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I. Vision and Mission

AYH Mission

To build competitive hockey teams at all levels and to develop players that exemplify teamwork, positive life values, dedication, self discipline, and good sportsmanship.

AYH Vision

Arlington Youth Hockey will be the pre-eminent Hockey Association in Massachusetts by:

- Creating a program in which players and coaches have FUN with the game of hockey
- Attracting and retaining hockey players, their parents, and coaches
- Being fiscally conscious and managing a healthy balance sheet
- Teaching hockey skill development, good sportsmanship, teamwork, and positive reinforcement
- Increasing the self-esteem and character of our players and teams
- Improving communication at all levels

II. Directory

ELECTED OFFICIALS

- President, Cindy Sheridan Curran
339-368-1000
sheridancurran@verizon.net
- Vice President Intercity, Jim Carney
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jimc@jbsash.com
- Vice President Intramural, Rick Auterio
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- Treasurer, Jim Buckley
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- Secretary, Elena Bartholomew
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ADVISORY BOARD

- Figure Skating co-director, Mary Croxen
mary_croxen@yahoo.com
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madgejr@aol.com
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- Players and Coaches Development Chair, Gregg Malatesta
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- Girls Hockey Program Co-Director, Donna Devine
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- MYCGL Co-Representative, Kevin Hickey
hickey551@comcast.net
- MYCGL Co-Representative, Tom Mallard
thomas.mallard@simmons.edu
- Member-at-large, Gaar Talanian
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- Member-at-large, Chris Ouellette
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jbuckley222@rcn.com
- Website Administrators, Frank Leverone
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- John Stueve
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- Ice Coordination Chair, Todd Newell
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- Fund-raising Chair, Lori Talanian
l.talanian@att.net

Instructional

- Director, Gregg Malatesta
gmalatesta@welchs.com

In-House

- Director, Rick Auterio
rickherehtb@aol.com
- Coaching Staff, TBD

Inter-city Coaching Staff

MITES

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- John Oulette jouellette@comcast.net

SQUIRTS

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PEEWEE

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Girls Program

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GIRLS PROGRAM COACHING STAFF

U-10

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U-12

- Tom Mallard
- Kevin Hickey

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hickey551@comcast.net

U-14

- Dan Kelly
- Kelly Boutin
- Rich Greco
- Tony Messuri

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III. Parent Meeting Guide

Parent Orientation Meeting

One of the most important and challenging relationships that a youth hockey coach faces is between coach and parent. A poor relationship can present many problems and a tense atmosphere, which can create an unpleasant environment for the coach, parents(s), and most importantly, the athlete. If the coach can develop a good working relationship with the parent(s), many of the problems can be avoided and the entire experience will be rewarding and enjoyable for everyone involved.

The most effective method of communicating the goals and objectives of the program is with a Parents' Orientation Meeting, which should be scheduled before the first practice. Many potential problems can be eliminated by good communication in a face-to-face meeting. In order to reinforce the importance of the meeting, secure a room at Town Hall or the Public Safety Building one evening, rather than rushing through a meeting in a cramped locker room. Plan on at least an hour and make sure you leave enough time to answer questions. A sample meeting guide is included at the end of this section.

The following are topics that should be discussed at your Meeting:

A.) Introductions

Introduce yourself and your coaching staff to the group of parents. As the coach, you should briefly describe your background, coaching experience, and your reasons for coaching. The parents should also introduce themselves. Explain the meaning and importance of the orientation meeting, which is designed to create good coach/parent relationships for the benefit of the children. Also, it is helpful to distribute handouts of the meeting agenda to the parents. This provides structure to the meeting and a place for parents to take notes.

B.) Coaching Philosophy and Primary Goals

Present your personal goals and objectives for the upcoming season, emphasizing fun, the teaching of fundamental skills, teamwork, sportsmanship, and respect for teammates, coaches, referees, spectators, and other players.

C.) Understanding & Minimizing the Risk of Injury

Parents should be told what they could expect in terms of possible injuries in hockey. Injury prevention measures that are commonly used for games and practices should be outlined. Parents should also be introduced to the Heads Up Hockey program.

D.) Emergency Procedures

Using the form enclosed, have parents provide the information necessary for you to handle an emergency (parents' names, addresses, phone numbers, names and telephone numbers of family doctors). Also, ask them to make you aware of ailments or allergies, such as whether their child has asthma and needs his/her inhaler on the bench during practices and games

E.) Equipment Needs

Explain what equipment the players need. Inform them how important it is that each piece of equipment fits properly. Equipment that is not the right size or is put on so that it is too loose or too tight can lead to injuries. Remind parents that, because their child

is a member of USA Hockey, they are entitled to special discounts on equipment purchased through Play it Again Sports retailers nationwide.

F.) The Players' Responsibilities

Children must assume certain responsibilities if they wish to play ice hockey, including good sportsmanship, teamwork, and being on time for practices and games. Players should abide by the official playing rules. They should follow any team rules such as tying their own skates or carrying their own bag. Discuss the Zero Tolerance Policy designed by USA Hockey.

G.) The Parents' Responsibilities

Parents of young athletes have many responsibilities that should be discussed at the Parents' Orientation Meeting. They should understand the mission and objectives of USA Hockey, the local club and the coach. Inform parents as to when players are expected to arrive for games and practices and when they will be able to leave. Also, at what point, before games/practices do you need only players and coaches in the locker room. Parents have a responsibility to get their child to each game and practice on time. Review the Parent Code of Conduct and Zero Tolerance Policy designed by USA Hockey. If you are a male coaching a girls' team you will need a female parent in the locker room while the girls are getting dressed. In addition, a team parent or manager is essential to a coach because you will need someone to communicate information—such as schedules, changes, or cancellations—to the team. This parent should have regular e-mail access.

H.) The Season Schedule

Provide the parents with a schedule of games and practices for the upcoming season. You may also wish to provide parent with a list of all the players' addresses and phone numbers.

I.) Question and Answer Period

Conclude the meeting with a question-and-answer period to allow parents to raise any concerns they may have.

J.) Team Parent/Manager

Coaches are strongly urged to petition for a Team Parent/Manager at the beginning of the season because there will be many activities that will require the collection and disbursement of funds and informational material. As coach's helpers off the ice, they organize everything from schedule distribution, tournament participation, and team social events. Team Parents/Manager should be on the master e-mail list of AHFSC so that any information sent out by the club can subsequently be forwarded to your. Team Parent/Manager should compile an e-mail list of all the coaches, team players and parents.

Sample Pee Wee Coach-Parent Meeting

- 1) Thank the host and hostess, _____ and _____ for inviting us to their home, to conduct this important team meeting.
- 2) Thank all the parents who are attending this meeting.
- 3) Congratulate the parents in making the Arlington Pee Wee "A" team. This team is made up of players, parents, and coaches....
- 4) Welcome back returning parents. I look forward to working with new parents.
- 5) The coaching staff is dedicated to building better hockey players. The coaches ask for your understanding and support. We must all work together in order to create an atmosphere of success. Our goal is to make this season one you will always remember as a positive and productive experience. Good communication is vital in this process.

Introductions

Jim Carney –

- Vice President of Intercity Boys Hockey Program
- Member of Practice Ice Search Committee
- Last year Pee Wee "A" team co-parent
- Father of Kevin Carney

Greg Malatesta-

- Chairman of Coaches & Player Development
 - Director of Instructional Hockey Program
 - Past Squirt and Pee Wee Coach
 - Presently have a son and daughter in the program
- Greg possesses tremendous amount of desire, passion, and knowledge necessary to move the program forward.

Team Parent- Cheryl Carney

- Distribute game/practice calendars via e-mail
- Collect tournament monies
- Plan team parties
- Research future tournaments

Co-Coaches –

Mr. Jim Robillard –

- Level 3 USA Hockey coaching certification
- Last year Pee Wee "A" co-coach
- Jim and I coached together for 2 years. One year at Squirt B, and one year at Pee Wee A.
- Also father of Brian Robillard
- Jim will coordinate summer off ice practice sessions
- Focus on forwards development

Mr. Dan Kelly –

- Middle School Program Coach
- Process of obtaining Level 3 coaching certificate
- Arlington police officer
- Father of Danny Kelly
- Oversees goalie and defense development

Mark Boudreau

-Level 3 Coaching Certificate
Coaching History-

- Squirt B – Assistance 03-04
- Pee Wee B – Assistance 04-05
- Pee Wee A- Co-Coach 05-06
- Pee Wee A- Co-Coach 06-07
- Involved with the program since September of 1993
- 3 Sons in the program.

Kyle – Midget A – Sr. at AHS
Kevin – Bantam A – Fr. at ACHS
Brian – Bantam B – Fr. at AHS

The main reason why I coach the greatest game on earth is to give back to the community on behalf of all the coaches who taught me the game. My favorite memories of my youth are those spent on the ice with my teammates. I was able to play Pee Wee, Bantam, Midget, High School, College, and Men's League Hockey. I enjoy working with the youth of Arlington. I still get excited about the challenges the game of hockey brings. My hope is that some day I will be able to watch your child play High School Varsity, or maybe even College Hockey.

Arlington PeeWee A Coaches

1. Communicate well with others (parents, officials, league officials, time keepers)
2. Communicate well with players
3. Conduct practices that are well run and organized
4. Maintain control of players
5. Constantly work on players' skill development
6. Work on players' game understanding
7. Distribute game ice fairly
8. Show up regularly and on time (lead by example)
9. Is an appropriate role model to his or her team
10. Must maintain a positive attitude

SPORTSMANSHIP – WHY IT MATTERS

A growing problem in youth sports today is the all-too-common attitude that winning is everything. Nothing could be further from the truth. USA Hockey and USA Hockey InLine believe this attitude can contribute to players, coaches and parents displaying a lack of good sportsmanship.

In any athletic contest, the competitors should do their best to try and win. After all, striving to win is a part of healthy competition. But winning or losing is only a result – it should not be the reason we play the game.

Everyone in the game should have a sense of fair play. Satisfaction should come from playing your hardest and doing your best. There is a big difference between losing and being a loser. If you have done your best and played within the rules, you are never a loser. By the same token, you may win the game, but if you aren't humble in victory, or played without respect for your opponent, you aren't a winner. Sportsmanship matters.

IF WINNING ISN'T IMPORTANT, WHY SHOULD I PLAY?

The real reason to play ice hockey, inline hockey and other youth sports is because they are fun. When everyone displays good sportsmanship, it helps create a better environment.

