)

[Basic Offensive Spacing](#)

[Pair Passing](#)

[Middle Man Passing](#)

[Pass & Switch](#)

[Pivot 21 \(FUN Drill\)](#)

[Reduce Turnovers with the Back Up Dribble Drill](#)
[Top - 1 Rapid Fire Post Moves](#)
[on 1 \(FUN Drill\)](#)

[VIDEO - Partner Dribbling With Tennis Ball Toss](#)

[Flat Ball Drill](#)

[Full Court Chair Series](#)

[LOCO-Motion](#)

[Three Man LSU](#)

[Wing - 1 on 1 \(FUN Drill\)](#)

[Competitive Drills - 1 on 1 \(FUN Drill\)](#)

[Elbow Shooting Drill](#)

[Rebounding/Block Out Drill](#)

[Diamond Agility Drill](#)

[Rebounding Drill: Reverse Pivot Technique](#)

[Chair Changes](#)

[Two up - Two back](#)

[Low Post Chair Pivot](#)

[Split Post Chair Pivot](#)

[Two Ball Dribbling Drills & Moves](#)

[No Hands Defense Drill](#)

[Go, Go, Go!](#)

[1 on 2 Pressure Ball handling Drill](#)

[11 on 1 Ball Tough Drill - VIDEO](#)

Information on Skills and Fundamentals

[Focusing on the Fundamentals](#)

[Why Shooting Fundamentals are so Important for Youth Coaches](#)

[Youth Basketball Shooting: 3 Things Youth Coaches Need to Adjust](#)

[Should We Teach Basketball Skills To Players Under the Age of 10?](#)

[4 Skill Development Techniques that Few Coaches are Aware Of](#)

Practice Planning

[How to Plan For Success in Youth Basketball!](#)

[Youth Basketball - What Should You Teach?](#)

[Sample Practice Plan - 7 to 10 Year Olds](#)

[Sample Practice Plan - 11 to 14 Year Olds](#)

[Simple Tricks to Optimize Basketball Practice Time and Get More Done](#)

[Coaching Youth Basketball with Limited Time \(1 Practice a Week\)](#)

For anyone coaching this age group, we HIGHLY recommend the DVD [Coaching Youth Basketball the RIGHT Way](#) (By Bob Bigelow).

Preparation

Every coach will be issued a red First Aid Kit. Make sure your med kit is on hand at every practice and game and that it contains the items listed below. Inform the Rec Department know if you need additional Supplies:

Ice Packs	Gauze Pads	Wound Dressing Pad
Band-Aids	Rubber gloves	Ace Bandages
Scissors	Antibacterial ointment	Accident Report forms

Common Injuries

Abrasions

Superficial damage to the skin, generally not deeper than the epidermis. There is generally little to no bleeding. Most mild abrasions do not scar, but deep abrasions can lead to scar tissue development.

Treat by cleansing the area. Pat dry then apply antibiotic ointment if desired. To prevent infection keep the abrasion site clean and free of dirt.

Bruises

Bruises are the result of an injury, usually caused by blunt impact, in which the capillaries are damaged, allowing blood to seep into the surrounding tissue. While bruises are common and normally minor, they can associated with serious injuries such as fractures and internal bleeding. Minor bruises are easily recognized by their characteristic blue or purple color in the days following the injury.

To treat a bruise, immediately ice the area that was impacted. The cold will reduce swelling and relieve some pain that may result from the injury. If the bruise is abnormal in any way, have the player seek medical attention.

Asthma

If a player has an asthma attack, quickly locate their parents. Locate their inhaler, if they have one, and use it. If the inhaler cannot be found try to have them drink fluids. This can thin the mucus and can aid in unblocking their airway. Placing a damp cloth over their mouth and nose as they breath can also help. If the asthma attack cannot be stopped, seek immediate medical attention.

Nosebleeds

A nosebleed is the result of trauma to the nose that causes the mucosal lining and small blood vessels inside the nose to tear and bleed.

Treat by having the injured player sit down and apply pressure to their nose by pinching it at the fleshy part. The applied pressure will help the blood clot and stop the bleeding. Have the injured person lean forward as they pinch their nose; this prevents blood from running down their throat and

into their stomach. If blood is swallowed, the injured person may feel the need to vomit (it is okay to allow this). To aid in the clotting process, roll up a gauze pad and place it in the nostril that is bleeding. Place an ice pack on the nose to prevent excessive swelling. Seek medical attention if bleeding does not cease in 20-30 minutes.