Other reasons are:

- to develop fundamental motor skills
- to acquire skills for recreation and leisure
- to learn to interact with others
- to learn values such as loyalty to a common cause, respect for others and respect for the letter and spirit of rules
- to learn how to accept constructive criticism
- to gain a positive sense of self-worth
- to make friends and be a part of a team

There is a lot to be gained by playing hockey.

USA Hockey has developed "Codes of Conduct" for youth hockey. Try your best to display good sportsmanship and a winning attitude by following these codes.

PLAYERS CODE OF CONDUCT

1. Play for FUN.
2. Work hard to improve your skills.
3. Be a team player – get along with your teammates.
4. Learn teamwork, sportsmanship and discipline.
5. Be on time for practices and games.
6. Learn the rules and play by them. Always be a good sport.
7. Respect your coaches, teammates, parents, opponents and officials.
8. Never argue with an official's decision.

COACHES CODE OF CONDUCT

1. Winning is a consideration, but not the only one, nor the most important one. Care more about the child than winning the game. Remember, players are involved in hockey for fun and enjoyment.
2. Be a positive role model to your players, display emotional maturity and be alert to the physical safety of players.
3. Be generous with your praise when it is deserved. Be consistent and honest. Be fair and just; do not criticize players publicly. Learn to be a more effective communicator and coach; do not yell at players.
4. Adjust to the personal needs and problems of players. Be a good listener; never verbally or physically abuse a player or official. Give all players the opportunity to improve their skills, gain confidence and develop self-esteem; teach them the basics.
5. Organize practices that are fun and challenging for your players. Familiarize yourself with the rules, techniques and strategies of hockey. Encourage all of your players to be team players.
6. Maintain an open line of communication with your players' parents. Explain the goals and objectives of your association.
7. Be concerned with the overall development of your players. Stress habits that promote good health.
8. To play the game is great, to love the game is greater.

PARENTS CODE OF CONDUCT

1. Do not force your children to participate in sports, but support their desires to play their chosen sport. Children are involved in organized sports for their enjoyment. Make it fun.
2. Encourage your child to play by the rules. Remember, children learn best by example, so applaud the good plays of both teams.
3. Do not embarrass your child by yelling at players, coaches or officials. By showing a positive attitude toward the game and all of its participants, your child will benefit.
4. Emphasize skill development and practices and how they benefit your young athlete. De-emphasize games and competition in the younger age groups.
5. Know and study the rules of hockey and support the officials. This approach will help in the development of the game. Any criticism of the officials only hurts the game.
6. Applaud a good effort in both victory and defeat and enforce the positive points of the game. Never yell or physically abuse your child after a game or practice – it is destructive. Work toward removing physical and verbal abuse in youth sports.
7. Recognize the importance of volunteer coaches. They are important to the development of your child and the sport. Communicate with them and support them.
8. If you enjoy the game, learn all you can and dedicate time as a volunteer!

OFFICIALS CODE OF CONDUCT

1. Act in a professional and businesslike manner at all times and take your role seriously.
2. Strive to provide a safe and sportsmanlike environment in which players can properly display their hockey skills.
3. Know all playing rules, their interpretations and their proper applications.
4. Remember that officials are "teachers." Set a good example.
5. Make your calls with quiet confidence; never with arrogance.

- Control games only to the extent that is necessary to provide a positive and safe experience for all participants.
- Violence must never be tolerated.
- Be fair and impartial at all times.
- Answer all reasonable questions and requests.
- Adopt a "zero tolerance" attitude toward verbal or physical abuse.
- Never use foul or vulgar language when speaking with a player, coach, parent or another official.
- Use honesty and integrity when answering questions.
- Admit your mistakes when you make them.
- Never openly criticize a player, coach, parent or another official.
- Keep your emotions under control.
- Use only USA Hockey/USA Hockey InLine-approved officiating techniques and policies.
- Maintain your health through a physical conditioning program.
- Dedicate yourself to personal improvement and maintenance of officiating skills.
- Respect your supervisor and his/her critique of your performance.

SPECTATORS CODE OF CONDUCT

- Display good sportsmanship. Always respect players, coaches and officials.
- Act appropriately; do not taunt or disturb other fans. Enjoy the game together.
- Cheer good plays of all participants; never "boo" the opponent.
- Cheer in a positive manner and encourage fair play; profanity and objectionable cheers or gestures are offensive.
- Help provide a safe and fun environment; throwing objects onto the playing surface can cause injury to players and officials.
- Do not lean over or pound on the glass; the glass surrounding the rink is part of the playing area.
- Support the referees and coaches by trusting their judgment and integrity.
- Respect locker rooms as private areas for players, coaches and officials.
- Be supportive after the game, win or lose.
- Recognize good effort, teamwork and sportsmanship.

ADMINISTRATORS CODE OF CONDUCT

- Follow the rules and regulations of USA Hockey/USA Hockey InLine and your association to ensure that philosophies and objectives are enhanced.
- Support programs that train and educate players, coaches, parents, officials and volunteers.
- Promote and publicize your programs; seek out financial support when possible.
- Communicate with parents by holding parent/player orientation meetings. Be available to answer questions and address problems throughout the season.
- Work to provide programs that encompass fairness to the participants and promote fair play and sportsmanship.
- Recruit volunteers, including coaches, who demonstrate qualities conducive to being role models to the youth in our sport.
- Encourage coaches and officials to attend USA Hockey/USA Hockey InLine clinics and educate your board members as to the necessity for these important training sessions.
- Endeavor to provide everyone with a place to play, regardless of their ability or skill level.
- Read and be familiar with the contents of the USA Hockey/USA Hockey InLine Annual Guide and Rule Books.

Sportsmanship Matters!

TO CONTACT THE NATIONAL OFFICE, WRITE OR CALL:

USA Hockey and USA Hockey InLine
 1775 Bob Johnson Drive
 Colorado Springs, CO 80906-4090
 (719) 576-USAH
usah@usahockey.org
www.usahockey.com

SPORTSMANSHIP

Why It Matters



Arlington Pee Wee A Team Policies

The coaching staff is very excited about the upcoming 06-07 hockey season. We have been working to prepare for the upcoming season and feel that in order for things to run smoothly we should review some of our expectations and methods with the parents. Below are just a few of the more significant items we want to review:

1. No Hazing

- Hazing is any activity, such as beating, organized teasing, fighting, forced eating/drinking, or forced physical activity, which endangers the physical or mental health of any team mate or other person. Even if the person being teased or beaten agrees to participate, it is always illegal. Every player on our team should feel comfortable in the locker room and on the ice. Coaches will not tolerate hazing of any form during the season, and will address it immediately. If necessary we will review incidents with the parents, but, if possible, we will deal with the issue ourselves. To assist us in monitoring this, we will try to have one adult (coach) in the locker room at all times.

2. Practice Schedule

- We will have 2 to 3 practices a week for the months of September, October, and November. From time to time practice ice may become available at an additional cost. Are you all willing to purchase this ice time at an additional cost? To maximize our practice time, the players need to be completely dressed 20 minutes prior to practices so we can review the drills we will perform during practice. We ask that you and your child don't enter the locker room if you arrive late, because it is a distraction to the coaches and players. If you are late, please dress your child in the lobby or wait until the team exits the locker room to begin dressing. This is not intended to be a punishment for someone who is late. Instead, we want to minimize distractions for the players as they prepare to practice.

3. School and Family Priorities

- School, homework, and religion should be a priority for the children. If you need to have your child miss a practice or even a game so they can complete school work or for a family event, we support you 100%. Please use hockey as a motivator in order to complete homework in a timely manner.

4. Game Schedule (can be found at www.valleyleague.com)

- Please have your child at the rink 30 minutes prior to games. This time is very important for the coaches to organize lines and defense pairings and discuss team play for the upcoming game. If you are unable to attend a game or practice, please call the coaches as soon as you know you won't be available. The sooner the better. I strongly recommend arranging carpooling among families. If your son needs a ride, please contact a coach or fellow parent.

5. Tournament Games

- Except for the Arlington Christmas tournament, all tournaments will be at an additional cost. We will attempt to participate in two tournaments in addition to the Arlington Christmas tournament and will pass along dates for these tournaments as soon as they are available. The majority of the legwork will be completed by the team parent. He or she will collect money, create the team roster, and obtain and distribute the game schedule.
- **Tournament Games/State Playdowns**
During Martin Luther King weekend in January 2007, the team enters the biggest tournament of the year, the district playdowns. Arlington has a history of one and done in this tourney. The coaching staff wants to build a tourney-ready team and change history with this team. Every team has it's ups and downs early in the season, the mission of this team is to reach a high level of play during December and carry the momentum into the district playdowns.

6. Hockey Safety

- The game of hockey is a fast, fun and healthy experience for all players. Proper fitting equipment is vital in the protection and comfort for your children. Please make sure your child has equipment that fits properly. This is especially important for skates you select for your child and it is crucial to make sure these skates are sharpened on a regular basis. Hockey equipment must also be cleaned and maintained, especially the clips on helmets. Make sure they are kept tight; please purchase several mouth guards at once. Heat and form them all at once. You must be sure that extras are kept in your child's hockey bag in a clean container.

7. Coaches

- You know what? Coaches are human beings and from time to time we will make mistakes. It's bound to happen, but we promise to keep your child's interest above your own interests whenever possible. I apologize now in advance! We are coaching the greatest sport on earth because we want to share our experience and passion for the sport with your child. It's that simple. If you are uncomfortable with a decision we make, please approach us after the practice or after a game. The time prior to practices and games needs to be devoted to the children and preparing the team to play, but you should feel free to approach us once a practice or game is completed. You should also feel free to approach us in private if necessary. We will keep information you share with us confidential.

8. Hockey Season

- Our season starts the first week of September and will end the 1st and 2nd week of April. That's over seven months long. Coaches are prepared and ready to face the challenges that lie ahead and we would like to have team unity and spirit. Most importantly, we want the season to be fun and enjoyable experience for everyone. If you have ideas or concerns, please feel free to discuss them with a coach or team parent. Off ice gatherings, shut out pizza parties, college hockey night, high school hockey games are all examples of building team spirit and unity!

- Community Outreach Program - The coaching staff would like to reach out to help with an individual, family, or organization in need of some assistance. Some examples may be a visit to a nursing home, pick up trash around the Boys and Girls Club, or clean out a vacant lot. If you have any suggestions please contact the team parent with your idea and thank you for your suggestion.

9. A Team of Players

- The game of hockey is not just about scoring goals and being able to shoot the puck. The Pee Wee player works hard in practice and games. He is determined to reach a new level of play by blocking shots in the defensive zone, is willing to backcheck at full speed in order to help out the defense, is mentally tough enough not to be baited into a retaliation penalty. The Pee Wee player is willing to reach out to a teammate in time of need to say a word of encouragement and to lead by example. Scoring goals is important but only represents a small portion of a total hockey player, an Arlington hockey player.

10. Ice Time

- Over the course of the season the coaches will strive to divide ice time equally for all players. We will not have 1st and 2nd or 3rd line, but will simply use 3 lines and name them by the color of their practice jersey.
- It is possible that all players will rotate between defense and offense, so please make sure your child is prepared to play either position.

11. Coaches Expectations for your son

- To have an enjoyable experience playing Pee Wee A Hockey.
- Make new friends and meet new people.
- Develop their hockey skills to a higher level. These skills include skating forwards and backwards, giving and taking a pass at top speed, positional play, shooting techniques and team play. It is about us and not me.

12. Chevron Merit Award System

The coaches will award a Chevron Award to a player. This award is to recognize a player who has gone above and beyond normal expectations in order to help the team be successful. The Chevron Award may go to a player who has backchecked, won a face off in our own end, and has blocked a shot from the point with 20 seconds to play! It may go to a defenseman who consistently initiated a break-out play, had several shots on goal, or was able to clear the puck out of the zone late in the game. Goalies will also be recognized. The award will not automatically go to the player who has scored the winning goal. It will be awarded to the player who has constantly played a complete game.

13. Emergency Situation Protocol

- What is the procedure if a child is seriously injured and must be transported to a hospital? Who will call for the ambulance? Who will escort the child to the hospital? What happens if the child's parents are not at the game? Distribute Pee Wee A emergency medical history information cards to the parents.

IV. Codes of Conduct



Massachusetts Hockey Fair Play and Respect Program

PARENT'S CODE OF CONDUCT

It is the intention of this compact to promote Fair Play and Respect for all participants within Massachusetts Hockey. It is expected that all parents of Massachusetts Hockey participants read and understand the Parent's Code of Conduct and continue to observe and follow all the principles contained within the Code throughout the year.

1. I will not force my child to participate in hockey. I will try to make it FUN!
2. I will encourage my child to play by the rules and to resolve conflict without resorting to hostility or violence.
3. I will teach my child that doing one's best is as important as winning so that my child will never feel defeated by the outcome of the game. I will make my child feel like a winner every time by offering praise for competing fairly and hard.
4. I will never ridicule or yell at my child for making a mistake or losing a game.
5. I will remember that children learn by example. I will applaud good plays by both my child's team and their opponents. I will not be critical of, or embarrass any player, including opposition players.
6. I will never question the official's judgment or honesty in public. I recognize that officials are being developed in the same manner as players.
7. I will respect and show appreciation for the volunteers who give their time to hockey for my child.
8. I will never yell, taunt, threaten or inflict physical violence upon any player, coach, official or spectator at any youth hockey activity. I will refrain from the use of abusive or vulgar language, racial, ethnic or gender-related slurs at any time at the rink or any youth hockey function. I will support all efforts to remove verbal and physical abuse from youth hockey games.
9. I will leave the coaching to the coaching staff. I will encourage my child to play in a manner consistent with the team's strategy or plans.

10. I will emphasize skill development and a serious approach to practices and explain how skill development will benefit my child.
11. I will attempt to learn about the game of hockey (USA Hockey rules, equipment, levels, skills, etc.) so that I may best support my child's development in the game.
12. I will not throw objects of any kind on the ice, or lean over and pound on the glass.
13. I will communicate all and any concerns regarding inappropriate behavior to the Team Manager, Coach, ACE (Association Coaching Education) Coordinator or local youth hockey association representative.
14. I will insist that my child plays in a safe and healthy environment. I will support a sports environment that is free of alcohol, drugs or tobacco and I will refrain from their use at all youth sports events.
15. I understand the benefits from participating in a team sport, the commitment, the discipline and the social skills learned and acquired.
16. I will remember that my child plays hockey for his or her enjoyment, not mine.

I have read and understand the above Code of Conduct, and agree to abide by its guidelines at all team and league activities. I understand that if I do not follow this Code of Conduct, I may be asked to leave the league activity (such as a game or practice) or I may be asked to withdraw my child from the league.

PRINT NAME: _____ DATE: _____

PARENT SIGNATURES:

PARENT _____ PARENT _____

PLAYER'S NAME _____ TEAM _____



USA HOCKEY
PARTICIPANT CODE OF CONDUCT

2005-2006 Hockey Season

INSTRUCTIONS:

Print this page using your web browser, fill it out, sign it and date it.

Submit this form with other registration materials to your local USA Hockey Associate Registrar.

PRINT NAME OF PARTICIPANT: _____

I have read and signed this form as a member of _____ team
participating in USA Hockey for the 2004-2005 playing season.

1. No swearing or abusive language on the bench, in the rink, or at any team function.
2. No lashing out at any official no matter what the call is. The coaching staff will handle all matters pertaining to officiating.
3. Anyone who receives a penalty will skate directly to the penalty box.
4. Fighting will not be tolerated.
5. There will be no drinking, smoking, chewing of tobacco, or use of illegal substances at any team function.
6. I will conduct myself in a befitting manner at all facilities (ice rink, hotel, restaurant, etc.) during any team function.
7. I understand that players or team officials who cannot abide by these rules or who violates them will be subject to further disciplinary action.

Signature: _____ Date: _____



USA/MASS HOCKEY COACHING

CODE OF ETHICS

USA Hockey would like to give special thanks to the United States Olympic Committee. Many of the ideas for this Coaching Ethics Code were drawn from the USOC Coaching Ethics Code. In particular, USA Hockey would like to thank William J. Hybl, USOC President; Richard D. Schultz, USOC Executive Director; and the members of the USOC Coaching Committee.

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INTRODUCTION

This Ethics Code is intended to provide standards of ethical conduct that can be applied by USA Hockey and its member organizations. Whether or not a coach has violated the Ethics Code does not by itself determine whether a contract or agreement is enforceable or whether other legal consequences occur. These results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by coaches. It has as its primary goal the welfare and protection of the individuals and groups with whom coaches work. This Code also provides a common set of values. It is the individual responsibility of each coach to aspire to the highest possible standards of conduct. Coaches should respect and protect human civil rights, and should not knowingly participate in or condone unfair discriminatory practices.

GENERAL PRINCIPLES

• PRINCIPLE A: Competence

Coaches strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training or experience. In those areas in which recognized professional standards do not yet exist, coaches exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant coaching educational information related to the services they render, and they recognize the need for ongoing education.

Coaches make appropriate use of scientific, professional, technical and administrative resources.

• PRINCIPLE B: Integrity

Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair and respectful of others. In describing or reporting their qualifications, services, products, or fees, they do not make statements that are false, misleading or deceptive. Coaches strive to be aware of their own belief systems, values, needs and limitations and the effect of these on their work. To the extent feasible they attempt to clarify, for relevant parties, the roles they are performing and to



function appropriately in accordance with those roles. Coaches avoid improper and potentially harmful dual relationships.

- **PRINCIPLE C: Professional Responsibility***

Coaches uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes. Coaches consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interest of their athletes, or other recipients of their services. Coaches' moral standards and conduct are personal matters to the same degree as is true for any other person, except when coaches' conduct may compromise their responsibilities or reduce the public's trust in coaching and/or coaches. Coaches are concerned about the ethical compliance of their colleagues' conduct. When appropriate, they consult with their colleagues in order to prevent or avoid unethical conduct.

- **PRINCIPLE D: Respect of Participants and Dignity****

Coaches respect the fundamental rights, dignity and worth of all participants. Coaches are aware of cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status. Coaches try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

- **PRINCIPLE E: Concern For Others' Welfare**

Coaches seek to contribute to the welfare of those with whom they interact. In their actions, coaches consider the welfare and right of their athletes and other participants. When conflicts occur among coaches' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Coaches are sensitive to differences in power between themselves and others, and they do not exploit nor mislead other people during or after their relationships.

- **PRINCIPLE F: Responsible Coaching**

Coaches are aware of their ethical responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of sport in order to contribute to human welfare. Coaches try to avoid misuse of their work. Coaches comply with the law and encourage the development of law and policies that serve the interest of sport.

ETHICAL STANDARDS

A. GENERAL STANDARDS

These General Standards are applicable to the activities of all coaches.

- **1. Applicability of the Ethics Code**

While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment, and coaches are encouraged to observe the standards of this Ethics Code consistently.

- **2. Boundaries of Competence**

(a) Coaches provide services only after first undertaking appropriate study, training, supervision, and/or consultation from persons within their respective association.

(b) In those Affiliates or Districts, which require coaching education, coaches take reasonable steps to ensure their attendance at appropriate coaching education clinics.

- **3. Maintaining Expertise**

Coaches maintain a reasonable level of awareness of related coaching information and undertake ongoing efforts to maintain competence in the skills they use.



- **4. Basis For Professional Judgments**

Coaches rely on scientifically and professionally derived knowledge when making judgments or when engaging in coaching endeavors.

- **5. Describing The Nature Of Coaching Services**

When coaches provide services or information to an individual, a group, or an organization, they use language that is reasonably understandable and appropriate to the recipient of those services and information that is always updated and truthful.

- **6. Respecting Others**

Coaches respect the rights of others to hold values, attitudes and opinions that differ from their own.

- **7. Nondiscrimination**

Coaches do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any basis prescribed by law.

- **8. Sexual Harassment**

(a) Coaches do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, and that either:

(1) Is unwelcome, is offensive, or creates a hostile environment, and the coach knows or is told this;

(2) Is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

(b) Coaches will treat sexual harassment complainants and respondents with dignity and respect. Coaches do not participate in denying an athlete the right to participate based on their having made, or their being the subject of, sexual harassment charges.

- **9. Other Harassment**

Coaches do not engage in or condone behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as a person's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

- **10. Personal Problems and Conflicts**

(a) Coaches recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to athletes or other participants.

(b) In addition, coaches have an obligation to be alert to signs of, and to obtain assistance for; their personal problems at an early stage, in order to prevent significantly impaired performance.

(c) When coaches become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

- **11. Avoiding Harm**

Coaches take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

- **12. Misuse of Coaches' Influence**

Because coaches' judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.