Note: *Regardless of the nature of the injury, bleeding players must be removed from a game or practice until cleaned up and the bleeding has stopped. All blood and contaminated equipment must be disposed of properly.*

Lacerations

A laceration involves a physical trauma where the skin is torn, cut, or punctured. The laceration site will have mild bleeding and has a chance to develop scar tissue.

Apply pressure to the area and then clean with warm water or gentle soap. Treat with antibiotic ointment if desired and apply a bandage. To prevent infection keep the laceration site clean and free of dirt. Swelling can be reduced by applying an ice pack to the injured site.

Tooth Loss

If a tooth is knocked out, or loose, a child should stop play and seek immediate medical attention. The type of tooth injured and the location of the tooth can have an effect on the seriousness of the injury. Ask parents if the injured tooth is a baby tooth or a permanent one. If it is a baby tooth, the injury to it is not serious and loss can be handled. If it is a permanent tooth, a dentist visit will be required.

If a tooth is knocked loose, have the child bite down on a gauze pad. This will keep the tooth in place and prevent the nerves from being exposed. If a nerve is exposed there will be sharp pain from contact with air, fluids, and any material used to stop the bleeding. Have the parents determine if a doctor's visit is necessary.

If a tooth is knocked out, immediately locate the tooth. Once the tooth is located, handle it only by the top, never by the roots. If there is dirt on the tooth, do not rub or scrape it off. Place the tooth in a bowl of tap water. **Do not** place it under running water. Try to replace the tooth in the socket. Bite down on gauze pad or cloth to hold it in place. If the tooth cannot be placed back in the socket, submerge it in milk or the individual's own saliva. Seek attention from a dentist or emergency room immediately.

Sprains

Typical symptoms of a sprain include pain, swelling, guarding of the area, loss of function, and deformity (in serious cases). Sprains are caused by overstretching the ligaments in a given area. In serious cases, a sprain can lead to torn or ruptured ligaments, which will require a longer healing period.

To treat a sprain, remember PRICE: protection, rest, ice, compression, elevation. Protect the injured area from further injury by not using the joint. Rest the injured area, but do not avoid all activity. Excessive use can do further damage to the injury and not using the joint can injure it also. Ice it down to prevent excessive swelling and to decrease the pain by numbing the area. Be sure not to apply the ice too long, for excessive cold can lead to tissue damage. Wrap the injured area with an elastic bandage to stabilize the area. This will prevent further stretching or tearing of the ligament. Elevate the injured area to prevent or limit swelling.

CONCUSSION FACT SHEET FOR COACHES



WHAT IS A CONCUSSION?

Concussion, a type of traumatic brain injury, is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth—literally causing the brain to bounce around or twist within the skull.

This sudden movement of the brain causes stretching and tearing of brain cells, damaging the cells and creating chemical changes in the brain.

HOW CAN I RECOGNIZE A POSSIBLE CONCUSSION?

Concussions can result from a fall or from athletes colliding with each other, the ground, or with an obstacle, such as a goalpost. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

As a coach you are on the front line in identifying an athlete with a suspected concussion. You know your athletes well and can recognize when something is off—even when the athlete doesn’t know it or doesn’t want to admit it.

So to help spot a concussion, you should watch for and ask others to report the following two things:

1. A forceful bump, blow, or jolt to the head or body that results in rapid movement of the head.
2. Any concussion signs or symptoms, such as a change in the athlete’s behavior, thinking, or physical functioning.

Signs and symptoms of concussion generally show up soon after the injury. But the full effect of the injury may not be noticeable at first.

You should repeatedly check for signs of concussion and also tell parents what to watch out for at home. Any worsening of concussion signs or symptoms indicates a medical emergency.

SIGNS AND SYMPTOMS

Athletes who experience one or more of the signs and symptoms listed below, or who report that they just “don’t feel right,” after a bump, blow, or jolt to the head or body, may have a concussion.

SYMPTOMS REPORTED BY ATHLETE:

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not “feeling right” or is “feeling down”

SIGNS OBSERVED BY COACHING STAFF:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

WHAT ARE CONCUSSION DANGER SIGNS?

In rare cases, a dangerous blood clot may form on the brain in an athlete with a concussion and crowd the brain against the skull. Call 9-1-1 or take the athlete to the emergency department right away if after a bump, blow, or jolt to the head or body the athlete exhibits one or more of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior

Loses consciousness (even a brief loss of consciousness should be taken seriously)

FACTS

Sometimes people wrongly believe that it shows strength and courage to play injured. Some athletes may also try to hide their symptoms.

Don't let your athlete convince you that he or she is "just fine" or that he or she can "tough it out."

Discourage others from pressuring injured athletes to play. Emphasize to athletes and parents that playing with a concussion is dangerous.

WHAT SHOULD I DO IF A CONCUSSION IS SUSPECTED?

No matter whether the athlete is a key member of the team or the game is about to end, an athlete with a suspected concussion should be immediately removed from play. To help you know how to respond, follow the Heads Up four step action plan:

1. **REMOVE THE ATHLETE FROM PLAY.**
Look for signs and symptoms of a concussion if your athlete has experienced a bump or blow to the head or body. When in doubt, sit them out!
2. **ENSURE THAT THE ATHLETE IS EVALUATED BY AN APPROPRIATE HEALTH CARE PROFESSIONAL.**
Do not try to judge the severity of the injury yourself. Health care professionals have a number of methods that they can use to assess the severity of concussions. As a coach, recording the following information can help health care professionals in assessing the athlete after the injury:
 - Cause of the injury and force of the hit or blow to the head or body
 - Any loss of consciousness (passed out/knocked out) and if so, for how long
 - Any memory loss immediately following the injury
 - Any seizures immediately following the injury
 - Number of previous concussions (if any)
3. **INFORM THE ATHLETE'S PARENTS OR GUARDIANS.**
Let them know about the possible concussion and give them the Heads Up fact sheet for parents. This fact sheet can help parents monitor the athlete for sign or symptoms that appear or get worse once the athlete is at home or returns to school.
4. **KEEP THE ATHLETE OUT OF PLAY.**
An athlete should be removed from play the day of the injury and until an appropriate health care professional says they are symptom-free and it's OK to return to play. After you remove an athlete with a suspected concussion from practice or play, the decision about return to practice or play is a medical decision.

WHY SHOULD I BE CONCERNED ABOUT CONCUSSIONS?

Most athletes with a concussion will recover quickly and fully. But for some athletes, signs and symptoms of concussion can last for days, weeks, or longer.

If an athlete has a concussion, his or her brain needs time to heal. A repeat concussion that occurs before the brain recovers from the first—usually within a short time period (hours, days, weeks)—can slow recovery or increase the chances for long-term problems. In rare cases, repeat concussions can result in brain swelling or permanent brain damage. It can even be fatal.

DID YOU KNOW?

- Young children and teens are more likely to get a concussion and take longer to recover than adults.
- Athletes who have ever had a concussion are at increased risk for another concussion.
- All concussions are serious.
- Recognition and proper response to concussions when they first occur can help prevent further injury or even death.

HOW CAN I HELP ATHLETES TO RETURN TO PLAY GRADUALLY?

An athlete should return to sports practices under the supervision of an appropriate health care professional. When available, be sure to work closely with your team's certified athletic trainer.

Below are five gradual steps that you and the health care professional should follow to help safely return an athlete to play. Remember, this is a gradual process. These steps should not be completed in one day, but instead over days, weeks, or months.

BASELINE:

Athletes should not have any concussion symptoms. Athletes should only progress to the next level of exertion if they do not have any symptoms at the current step.

STEP 1:

Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.

STEP 2:

Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (reduced time and/or reduced weight from your typical routine).

STEP 3:

Add heavy non-contact physical activity, such as sprinting/ running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

STEP 4:

Athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

STEP 5:

Athlete may return to competition.

If an athlete's symptoms come back or she or he gets new symptoms when becoming more active at any step, this is a sign that the athlete is pushing him or herself too hard. The athlete should stop these activities and the athlete's health care provider should be contacted. After more rest and no concussion symptoms, the athlete should begin at the previous step.