• 13. Multiple Relationships

(a) In many communities and situations, it may not be feasible or reasonable for coaches to avoid social or other non-coaching contacts with athletes and other participants. Coaches must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A coach refrains from entering into or promising a personal, professional, financial, or other type of relationship with such persons if it appears likely that such a relationship might impair the coach's objectivity or otherwise interfere with the coach effectively performing his or her function, or might harm or exploit the other party.

(b) Likewise, whenever feasible, a coach refrains from taking on obligations when preexisting relationships would create a risk of harm.

(c) If a coach finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the coach attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

• 14. Exploitative Relationships

(a) Coaches do not exploit athletes or other participants over whom they have supervisory, evaluative or other authority.

(b) Coaches do not engage in sexual/romantic relationships with athletes or other participants over whom the coach has evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative.

• 15. Delegation To, And Supervision Of Subordinates

(a) Coaches delegate to their assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training or experience, either independently or with the level of supervision being provided.

(b) Coaches provide proper training and supervision to their assistants or substitutes, as well as take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

B. PUBLIC STATEMENTS

• 1. Avoidance Of False Or Deceptive Statements

Coaches do not make public statements that are false, deceptive, misleading, or fraudulent (either due to what they state, convey or suggest, or because of what they omit) concerning their work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, coaches do not make false or deceptive statements concerning:

- (a) their training, experience, or competence;
- (b) their academic degrees;
- (c) their credentials;
- (d) they're institutional or association affiliations;
- (e) their services;
- (f) the basis for, or results or degree of success of their services; or
- (g) their criminal record.

• 2. Media Presentations

When coaches provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that the statements are consistent with this Ethics Code.

3. Testimonials

Coaches do not solicit testimonials from current athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence.



C. TRAINING ATHLETES

• 1. Structuring The Relationship

(a) Coaches discuss with athletes, as early as it is feasible, appropriate issues such as the nature and anticipated course of training.

(b) When the coach's work with athletes will be supervised, the above discussion includes that fact, and the name of the supervisor.

(c) Coaches make reasonable efforts to answer athletes' questions and to avoid apparent misunderstandings about training. Whenever possible, coaches provide oral and/or written information, using language that is reasonably understandable to the athlete.

• 2. Coach/Parent Relationships

(a) When a coach agrees to provide services to several persons who have a relationship (such as parents and children), the coach attempts to clarify at the outset the relationship they will have with each person. This clarification includes the role of the coach and the probable uses of the services provided.

(b) As soon as it becomes apparent that the coach may be called on to perform conflicting roles (such as mediator between parents and children or sibling teammates), the coach attempts to clarify and adjust or withdraw from roles appropriately.

• 3. Sexual Intimacies With Current Athletes

Coaches do not engage in sexual intimacies with current athletes.

• 4. Coaching Former Sexual Partners

Coaches do not coach athletes with whom they have engaged in sexual intimacies.

• 5. Sexual Intimacies With Former Athletes

(a) Coaches should not engage in sexual intimacies with a former athlete for at least two years after cessation or termination of professional services.

(b) Because sexual intimacies with a former athlete are so frequently harmful to the athlete, and because such intimacies undermine public confidence in the coaching profession and thereby deter the public's use of needed services, coaches do not engage in sexual intimacies with former athletes even after a two-year interval except in the most unusual circumstances. The coach who engages in such activity after the two years following cessation or termination of the coach-athlete relationship bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including:

- (1) the amount of time that has passed since the coach-athlete relationship terminated,
- (2) the circumstances of termination,
- (3) the athlete's personal history,
- (4) the athlete's current mental status,
- (5) the likelihood of adverse impact on the athlete and others, and
- (6) any statements or actions made by the coach during the course of the athlete-coach relationship suggesting or inviting the possibility of a post-termination sexual or romantic relationship with the athlete or coach.

• 6. Drug-Free Sport

Coaches do not tolerate the use of performance-enhancing drugs and support athletes' efforts to be drug free.

• 7. Alcohol, Tobacco and Gambling

(a) Coaches discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites and forbid the use of alcohol by minors.



- (b) Coaches refrain from tobacco, alcohol and gambling use while they are coaching and make every effort to avoid their use while in the presence of their athletes.
- (c) Coaches discourage gambling in conjunction with athletic events, at playing sites and during road trips.

- **8. Pornography**

- (a) Coaches discourage the use of pornographic material.
- (b) Coaches refrain from the use of pornography while they are coaching and make every effort to avoid pornography while in the presence of their athletes.
- (c) Coaches do not engage in illicit behavior or activities with athletes or other participants over whom the coach has direct or indirect authority.

D. TRAINING SUPERVISION

- **1. Design Of Training Programs**

Coaches who are responsible for training programs for other coaches seek to ensure that the programs are competently designed, provide the proper experiences and meet the requirements for coaching education or other goals for which claims are made by the program.

- **2. Descriptions Of Training Programs**

- (a) Coaches responsible for training programs for other coaches seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.
- (b) Coaches seek to ensure that statements concerning their training programs are accurate and not misleading.

- **3. Accuracy And Objectivity In Coaching**

- (a) When engaged in coaching, coaches present information accurately and with a reasonable degree of objectivity.
- (b) When engaged in coaching, coaches recognize the power they hold over athletes and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants.

- **4. Honoring Commitments**

Coaches take responsible measures to honor all commitments they have made to all participants.

E. TEAM SELECTION

- **1. Recruiting**

Coaches do not engage, directly or through agents, in uninvited in-person solicitation of business or services from actual or potential athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence. However, this does not preclude recruiting athletes deemed exceptional by USA Hockey.

- **2. Tampering**

In deciding whether to recruit players already on another team, coaches must carefully consider the potential athlete's welfare. The coach must discuss these issues with the player's present coach first, then the player's parents before approaching the athlete in order to minimize the risk of confusion and conflict.

- **3. In-Season Contact**

Contact with any player(s) should not occur during the progress of a season when the player's team is still actively engaged in their schedule of play. The only exception would be regarding



participation on a USA Hockey National Team on a temporary assignment basis, where the player would be returned to his/her regular team at the conclusion of the assignment.

- **4. Player Selection**

Coaches perform evaluations or team selection only in a manner consistent with the Ethical Code.

- **5. Assessing Athlete Performance**

(a) In coach-athlete relationships, coaches establish an appropriate process for providing feedback to athletes.

(b) Coaches evaluate athletes on the basis of their actual performance on relevant and established program requirements.

F. Resolving Ethical Issues

- **1. Familiarity With Ethics Code**

Coaches have an obligation to be familiar with this Ethics Code (or as it may be amended from time to time), other applicable ethics codes and their application to the coach's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

- **2. Confronting Ethical Issues**

When a coach is uncertain whether a particular situation or course of action would violate the Ethics Code, the coach ordinarily consults with other coaches knowledgeable about ethical issues, with their Association, Affiliate or District with USA Hockey.

- **3. Conflicts Between Ethics and Organizational Demands**

If the demands of an organization with which coaches are affiliated conflict with this Ethics Code, coaches clarify the nature of the conflict, make known their commitment to this Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

- **4. Informal Resolutions Of Ethical Violations**

When USA Hockey participants believe that there may have been an ethical violation by a coach; they attempt to resolve the issue by bringing it to the attention of that individual in an informal manner.

- **5. Reporting Ethical Violations**

If an apparent ethical violation is not appropriate for informal resolution under Standard F4 or is not resolved properly in that fashion, participants and the association may take further action by:
Participant

(a) contacting the coach's Association President or appropriate designee.

(b) Confirm with the coach's Association President if there was an attempt for an informal resolution.

(c) Complete an Ethical Violation Form available through the Association President or designee.
Association

(a) will review the Ethical Violation charge using the appropriate due process procedure as outlined in USA Hockey's Annual Guide, By-Law G, 10 Suspensions and Resolution of Disputes.

(b) Will give a copy of the completed Ethical Violation form to the coach in question seven (7) days prior to the association's review.

(c) Will keep a written report on all reviews and actions.

- **6. Cooperating With Ethics Committees**

Coaches cooperate in ethics investigations, proceedings, and resulting requirements of USA Hockey and any of its member organizations. Failure to cooperate is itself an ethics violation.



• 7. Improper Complaints

Participants do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than protect the public.

G. PROCESS RELATING TO VIOLATION OF CODE

1. The Coach acknowledges that this Ethics Code is administered under the authority of USA Hockey and its member organizations, that a violation of the Code subjects the coach to the processes of USA Hockey and its member organizations. USA Hockey and its member organizations acknowledge that all violations of the Ethics Code will be reviewed for possible disciplinary action, and member organizations will keep a written report on all reviews and actions.
2. In the event that a violation of the Ethics Code occurs during an authorized USA Hockey activity, USA Hockey may take action separate and independent from that of its member organizations in order to protect its interests and those of athletes, coaches and others involved with the activity.
3. Any action taken by a member organization of USA Hockey which affects the opportunity of a coach to participate in "protected" competition as defined in the USA Hockey Annual Guide shall be entitled to due processes assured under the USA Hockey By-Laws.
4. If the violation of the Ethics Code occurs while a coach is a member of a USA Hockey team or event, the coach's member organization acknowledges that USA Hockey may institute its own proceedings regarding the violation, which action shall not restrict the ability or obligation of the member organization to take its own separate and independent action.
5. In the event that a coach is found to have violated the Ethics Code, such action is separate and apart from any other legal consequences which may occur as a result of the act.

ACKNOWLEDGMENTS

This Coaching Code of Ethics is the result of the work of many people and committees. The approach, structure and contents of this code were inspired by the Ethical Principles of Psychologists and Code of Conduct, December 1992 (American Psychological Association, Vol. 47, No. 12, 1597-1611). Many of the ideas for these ethical standards were drawn from numerous other codes. The most significant of these were developed by the Coaching Association of Canada, the British Institute of Sport Coaches, the United States Olympic Committee and the NCAA. In particular, USA Hockey would like to thank:

Bob O'Connor, National Coach-In-Chief and Section Director, USA Hockey

Peter Lindberg, Vice President, USA Hockey

Ted Brill, Member, USA Hockey Board of Directors

Mike MacMillan, Minnkota District Coach-In-Chief, USA Hockey

Dick Emahiser, Minnkota District Associate Coach-In-Chief, USA Hockey

Matt Walsh, Central District Coach-In-Chief, USA Hockey

Laura Halldorson, Head Women's Hockey Coach, University of Minnesota

Jill Pohtilla, Head Women's Hockey Coach, Augsburg College

Val Belmonte, Director, Coaching Education Program, USA Hockey





COACHING CODE OF ETHICS AGREEMENT

INSTRUCTIONS:

All head coaches, assistant coaches, and coaching instructors must complete this agreement every year. Study the Coaching Code of Ethics itself. Print this page using your web browser and complete it.