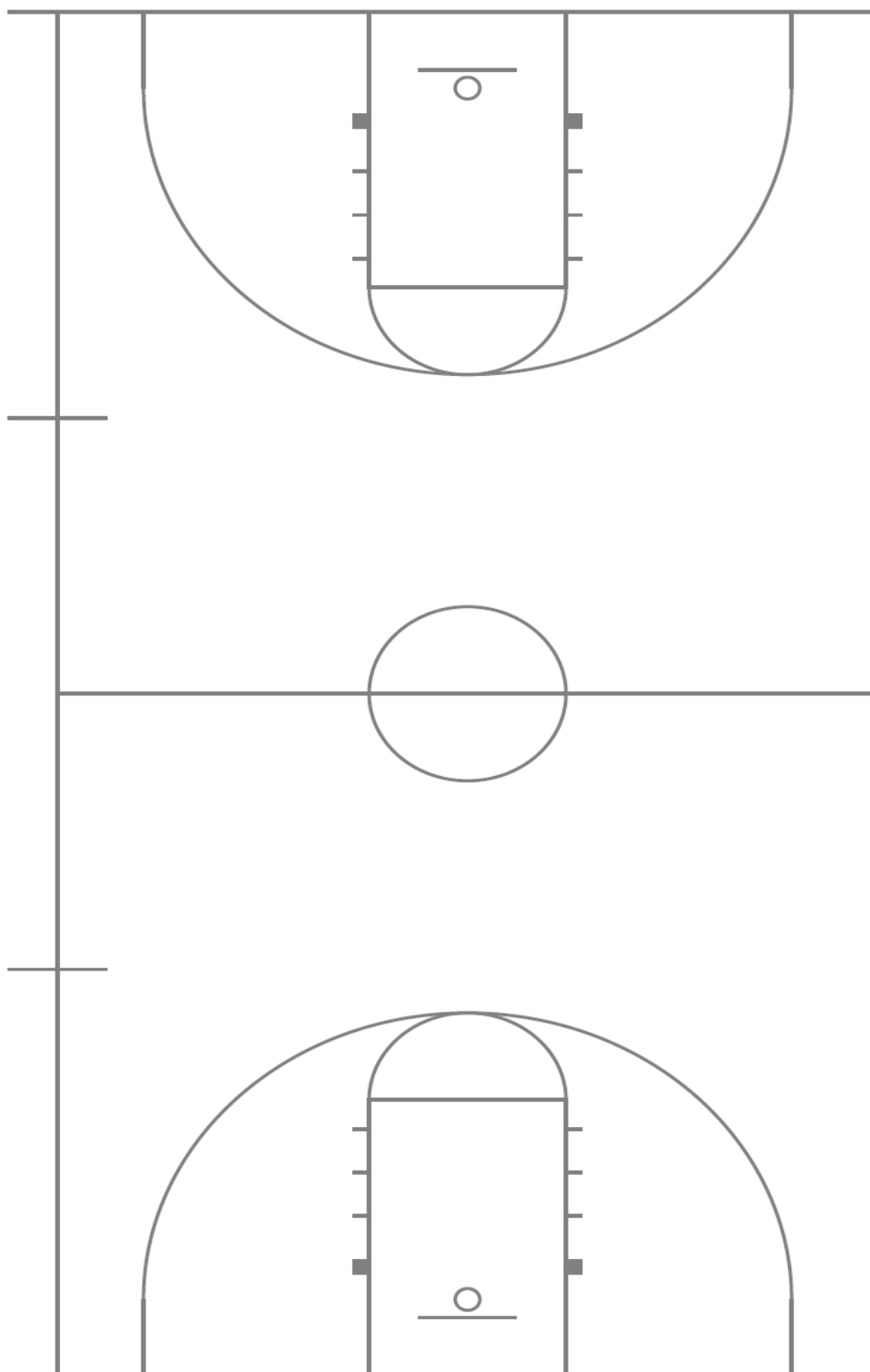
HOW CAN I HELP PREVENT CONCUSSIONS OR OTHER SERIOUS BRAIN INJURIES?

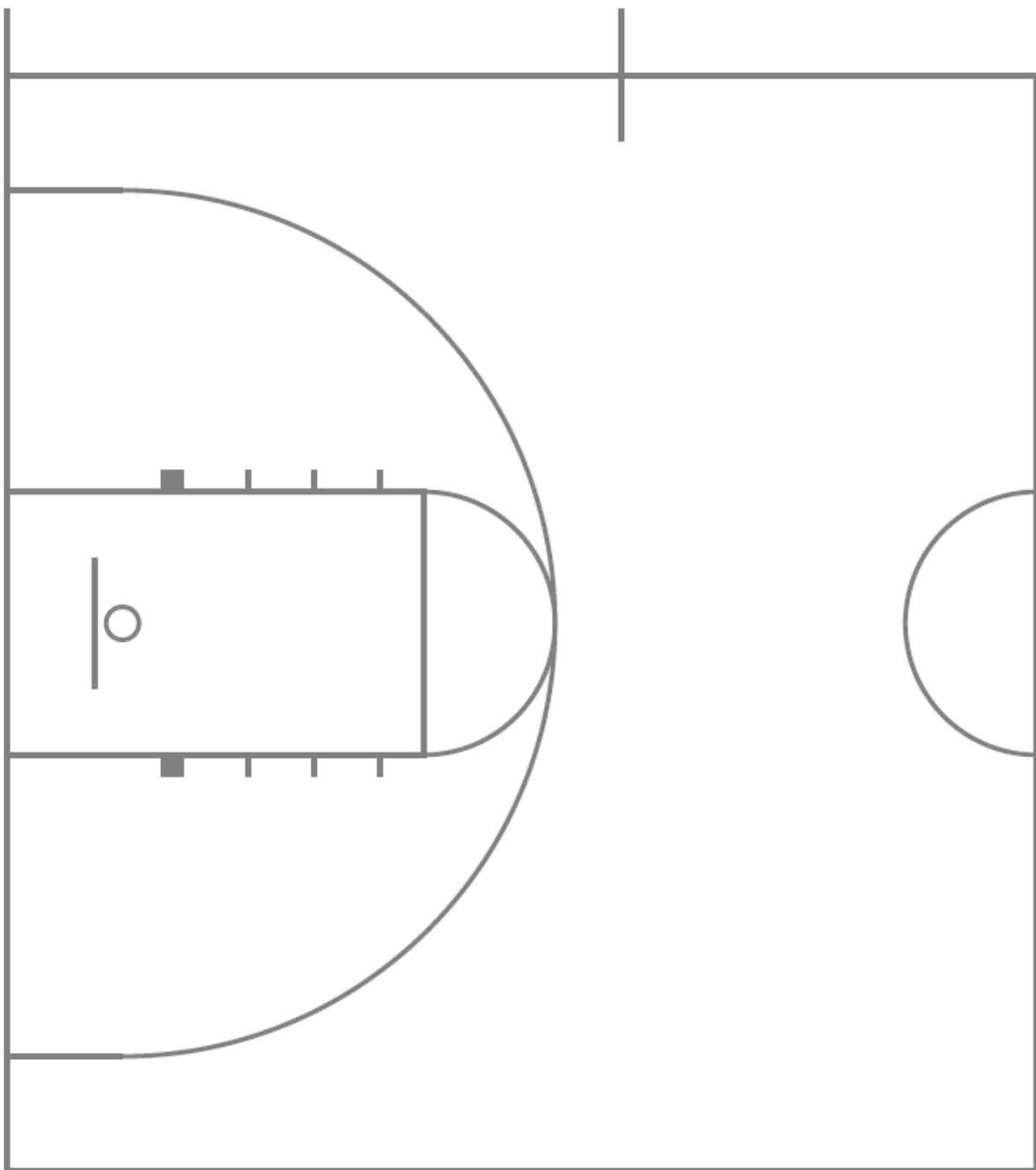
Insist that safety comes first. To help minimize the risks for concussion or other serious brain injuries:

- Ensure that athletes follow the rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure the athlete wears the right protective equipment for their activity. Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Wearing a helmet is a must to reduce the risk of severe brain injury and skull fracture. However, a helmet doesn't make an athlete immune to concussion. There is no "concussion-proof" helmet.