Submit this form with other registration materials to your local Massachusetts Hockey Association.

AGREEMENT

I, the undersigned coach, have read and agree to abide by, the USA Hockey Coaches Ethics Code.

I understand that violations of the Coaches Ethics Code may result in full or partial forfeiture of my coaching privileges in programs sanctioned by USA Hockey and/or its affiliate, the Massachusetts Hockey Association.

I further understand that lack of awareness or a misunderstanding of an ethical standard on my part is not a defense to a charge of unethical conduct.

Signature: _____

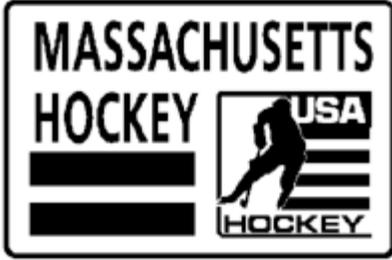
Date: _____

Print name: _____

Address: _____

City/Town: _____ State: _____ Zip Code: _____





DISTRICT: _____

PROGRAM: _____

SEASON: _____

AHACM/MASS HOCKEY has been certified by the Criminal History Systems Board for access to conviction data. As an applicant/employee for the position of _____ I understand a criminal record check will be conducted for conviction information only and that it will not necessarily disqualify me. The information below is correct to the best of my knowledge.

Applicant/Employee Signature

APPLICANT/EMPLOYEE INFORMATION (PLEASE PRINT)

LAST NAME: FIRST NAME: MIDDLE NAME:

MAIDEN NAME OR ALIAS (IF APPLICABLE) SEX: M F

DATE OF BIRTH: _____ SOCIAL SECURITY NUMBER: _____

ADDRESS: _____

REQUESTED BY: _____

SIGNATURE OF MASS HOCKEY CORI AUTHORIZED EMPLOYEE

CHSB USE ONLY

RECORD ATTACHED: _____

NO RECORD: _____

V. Community Service Program

AYH Community Service Program

Objective

The AYH Community Service Program objective is to educate our student athletes on the importance of community serve by utilizing a team-based system to meet the needs of the Arlington Community. We will develop and strengthen the character and civic skills of our players according to the mission statement of Arlington Youth Hockey.

Local Areas in Need of Assistance

- Arlington Boys and Girls Club
- Senior Citizens Centers
- United Way
- Special Olympics
- Food Banks

Implementation Process

- Meet with the coaches of the older players by September of 2006 to identify Community Service Opportunities, asking “Who can we help?”
- Meet with the Community Service Organizations listed above to develop a timeline for assistance, asking: “What can we do, When do we start, and When do we finish?”
- Give out assignments to Coach/Parent/Players.
- Evaluate program upon completion.
- Distribute AYH Community Service Awards for all participants.
- Market our success in the local media; newspaper and cable outlets.

VI. League Rules

VII. Rink Directions

A

Amherst:

Orr Rink

Amherst College Campus
Amherst Ma. 01002

From Route I-91: Take Exit 19, East on Rte. 9 to 116 South - Rink is 1/4 mile on left.

Mullins Center

U-Mass Campus Amherst
Commonwealth Ave
Amherst Ma. 01003

From Route 9: Take Rte 116 North to North Street exit toward Amherst, take a left onto Commonwealth Ave. Rink is on left.

Andover:

Smith Rink

Phillips Andover Academy
50 Main Street
Andover Ma. 01810

From Route 495: Take Exit 42 (Rte 114 East) to set of lights just before Merrimack College. Take a right on Elm Street and follow to Rte 28 South, take a left and rink is on your left.

Arlington:

Veteran's Memorial Rink

422 Summer Street
Arlington Ma. 02174

From Route 2: Take Rte. 60 East, follow through Arlington Center until set of lights at Summer St. Take left, rink is mile down on left.

Auburn:

Hogan Arena

400 Oxford Street
Auburn Ma. 01501

From Route I-290: Take Exit 8. Take right, rink is 1/2 mile down on right.

Ashburnham:

Iorio Arena

Cushing Academy
School Street
Ashburnham Ma. 01430

From Route 2: Take Exit 24, Route 140 North, Follow to second traffic of light (Route 101 North) take a right and follow to Cushing Academy. Take a left onto School St. and follow to rink driveway on left. Rink is at the top of the hill

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B

Belmont:

Belmont High Arena

Concord Avenue

Belmont Ma. 02178

From Route 2: At Fresh Pond rotary, take right onto (Concord Ave.) Rink about two miles down on right.

Keller Rink

Belmont Hill Academy

350 Prospect Street

Belmont Ma. 02178

From Route 128: Take Rte 2 East, Park Avenue Exit to lights, take right and follow to rotary. Rink parking lot is across from rotary

Billerica:

Hallenborg Memorial Pavillion

Good Street

Billerica Ma. 01821

From Route 3: Take Exit 27 (Concord Road) to Rte. 3A North, left on Good Street. Rink is located at the High School

Chelmsford Forum

P.O. Box 324

Brick Kiln Road

Billerica Ma. 01862

From Route 3: Take Exit 29 (Rte 129 East) toward Billerica Ctr. Off ramp STOP, make first left, then 500 yards, another left. Rink is on left.

Boston:

Bajko Rink (MDC)

Turtle Pond Parkway

Hyde Park Ma. 02136

From Route 128: Take Exit 14 (East Street) Follow to rotary (1 mile) and take Sprague Street (on right). Follow 2 miles and Sprague Street changes to Milton Street further on it changes to Neponset Valley Parkway ending at River Street. travel 1/10 of a mile on River Street taking the left onto Turtle Pond Parkway. Rink is 1/8 mile on the right.

Charlestown Ice Rink

Emmons-Horrigan-Oneill Rink

46 Union Street

Charlestown Ma. 02129

From Storrow Drive: Get off at Msgr. O'Brien Highway (Museum of Science Exit) Follow to Charlestown Ave (Second set of lights) Take a right across Gilmore Bridge. You will see the rink directly, to the right, in front of you. Limited parking, we suggest parking in 99 Restaurant parking lot.

Clark Center

U-Mass Boston Campus

Boston Ma. 02125

From the North on the Southeast Expressway: Take Exit 15 (Morrissey Blvd / JFK Library) to U-Mass Boston Campus

From the South on the Southeast Expressway: Take Exit 14 (Morrissey Blvd / JFK Library) to U-Mass Boston Campus

Conti Forum

Boston College

Beacon Street

Boston Ma. 02135

From Route 128: Take Exit 23 (Route 9 East) to Hill Avenue lights. Take a left onto Hill Avenue and

follow to Beacon Street. Take a left on Beacon Street (Reservoir will be on your right. Rink is about 11/2 miles on your right.

Daly Memorial Rink

4 Nonantum Road
Brighton Ma. 02135

From I-90 Westbound: West on I-90 to exit 17 (Newton/Waterton). Keep left at the fork in the ramp and merge onto Washington St. Then turn slight left, and go straight and take a slight right onto Park St. Go straight 0.1 mile on park and turn left onto Tremont St. Follow Tremont 1/2 mile to Cufflin. Right on Cufflin to Nontantum St. Left on Nonantum 0.2 mile to Letitia Way. Right on Letitia Way and arena is on your left.

From I-90 Eastbound: East on I-90 to exit 17 (Newton/Waterton). Merge onto Park St. (follow Park to the right), to Tremont. Left on Tremont 1/2 mile to Cufflin. Right on Cufflin to Nontantum St. Left on Nonantum 0.2 mile to Letitia Way. Right on Letitia Way and arena is on your left.

Murphy Memorial Rink MDC

Day Boulevard
South Boston Ma. 02125

From Route 93 South: Take exit #15, left at end of ramp, over bridge, around rotary and follow signs to (Castle Island) rink is on left approximately 6 miles.

From Route 93 North: Take Exit # 15, right at end of ramp, over bridge, around rotary and follow signs to (Castle Island) rink is on left approximately 6 miles.

Matthews Arena

Northeastern University
238 Saint Botolph Street
Boston Ma. 02115

From Storrow Drive: Take Massachusetts Avenue Exit, follow about 1 mile, crossing Huntington Avenue , next right is Saint Botolph Street

From Southeast Expressway: Take Massachusetts Avenue Exit and follow to Saint Botolph Street. Rink is on left.

Neponset Rink (MDC)

Morrissey Blvd
Dorchester Ma. 02122

From Southeast Expressway North: Take Exit 14 (U-Mass / Morrissey Blvd.) Once on Morrissey Blvd reverse direction at first intersection. Backtrack approximately 3 miles. Rink is on the right.

From Southeast Expressway South: Take Exit 15 to Morrissey Blvd. Follow approximately 4 miles. Rink is the right.

Porazzo Rink (MDC)

Constitution Beach
East Boston Ma. 02128

From Route 1A: Take Bennington Street Exit (Route 145). At third light take a right onto Byron Street. Follow to the end and take left to rink.

Skating Club of Boston

1240 Soldiers Feild Road
Brighton Ma. 02135

From Route 2: Follow east to Soldiers Field Road. Go by Rink on left and reverse direction to rink.

From Storrow Drive: Follow to Soldiers Field Road and follow directions above.

Steriti Rink

Commercial Street

Boston (North End) Ma. 02113

From Southeast Expressway: Take Exit 25 (Causeway Street) Take a right at bottom of ramp. Rink is 1/2 mile on the left.

Walter Brown Arena

Boston University Campus
285 Babcock Street
Boston Ma. 02115

From Storrow Drive: Take Boston University Exit. Take a right onto Commonwealth Avenue. Follow about 1/2 mile to Babcock Street. Take a right, rink is at end of street.

West Roxbury Rink (MDC)

O'Brien Rink
Route 1 VFW Parkway
West Roxbury Ma. 02132

From Route 128: Take Exit 16 (Route 109 East) Follow to VFW Parkway. Take a left onto VFW Parkway rink is on left. Reverse direction and backtrack to rink.

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Bourne:

Gallo Ice Arena

231 Sandwich Road
Bourne Ma. 02352

From Route I 495: Go over Bourne Bridge. At rotary go 3/4 of the way around onto Sandwich Road. Rink is on left.