WHEN IN DOUBT SIT THEM OUT







PO Box 126, Thetford Center, VT. 05075 • 802-785-2922 x6 • <http://www.thetfordrec.com/>

VOLUNTEER IN YOUTH SPORTS CONSENT AND RELEASE FORM

Section I – Personal Information

Name: _____ Social Security Number: _____

Email: _____ Date of Birth: _____ ☐ Male ☐ Female

☐ Head Coach ☐ Assistant Coach Team Name/Sport: _____ Age Group: _____

Driver's License Number: _____ Sport: _____ Season: _____

Current Address: _____ City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Mobile Phone: _____

Emergency Contact Name: _____ Relationship: _____

Emergency Contact Address: _____ City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Mobile Phone: _____

Section II – Indemnification and Authorized Signatures

I, the undersigned, hereby certify, by my signature below, that the information I have provided is accurate and true to the best of my knowledge and I authorize the Town of Thetford to conduct a background check regarding my qualifications to coach a youth Recreation Team. I understand that any information obtained will be held in the strictest confidence, and that disclosure of a record not result in an automatic disqualification for volunteer service but will be considered in relation to the specific position for which I am volunteering. I also understand that the failure to complete this form or providing false information will result in disqualification of participation.

Print Name: _____

Signature: _____ Date: _____

For Office Use Only:

Date Received: _____ Received By: _____

Accident Report Form

THETFORD RECREATION DEPARTMENT
P.O. Box 126, Thetford Center, VT 05075
Laurel Mackin, Director
(802) 785-2922 ext. 6
recreation@thetfordvermont.us

Date of accident _____ Time _____

Name of injured person _____ Age _____ Grade _____

Parents' names _____

Brief factual summary of incident:

Location where accident occurred:

Description of Injuries:

Was further medical attention required? If so, what, where and when?

Treated by: _____

Names and contact information of Witnesses:

Date of this report _____ Submitted By: _____

Additional copies of this form can be found at http://www.thetfordrec.com/forms/5436_accident_report_form.pdf



Thetford Elementary School Multi-Purpose Annex: Opening and Closing Procedures

OPENING MPA

1. Entrance to facilities available **ONLY** from vestibule located at the rear of the building near the playground.
2. Make sure door is unlocked from outside of the building.
3. Turn on lights in hallway and boys and girls restrooms.
4. Use light key to turn on lights in the Multi-Purpose Annex.
5. Leave all snow/mud boots in the hallway.
6. No food or drink allowed in the MPA - (water only)

CLOSING MPA

1. Ensure all gym equipment is properly stored.
2. Dry any water spills with paper towels
3. Close any doors that may have been propped open
4. Turn off MPA lights.
5. Lock MPA door.
6. Check bathrooms for running water and untidiness
7. Close bathroom lights
8. Turn off hallway lights
9. Ensure all members of party have exited the building.
10. Close and lock vestibule door

Report any problems/damage to the Thetford Elementary Maintenance Department immediately.

Bruce Avery: 802-698-3816
Maintenance 802-333-9671

Kevin Petrone: 802-333-3764
Principal

APPENDIX C: FIELD LOCATIONS

<p>HANOVER</p>	<p><u>Hanover High School Gym – 41 Lebanon Street, Hanover NH 03755</u> <i>From Interstate 89:</i> Take Exit 18 in New Hampshire and follow Route 120 north for about 6 miles into Hanover. At the traffic light adjacent to the Mobil Station, bear left (you will now be on Lebanon Street) toward the Business District. Travel on Lebanon Street for about one block. On the left hand side of the street is Hanover High School. Enter the school via the doors to the left and behind the flagpole; the gym will be down the hall. <i>From Interstate 91:</i> Take Exit 13 in Vermont and follow signs to Hanover and Dartmouth College. Cross the bridge taking you into New Hampshire and continue up the hill to the first traffic light. Turn right and go to the next light where you will turn left at Lebanon Street. Continue down Lebanon Street, past the downtown area, and past the football stadium on your left and the stone church on your right. A block after the stone church is Hanover High School. Enter the school via the doors to the left and behind the flagpole; the gym will be down the hall.</p> <p><u>Richmond Middle School Gym - 63 Lyme Rd, Hanover NH 03755</u> <i>From Interstate 91:</i> Take Exit 13 in Vermont and follow signs to Hanover and Dartmouth College. Cross the bridge taking you into New Hampshire and continue up the hill to the first traffic light. Continue through the light (you are on Wheelock Street), and turn left at the corner of the Green (Rt. 10 North). Follow Rt. 10 for about 2 miles. (A landmark to look for is the Police/Fire Station on your left just beyond Reservoir Road. The school is about 200 yards beyond this point on the right hand side.) Parking is on the road, in the turnaround in front of the school and in the back left hand, behind the field. ** Please enter the gym using the door next to the field on the right side of the school.</p> <p><u>Ray School Gym - 26 Reservoir Rd, Hanover NH 03755</u> <i>From Interstate 89:</i> Take Exit 18 in New Hampshire and follow Route 120 north for about 6 miles into Hanover. At the traffic light adjacent to the Mobil Station go straight (this is now Park Street) and continue through two additional traffic lights. At the third light, bear right and follow Rt. 10 north for about .8 mile. Turn right onto Reservoir Rd. School is down .1 mile on left. Go through parking lot to left of school. Gym is in the back with the red doors. <i>From Interstate 91:</i> Take Exit 13 in Vermont and follow signs to Hanover and Dartmouth College. Cross the bridge taking you into New Hampshire and continue up the hill to the first traffic light. Continue through the light (you are on Wheelock Street), and turn left at the corner of the Green (Rt. 10 North). Follow Rt. 10 North for about 1.8 mile. Turn right onto Reservoir Rd. School is down .1 mile on left. Go through parking lot to left of school. Gym is in the back with the red doors.</p>
<p>HARTFORD</p>	<p><u>Dothan Brook School (Wilder) - 2300 Christian Street, Wilde, VT05088</u> <i>From the North:</i> I-91 – South to exit 13. Take Rt. 5 South to Wilder. The school is on the right across from the King Arthur Flour Warehouse. <i>From the South:</i> I-91 – North to exit 12. Take right from exit then left at stop sign onto Rt. 5 North, go through Wilder village. The school is on the left across from the King Arthur Flour Warehouse.</p> <p><u>Tenney Field or Hartford High School Field (White River Jct.) - 73 Highland Ave, Hartford, VT 05001</u> <i>From the North:</i> I-91 – South to exit 12. Take left from exit then right at stop sign onto Rt. 5 South, at the fourth street on the right, turn right onto Hebard St., and immediately turn left onto Highland Ave. Take the first drive on right to the High School. Tenney Field will be on the right at the stop sign, in front of the HHS Cafeteria. HHS Field will be on the left at the stop sign, just to the left of the tennis courts. <i>From the South:</i> 91 – North to exit 12. Take right from exit then right at stop sign onto Rt. 5 South, at the fourth street on the right, turn right onto Hebard St., and immediately turn left onto Highland Ave. Take the first drive on right to the High School. Tenney Field will be on the right at the stop sign, in front of the HHS Cafeteria. HHS Field will be on the left at the stop sign, just to the left of the tennis courts.</p> <p><u>Ottawaquechee School (Quechee) - 304 Dody Lane, Hartford VT 05001</u> <i>From North:</i> I-91- south to I-89 North to Exit 1. Make a left off of exit to Rt. 4 west. Make a right at the Fat Hat Factory onto Clubhouse Rd. Clubhouse Rd. turns into Dewey Mills Rd. Turn right at the stop sign near the cemetery. Go up hill and make a left onto Morgan Rd. Go about 1/5 of a mile then turn left onto Dody Lane which leads to the school. <i>From South:</i> I-91- north to I-89 North to Exit 1. Make a left off of exit to Rt. 4 west. Make a right at the Fat Hat Factory onto Clubhouse Rd. Clubhouse Rd. turns into Dewey Mills Rd. Turn right at the stop sign near the cemetery. Go up hill and make a left onto Morgan Rd. Go about 1/5 of a mile then turn left onto Dody Lane which leads to the school.</p> <p><u>Hartford Middle School (White River Jct.) - 245 Highland Ave, Hartford VT 05001</u> <i>From North:</i> I-91 – North to exit 12. Take left from exit then right at stop sign onto Rt. 5 South, at the fourth street on the right, turn right onto Hebard St., and immediately turn left onto Highland Ave. Follow Highland Ave. all the way to the football field fence line (just beyond Middle school), turn right into parking lot behind the Middle School. Gym is adjacent to the parking lot on the right. <i>From South:</i> I-91 – North to exit 12. Take right from exit then right at stop sign onto Rt. 5 South, at the fourth street on the right, turn right onto Hebard St., and immediately turn left onto Highland Ave. Follow Highland Ave. all the way to the football field fence line (just beyond Middle school), turn right into parking lot behind the Middle School. Gym is adjacent to the parking lot on the right.</p>