Boxboro:

Nashoba Regional Olympia

Route 111 Massachusetts Avenue
Boxboro Ma. 01720

From Route I 495: Take Exit 28 (Route 111 East). Rink is 3 miles down on right.

Bridgewater:

Bridgewater Ice Arena

20 Bedford Park
Bridgewater Ma. 02324

From Route I 495: Take Exit 5. Turn left at the end of ramp, onto Rte. 18 North (Bedford Street). Follow 3.3 miles. Rink is at the corner of Rte. 18 & Bedford Park.

Brockton:

John Asiaf Skating Rink

Forest Avenue
Brockton Ma. 02401

From Route 24: Take Exit 17 (Rte 123 East) 1.5 miles toward Brockton Ctr. Brockton High School on right across from Friendly's Ice Cream. Take a right, go 1/8 mile. Rink is behind High School.

Brookline:

Dexter Rink

20 Newton Street
Brookline Ma. 02146

From Route 128: Take Rte 9 East to Chestnut Hill Ave. & Lee St., take right at lights onto Lee St. and follow to end. Take left onto Newton St. Stay on Newton St. (bearing right). Lars Anderson Park is on left, school is on right. Take right onto St. Paul Ave. Go up the hill, rink is on right.

Burlington:Burlington Ice Palace

36 Ray Avenue

Burlington Ma. 01803

From Route 128: Take Exit 33A (Rte 3 South). Go three sets of lights, make left at pancake house. Rink is at end of Ray Avenue.

Byfield:Governor Dummer Academy Rink

1 Elm Street

Byfield Ma. 01922

From Route I 95: Take Exit 44 (Rte 1North) to South Byfield. School is on the left side of Rte. 1. Follow signs to rink.

Top of Page**C****Cambridge:**BB&N Rink

Gerry's Landing Road

Cambridge Ma. 02138

From Route I 95 / 128: Take Route 2 East to Junction of Fresh Pond Parkway, Storrow Drive and memorial Drive. Rink is on the right opposite this intersection.

Bright Rink

Harvard University

Western Avenue

Cambridge Ma. 02138

From Route I 95 / 128: Take Route 2 East to Storrow Drive. Take Western Avenue Exit. In 1/4 mile Just past Harvard Football Stadium take right. Rink is straight ahead.

Gore Street Rink

Gore Street

Cambridge Ma. 02140

From Storrow Drive: Follow McGrath Hwy to Lechmere Stn., go under viaduct, and immediately bear left onto Gore St. Rink is on right about 4 blocks down.

Johnson Athletic CenterM.I.T. Rink

Vassar Street

Cambridge Ma. 02142

From Storrow drive: Take Massachusetts Avenue Exit toward Cambridge. Take a left on Vassar Street. Rink is on the left.

Canton:Metropoulos Rink

Route 138 Ponkapoag

Canton Ma. 02021

From Route 128: Take Exit 2 (Rte. 138 South). Follow to first set of lights. Rink is on the left at Ponkapoag Country Club.

Sports Plex

5 Carver Circle
Canton Ma. 02021

From Route 128/193: Take Exit for Route 24 South. Follow to Exit 20B (Route 139 West) Take an immediate right (before Exxon Station). Follow signs 1 mile and come up in driveway.

Concord:

Pratt Memorial Rink

Middlesex School

1400 Lowell Road

Concord Ma. 01742

From Route 128: Take Exit 29 (Rte. 2 West) to second set of lights. Go straight and follow signs for Concord Ctr. At Colonial Inn take a sharp right and then another sharp right onto Lowell Road. Follow to Middlesex School 2.6 miles.

Valley Sports Arena

2320 Main Street

Concord Ma. 01742

From Route 2 West: Take Rte 62 West just after Emerson Hospital. Follow into town and bear left at 99 Restaurant. Rink is on Rte 62 West approximately 3.1 miles down on the right.

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D

Dedham:

Nobles & Greenough School

507 Bridge Street

Dedham Ma. 02026

From Route 128: Take Exit 18 east toward West Roxbury (Needham Street) At the fork in the road bear right (Pine Street) 1/2 mile to main gate. Rink is on School grounds.

Deerfield:

Deerfield Academy Rink

Deerfield Ma. 01342

From Route I 91: Take Exit 24 (Rtes. 5 & 10 North) for approximately 5 miles to Historic Deerfield sign. Turn left into campus. Rink is in the middle of the campus.

Dennis:

Tony Kent Arena

8 South Gages Way

South Dennis Ma. 02660

From Route 6: Take Exit 9 (Rte. 134) Go south on rte 134 two(2) sets of lights. Take a left at second set of lights. Rink is 1/2 mile on left.

Dracut:

The Ice Hut

Tennis Plaza Rd

Dracut Ma.

Directions from Route 93 Methuen: Take Exit 46, take Route 110 towards Dracut (Lowell Strett). Follow Route 110 into Lowell until first working light (Route 38 - Bridge St.). right after Route 38 take a right onto Lakeview Ave., follow into Dracut past Dracut High School & look for sign to RK PLAZA on left. Take left at RK PLAZA (at lights- Tennis Plaza Road.) Rink is on left at end of Plaza.

From 495 Tewksbury : Take Exit 39 (Route 133), follow Rte 133 (Andover St.) into Lowell, bear right at

lights onto Rte.38 (Nesmith St.) follow to rotary go 3/4 around and continue on Rte 38\110. Go through the next set of lights (Rte 38 bears to the right) and take a right onto Lakeview Ave. follow into Dracut past Dracut High School & look For sign to RK PLAZA on left. Take left at RK PLAZA at lights-Tennis Plaza rd.) Rink is on Left at end of Plaza.

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E

Easthampton:

Lassone Rink

Williston/Northhampton Prep School

Greenwood Court

Easthampton Ma. 01027

From Route I 91: Take Exit 17B (Rte. 141 North) Go 5 miles to Easthampton Ctr. Bear left at church (Cottage Street). Go through the center to the first set of working lights. Go straight through the lights (Payson Avenue). Take a left on Park Street. Rink is a 1/4 of a mile on the right.

East Springfield:

Blunt Rink

Roosevelt Avenue

East Springfield Ma.

From Route Mass Pike: Take Exit 6 Turn left at the end of the ramp onto (Rte. I 291 West) Take the second exit. At the end of the ramp turn right.

Go to the first set of lights. Turn left onto Roosevelt Avenue. Rink is on the right behind Central High School. If you get to AIC (American International College) you have gone to far.

Everett:

Allied Veterans Rink (MDC)

Wendell Park

Everett Ma.

From Route 93: Take Route 16 East Exit toward Revere.

Follow Route 16 to Rotary. At rotary take the second exit (Route 99 North).

Follow Route 99 through 3 sets of lights At second or third set of lights go right onto Ferry Street. Follow until you see the police station on your left. Take left at police station and you will see Wendell Park and fields on your left. The rink is across the fields.

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F

Fall River:

Driscoll Arena

272 Elsbree Street

Fall River Ma. 02720

From Route 24: Take Exit 5 (Presidents Avenue) off exit keep right. Take your first right off rotary. Take a right at first set of lights (Elsbree Street). Rink is immediately on left.

Falmouth:

Falmouth Ice Arena

Skating Lane

Falmouth Ma. 02541

From Route I 495: Follow to and go over the Bourne Bridge. Route 28 South. Follow Rte. 28 until it turns into a single lane road, 1/2 mile to lights. After lights 1/10 mile take a right into Ferry parking lot. Rink is

on your right.

Fitchburg:

Wallace Civic Center

1000 John Fitch Highway

Fitchburg Ma. 01420

From Route 2: Take Exit 32 (Rte 13 North) Follow to junction of Rte. 2A. Take a left onto Rte 2A West. Follow to first set of lights, take a right (John Fitch Highway), rink is on right approximately 1 mile.

Foxboro:

Foxboro Sports Center

10 East Belcher Road

Foxboro, MA 02035

From Route 95 South: Take the Mechanic Street exit towards Foxboro/Sharon, exit #8 - go 0.2 Miles. Take right onto Mechanic Street - go 1.4 Miles. Take second left onto Oak Street and follow to end (1.8 miles) Turn right onto Cocasset Street - go .5 Miles. Turn LEFT onto East Belcher Rd. Rink is .2 miles on the left. Left on to East Belcher Rd.

Framingham:

Loring Arena

Fountain Street

Framingham Ma. 01701

From Boston: Take I 90 West to 95 S. and take the exit for Rte 9 West. Follow to 126 South until you hit Rte 135. At this intersection, go to next set of lights and take right onto Fountain St.. Rink is on this road. From Points West, North and South: Take I 90 to I 495, Exit 21 heading East on Rte 135, then follow directions indicated above.

Franklin:

Veteran's Memorial Rink

Panther Way

Franklin Ma. 02038

From Route I 495: Take Exit 17 (Rte 140 South) into Franklin. Go approx. 3/4 mile and take left onto Panther Way. Rink is 1/4 mile down on left

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Gardner:

Veterans Rink

45 Veterans Drive

Gardner Ma. 01440

From Route 2: Take Exit 24 (Rte 140 North). Follow to second set of lights (Rte 101 South). Take a left and follow to rotary, go round 180 degrees (Central Street). Follow to common 1/8 mile and take a right into rink parking lot.

Gloucester:

Dorothy Talbot Rink

Dr. Osmon Babson Road

Gloucester Ma. 01930

From Route 128: Take Exit 11 at rotary (Rte. 127 North) 1/2 mile beyond Addison Hospital take a right onto Dr. Osmon Babson Road. Rink is on left O'Malley Sports Complex.

Greenfield:

Greenfield Area Skating Rink

Barr Avenue
Greenfield Ma. 01030

From Route 2: Take Rte 5 Exit. Follow to first set of lights (Silver Street). Take a right and follow to Barr Avenue on left (School sign). Take a left on to Barr Avenue, rink is straight ahead.

Groton:

Groton School Rink

Farmers Row
Groton Ma. 01450

From Route 2: Take Exit 38 (Rte. 111 North). Follow Rte. 111 to the Groton School. The School will be on your left before Groton Center. Take the second entrance. Follow to the back of School. Rink is on your right.

Grant Arena

Lawrence Academy
Powderhouse Road
Groton Ma. 01450

From Route I 495: Take Exit 31 (Rte. 119 West) six (6) miles to Rte 40. Take a right onto Rte. 40, then approximately 100 yards take another right into the Lawrence Academy campus.
Follow to the end of road and rink.