HARTLAND	<p><u>Hartland Elementary School - 97 Martinsville Rd, Hartland VT 05048</u> <i>From the North:</i> Take I-91 South to Exit 9. Turn right onto US-5/VT-12. Turn slight right to stay on US-5. Turn right onto Station Road. Turn right onto Martinsville Road. End at Hartland Elementary School. <i>From the South:</i> Take I-91 North to Exit 9. Turn left onto US-5/VT-12. Turn slight right to stay on US-5. Turn right onto Station Road. Turn right onto Martinsville Road. End at Hartland Elementary School.</p> <p><u>Hartland Recreation Center - 19 Route 12, Hartland VT 05048</u> <i>From the North:</i> Take I-91 South to Exit 9. Turn right onto US-5/VT-12. Turn slight left onto VT 12. End at Hartland Recreation Center on left. <i>From the South:</i> Take I-91 North to Exit 9. Turn left onto US-5/VT-12. Turn slight left onto VT 12. End at Hartland Recreation Center on left</p>
LYME	<p><u>Lyme School - 35 Union Street, Lyme NH 03768</u> Rt. 10 north out of Hanover. School is up about 9.8 miles on the left, just before the center of town. <i>or</i> From Interstate 91: Exit 14, go east on 132 (left if coming from the North, right if coming from the south). At "T" take a right on route 5, go 100 yards and take left on E. Thetford Rd., over bridge (Connecticut River) to stop sign: Turn right and school is 200 yards on your right.</p>
NORWICH	<p><u>Marion Cross School Gym – 22 Church Street, Norwich VT 05055</u> I-91 to exit 13. Off the exit ramp head away from the Connecticut River, towards Norwich. Go through one set of lights. Then immediately after you pass a dark gray church on your right, take the next driveway, also on your right. It runs alongside the Green/Marion Cross Elementary School. There is parking at the end of the drive where you can enter at the far end of the school. Walk straight through lobby to the gym entrance.</p>
PLAINFIELD	<p><u>Plainfield School - 92 Bonner Rd, Meriden NH 03770</u> <i>From the north:</i> Take Rt. 120 toward Meriden. Go past blinking light at the foot of KUA hill. Go past the track on right and take the next right on to Bonner Rd. School is down Bonner Rd. on the left about 200 yards. <i>From Rt. 12 A:</i> Take Trues Brook Road toward KUA/Meriden. Follow this road about 5 miles. Take right on to Bonner Rd. School is down the hill on the right. If you get to KUA you've gone a bit too far.</p>
RIVENDELL	<p><u>Rivendell School – Orford NH 03777</u> <i>From the South:</i> I-91 North to Exit 15, Fairlee/Orford exit. Make a right off the exit to the stop sign. Make a left onto Rt. 5 north. Go through Fairlee. Make a right at the bridge and go across to Orford towards 25A. The Rivendell School is the old Orford School on the left of 25A.</p> <p><u>Samuel Morey – School Street, Fairlee VT 05045</u> <i>From the South:</i> in Vermont: take I-91 North to Exit 15, turn right off ramp, left at stop sign (VT Route 5) and next left (by Post Office) onto School Street. <i>From Orford, NH:</i> Route 10 to Bridge Street, turn left at stop sign and right (by Post Office) onto School Street</p> <p><u>Westshire School – 744 VT Route 113, West Fairlee VT 05083</u> <i>From the South:</i> Take I-91 North to Thetford exit (14), off the exit ramp turn left onto route 113, stay straight on Route 113 for approximately 8 miles, you will see a welcome to West Fairlee sign on your left the school is just under a mile on the right</p>
SHARON	<p><u>Sharon Elem. School gym and ALL fields - 75 Route 132, Sharon VT 05065</u> From the south: I-89 Exit 2 at end of ramp go left under interstate bridge, take 1st right beside Town Offices you will pass South Field and can see the School. North Field is Behind the school.</p>
STRAFFORD	<p><u>The Newton School – Route 132, Strafford, VT</u> Head northwest on VT-113. Turn left onto Tucker Hill Rd. At the end of the road turn right onto VT-132 W. Go 4.4 miles. The Newton School will be on your left. (The "Field of Dreams" is above the school.)</p>

TES MAIN OFFICE CONTACT:

Darla LaRoche
(802) 785-2426 ext. 201.
dlaroche@thetfordeschool.org