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H

Hamilton:

H. Alden John Rink

Pingree School
537 Highland Street
South Hamilton Ma. 01982

From Route 128: Take Exit 20 (Rte 1A North to Wenham). Make left onto Arbor St (Large White Church) Arbor St. turns into Highland St. go 3 miles and take driveway on right. Rink is on left.

Haverhill:

Veterans Memorial Rink

229 Brook Street
Haverhill Ma. 01832

From Route 495: Take Exit 50 (Broadway Street). Go to lights, take a left, go to stop sign and go straight through, you will see Haverill High School on your right. The rink is behind the High School, go through the school parking lot to get to it.

Hingham:

Pilgrim Arena

75 Recreation Park Drive
Hingham Ma. 02043

From Route 3: Take Exit 15 East (Derby Street) approximately 3/4 make right onto Recreation Park Drive.

Holyoke:

Fitzpatrick Rink

575 Maple Street
Holyoke Ma. 01040

From Route I 91: Take Exit 16 (Rte. 202 North). Just past Rte 5 intersection take a right onto Franklin Street. Rink is at intersection of Franklin & Maple Streets.

From Route I 90: Take Exit 6 (Rte 291 West) to Rte 91North to Rte. 391 North, follow to the end and turn left at second (2nd) traffic light. Rink is on the hill.

Hyannis:

Kennedy Memorial Rink

Bearses Way

Hyannis Ma. 02601

From Route 6: Take Exit 6 (Rte 132) follow to intersection of Bearses Way (short street) thru one set of lights. Rink on right 1/4 mile down.

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L

Lawrence:

Valley Forum

654 South Union Street

Lawrence Ma. 01842

From Route I 495: To Exit 41B (Rte 28 North) Travel Rt 28 1/8 mile then bear right at the fork As you travel over the bridge the you will site the Valley Forum on your right. Take first right to the rink Large white hanger design building

Lexington:

Hayden Ice Facility

24 Lincoln Street

Lexington Ma. 02173

From Route 128: Take Exit 30 (Rte 2A East) Bear left at Shell Station. Lincoln Street. Rink is at the intersection of Lincoln & Worthen Streets.

Lowell:

J.J. Janas Skating Rink

Douglas Road

Lowell Ma. 01852

From Riute I 495: Take Exit 38 (Rte 38 North). Take Rte 38 towards Lowell to Sunoco Station on left. Make right onto Douglas Rd. Rink is on right behind Cawley Stadium.

Lynn:

William Connery Rink

Sheppard Street

Lynn Ma. 01904

From Route 1A: Take a left at Sheppard Street. Rink is on right at Lynn Technical Vocatinal School.

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M

Marion:

Tabor Academy Rink

Front Street

Marion Ma. 02738

From Route I 495: Take Exit for Rte 195 West. Follow to Exit 20 (Rte 105 South). Bear left at the fork in the road (Front Street). Crossover Route 6. Rink is on the left.

Marlboro:

Navin Rink

451 Bolton Street

Marlboro Ma. 01752

From Route I 495: Take Exit 25A (290 Extension) to Rte 85 (Bolton Street). Turn right at 99 Restaurant. Go 1 mile - rink is on left.

[New England Sports Center](#)
[121 Donald Lynch Blvd](#)
[Marlboro Ma. 01752](#)

From Route I 495: - Take Rte. 290 West. Get off Solomon Pond Mall (Exit 25) Take a right at the end of the ramp. At set of lights take right onto Donald Lynch Blvd. Follow past mall approximately 1/2 mile. Sports Center is on left.

Marthas Vineyard:

[Martha's Vineyard Arena](#)
[Vineyard Haven](#)
[Edgartown Road](#)
[Oak Bluffs Ma. 02557](#)

Take Woodshole Ferry to Vineyard Haven. Turn right at Post Office - approximately a 1/4 mile, turn left onto Edgartown Rd. Arena is 3 mile down on left.

Medford:

[LoConte Rink](#)
[Mystic Valley Parkway](#)
[Medford Ma. 02155](#)

From Route 93 North: Take Exit 31 (Rte 16 East). Rink will be next to Meadow Glen Mall.

Medford:

[Flynn Memorial Rink](#)
[Woodland Road](#)
[Medford Ma. 02155](#)

From Route I-93 South: Take Exit 35 Turn left to lights, turn right (North Border Road). Cross Route 28 following signs for Stone Memorial Zoo. North Border Road will turn into South Street then Pond Street. Bearing right Pond will turn into Woodland Road. Rink is on the right approximately 2 miles.

From Route I-93 North Take Exit 33 (Route 28 North Fellsway W). Follow Fellsway West to Elm Street, Take a right onto Elm Street. Follow Elm Street to Woodland Road. Left onto Woodland Road

Methuen:

[Methuen High School Rink](#)
[1 Ranger Road](#)
[Methuen Ma. 01844](#)

From Route 93: Take exit 47/48 ramp and take exit 48 (rte 213 east). Follow to Pleasant Street exit. At the end of ramp, take a left, then a quick right at the next set of lights onto Jackson street. Follow to the sign that says "Home of the Methuen Rangers". Take right onto Ranger Road. The rink is in the Methuen High School Building, a building on your right near a parking lot on Ranger road as the road bends to the left and goes uphill.

Milton:

[Roberts Rink](#)
[Milton Academy](#)
[170 Center Street](#)
[Milton Ma. 02186](#)

From Route 128/I 93: Take Exit 5 (Rte. 28 North). At the third set of lights take a left into Milton Academy.

[Ulin Rink \(MDC\)](#)
[Unquity Road](#)
[Milton Ma. 02186](#)

From Route 128/I 93: Take Exit 2 (Rte. 138 North) Go past Blue Hills Ski area to Trailside Museum. Take first right onto Canton Street, 1.5 miles to Citgo Station, rink is on right.

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N

Natick:

[West Suburban Arena](#)
[Windsor Avenue](#)
[Natick Ma. 01760](#)

From the Massachusetts Turnpike: Take Exit 13 (Speen Street Rte 30 Natick/Framingham exit) Go thru toll, bearing left, and follow Rte 30 towards Natick. At first light, make Right onto Speen St. (remain straight thru several lights). After you crossover Rte 135, at next light, make Left onto Pond St. (after small shopping area). Take 3rd Right onto Lakeview Ave, then 3rd Left onto Windsor Ave. Follow to end of Windsor, rink is on right.

Needham:

[Saint Sebastians Rink](#)
[1191 Greendale Avenue](#)
[Needham Ma. 02192](#)

From Routes 128 / I 95: Take Exit 18 (Great Plain Avenue) toward Needham Center. At the first set of lights, take a left. Rinks is up on the right.

New Bedford:

[Hetland Memorial Arena](#)
[310 Hathaway Blvd.](#)
[New Bedford Ma. 02740](#)

From Route 24 South: Take Exit Rte 140 South to New Bedford. At end (Rte 6) take left. At lights take left onto Rockdale Ave. At fork bear right onto Hathawy Blvd. At 2nd Stop sign, rink will be on right after school.

Newburyport:

[Henry Graf Skating Rink](#)
[28 Low Street](#)
[Newburyport Ma. 01950](#)

From Route I 95: Take Exit 57 (Rte. 113 East) to Rte. 1 South to Low St. Take a right and rink is on right.

Newton:

[Fessenden Rink](#)
[Fessenden School](#)
[450 Crafts Street](#)
[Newton Ma. 02165](#)

From Route 128 / I 95: Take Exit 21 (Rte 16 East / Washington Street). Follow for approximately 4 miles to Walnut Street and take a left, at the end of Walnut Street take a left onto Crafts Street. Approximately 1/8 mile take a left into rink driveway.

Norfolk:

[Norfolk Arena](#)
[1 Dean Street](#)
[Norfolk Ma. 02056](#)

From Route I 495: Take Exit 19 (Rte 109 East). Go 6.5 miles into Millis. Turn right onto Pleasant St. & follow to end. Take right onto Village St. & first left onto the resumption of Pleasant St. Follow to Dean St. Rink is ahead on right.

From Route 128 / I95: Take Exit 16 (Rte. 109 South Westwood). Go 10.5 miles into Millis. Follow

directions above.

North Andover:

Brooks School Rink

Great Pond Road

North Andover Ma. 01845

From Route I 495: Take Exit 42 (Rte. 114 East) to Rte. 125 North. Follow for 11/2 miles. Where Rte. 125 and 133 intersect follow for a 1/4 mile. At Treadway Ice Cream Rte. 133 splits right. (Geart Pond Road) follow to Y fork in the road bearing right. Rink is on the right.

Volpe Skating Complex

Merrimack College

Route 114

North Andover Ma. 01845

From Route 495: Take Exit 42 (Rte 114 East). Rink is on right about one and one half (11/2) miles.

Northfield:

McCollum Rink

Northfield Mount Herman Academy

Northfield Ma. 01360

From Route 2: Take Rte. 63 North to Rte. 10 South. Take a left. Campus is one (1) mile on the left.

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Orleans:

Charles Moore Arena

O'Connor Way

Orleans Ma. 02653

From Route 6: Take Exit 12. At the bottom of the ramp turn right (Rte. 6A). At first set of lights turn right (Eldridge Parkway) and then immediate right onto Lots Hollow Road. One quarter mile (1/4) right onto O'Connor Way and rink is on the left.

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Peabody:

McVan / O'Keefe Memorial Rink

511 Lowell Street

Peabody Ma. 01960

From Route 1: Take Lowell Street Exit East, toward Peabody Center. At the first set of lights take a left, up the hill. Take the second left to rink.

Pembroke:

Hobomock Ice Arena

Hobomock Street

Pembroke Ma. 02359

From Route 3: Take Exit 12 (Rte. 139 West) to left on Rte 53. then right onto Rte 14, go straight onto Rte 36, at Pembroke Center. Follow 1/2 mile and take a left onto Hobomock Street.

Rink is approximately one (1) mile on the left.

Pittsfield:

Boys & Girls Club of Pittsfield

16 Melville Street
Pittsfield Ma. 01201

From the Massachusetts Turnpike: Take Exit 2 (Route 20 West) to Rte 7 North. Follow Rte. 7 to the rotary. Go 1/4 around to East Street, go to first set of lights, then left onto First Street. The third set of lights is Melville Street. Melville is a one way so go to the next intersection take a left and then left and left again onto Melville Street. Rink will be on your right.

Plymouth:

Armstrong Arena
Long Pond Road
Plymouth Ma. 02360

From Route 3: Take Exit 5 (Long Pond Road West. Rink is 1/2 mile down on right.

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Q

Quincy:

Quincy Youth Arena
60 Murphy Memorial Drive
Quincy Ma. 02169

From Route 93: Take Exit 8 (Furnace Brook Parkway East). Follow all the way to end. At end, take right onto Quincy Shore Drive, go thru two sets of lights, take left onto Sea Street, then take 1st right (small street) across from Dairy Mart.

Shea Memorial. Rink (MDC)
Willard Street
Quincy Ma. 02169

From Route 93: Take Exit 8 (Willard Street). Bear right off exit. Follow approximately 1/2 mile, rink is on right.

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R

Randolph:

Randolph Ice Arena
240 North Street
Randolph Ma. 02368

From Route 24: Take Exit 20 (Rte. 139 East) to Randolph Center. Take a right onto Main Street then left onto North Street (Burger King). Rink is approximately 2 miles on left.

From Route 128: Take Exit 5 (Rte 28 South) to Randolph Center (Mian Street). Follow directions above.

Raynham:

Raynham International Arena
Route 138
Raynham, Ma.

From Route 93: Take (Rte. 24 South) to the Rte. 106 Bridgewater / Mansfield Exit. Bear right of ramp to Rte. 106. At second set of lights take a left onto Rte. 138 South. Rink is approximately 1 mile past the Raynham Dog Racing Track on the right.

Reading:

Burbank Ice Arena
51 Symonds Road
Reading Ma. 01867

From Route 128 / I 95: Take Exit 40 (Rte. 129). Off Exit ramp take Haverhill Street off the rotary. Go one (1) mile to first set of lights and take a right onto Symonds Road.
Rink is straight ahead.

Revere:

Paul Cronin Skating Rink
850 Revere Beach Parkway
Revere Ma. 02512

From Route 16: Take Ext marked Chelsea / Broadway (Rte 107 South). Rink is on your right just after turning onto Rte. 107.

Rockland:

Rockland Arena
599 Summer Street
Rockland Ma. 02370

From Route 3: Take Exit 14 and bear right onto Hingham Street. Follow to fork in the road bearing right onto Webster Street. Follow to the end then left onto Union Street. Follow to the end, then left onto Market Street and then right onto Concord Street. Rink is at the end of Concord Street. You will see rink.

Mark Bavis Ice Arena
180 VFW Drive
Rockland Ma. 02370

From Route 3: South towards Cape Cod Take Exit 14 (Rte 228 Rockland/Nantasket) Bear right off exit ramp towards Rockland onto Hingham St. Go approximately 0.7 mi, turn right at VFW cut-off Turn left at VFW Drive Mass Sports Club/Mark Bavis Arena is on the right approximately 1 mile down on VFW Drive.

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S

Salem:

O'Keefe Athletic Center
Salem State College
Rocket Arena
225 Canal Street
Salem Ma. 01970

From Route 128 / I 95: Take Exit 25 (Rte. 114 East) . In Salem Square, take right onto Canal Street. Rink about one (1) mile on left at the corners of Canal and Forest Streets.

Saugus:

Hockeytown USA
953 Broadway Street
Route 1
Saugus Ma. 01906

From Route 128 / I 95: Take Exit Route 1 South several miles Hockeytown is on the right just past the Hilltop Steak House.

From Route 1 North: Follow rte. 1 North toward Saugus. Watch for Hockeytown on left. Get off and reverse direction.

Kasabuski Arena
201 Forest Street
Saugus Ma. 01906

From Route 128 / I 95: Take Exit for Rte. 1 South. Follow to Lynn Fells Parkway go west on Parkway. Then take the first (1st) right after Caldor's Parking Lot (Forest Street).

Sheffield:

[Rovenski Rink](#)
[Berkshire School](#)
[Under Mountain Road](#)
[Sheffield Ma. 01257](#)

From Massachusetts Turnpike: Take Exit 2 (Route 7 South, Lee Exit) Follow to junction of Rtes. 23 West & 41 South. Follow these Rtes. for approximately 4 miles rte. 41 breaks off to the left continuing south. School is approximately three (3) miles on the right.

Somerville:

[Veteran's Memorial Rink](#)
[581 Somerville Avenue](#)
[Somerville Ma. 02143](#)

From Route 2: Take Rte. 16 East for 1/8 mile turning right onto Massachusetts Avenue. Follow for several miles to porter Square. Turn left onto Somerville Avenue. Rink is one (1) mile on right.

From Route 93: Take McGrath Highway Exit to Washington St. Take right at set of lights (Dunkin Donuts) and follow to flashing yellow light, take left and then first right onto Somerville Ave. Rink is on left after Demoulas Mkt., just outside of Union Sq.

Southboro:

[Peabody Gardner Rink](#)
[Saint Marks Academy](#)
[School Street](#)
[Southboro Ma. 01772](#)

From Route I 495: Take Exit 23 (Rte. 9 East) to Rte 85 North. Follow to Saint Marks on your right. Rink is right there.

Stoneham:

[Stoneham Arena](#)
[101 Montvale Avenue](#)
[Stoneham Ma. 02180](#)

From Route 93: Take Exit for Montvale Avenue (East) the rink is on the left at intersection of Unicorn Park & Montvale Avenue.

Springfield:

[Cyr Arena](#)
[Forest Park](#)
[Springfield Ma. 01108](#)

From Route 91 South: Take Exit 4 (Rte: 83 East Longmeadow) At the bottom of the ramp (lights) take a left. Go through one (1) set of lights and bear right up the hill. At the top of the hill take a left onto Summer Avenue. At 5th set of lights (Dickenson Street) take a right. Take your second right (Trafton Road) Park entrance for Cyr Arena will be on your right approximately 1/2 mile.

From Route 91 North: Take Exit for Rte 83. Turn right onto Summer Ave and follow directions above.

[Olympia Center](#)
[125 Capital Drive](#)
[West Springfield Ma. 01089](#)

From Massachusetts Turnpike: Take Exit 6, turn left onto Rte. 291 North, follow to Rte.I 91 North, then follow to Exit 13A (Rte. 5 North). At first set of lights turn right, then first right and an immediate left. Rink is at the end of road on the left.

<BR< B>

[Blunt Rink](#)
[Roosevelt Avenue](#)
[East Springfield Ma.](#)

From Route Mass Pike: Take Exit 6 Turn left at the end of the ramp onto (Rte. I 291 West) Take the second exit. At the end of the ramp turn right. Go to the first set of lights. Turn left onto Roosevelt Avenue. Rink is on the right behind Central High School. If you get to AIC (American International College) you have gone to far.

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T

Taunton:

[Alexio Arena](#)

[Gordon Owen Riverway](#)

[Tauton Ma. 02780](#)

From Route 24: Take Exit 13 (Rte. 44 West) toward Tauton. Follow Rte. 44 to the third (3rd) set of traffic lights (approximately 3 miles). Turn left on to Gordon Owen Riverway. Rink is 1/4 mile on left.

Tyngsboro:

[Skate Three \(3\)](#)

[350 Middlesex Road](#)

[Tyngsboro Ma. 01879](#)

From Route 3: Take Exit 34 (Westford Road or Exit 35 Kendall Road East). Follow to Rte. 3A turning left on Middlesex Road (North). Rink is on the right.

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W

Walpole:

[Iorio Arena](#)

[Boston Providence Turnpike Route 1](#)

[Walpole Ma. 02081](#)

From Route 95: Take Exit 9 (Rte 1 South). Rink is located 1.5 miles down on left hand side of road. You must reverse direction after passing the rink. (Note: Rink is back from road 500 yds.

Waltham:

[MDC Skating Rink](#)

[Totten Pond Rd.](#)

[Waltham Ma.](#)

From the North: Take I-95 (Rt. 128) South to Totten Pond Rd./ Wyman St. Exit (Exit 27A). Merge onto Winter St. Winter Street becomes Totten Pond Road. In approximately a 1/2 mile, on the left, is the Waltham MDC Rink.

From the South: Take I-95 (Rt. 128) North to Totten Pond Rd. Exit (Exit 27A) toward Waltham. Take the Totten Pond Road ramp toward Waltham Center. Turn slight right onto Totten Pond Road. In approximately a 1/2 mile, on the left, is the Waltham MDC Rink.

Watertown:

[John Ryan Skating Arena](#)

[Paramount Place](#)

[Watertown Ma. 02172](#)

From Route 128 / I 95: Take 26 (Rte 20 East). Follow through town and make right onto Elm St. Go across railroad tracks, and bear left onto River St. Follow 1 mile and make right at blinking yellow light. Rink will be on your right.

Wellesley:

Babson Skating Center
Babson College
150 Great Plain Avenue
Wellesley Ma. 02181

From Route 128 / I 95: Take Exit 18 (Rte 135 Great Plain Ave). Go through Needham Center. Just past Winslow's Nursery is Wellesley line watch for driveway on right (entrance). Rink is straight ahead.

Westboro:

North Star Youth Forum
15 Bridle Lane
Westboro Ma. 01581

From Route I 495: Take Exit for Rte 9 West. Go 2 miles to set of lights (Burger King). Go thru lights at Burger King and follow to Woodman Ave,(on right) Take right onto Woodman Ave. Turn left onto Oak Street and first right onto Bridle Lane. You will see rink.

Westfield:

Amelia Park Ice Arena
21 South Broad Street
Westfield, Ma.

From the Mass Pike: Take Exit 3: As you exit the tollbooth bear right onto Rte. 202 South. Follow Rte. 202 through the center of town (Main Street). After going through a total of eight traffic lights at the next light Rte. 202 will bear off to the right, you shall go straight at this point to the next set of lights. The Big Y Supermarket will be on your left and the Post Office on your right. Amelia Park Ice Arena is behind the Post Office.

Weymouth:

O'Connell Rink (MDC)
Metro-Parks
220-R Broad Street

Weymouth Ma. 02188 From Route 3: Take Exit 16 (Rte. 18 North). Follow to second (2nd) set of lights and take a left onto Rte. 53 North (Washington Street). At the next set of lights turn right onto Broad Street. Rink is on the left.

Williamstown:

Lansing Champman Rink
Williams College Campus
Williamstown Ma. 01267

From Route 2: Left at Spring St. (Williamstown) at the end take left onto Latham St. You will see rink.

Wilmington:

Eleanor M.Ristuccia Arena
190 Main Street
Wilmington Ma. 01887

From Route I 95: Take Exit for Rte. 38 North or Take 495 to Exit38, Rte 38 South. Follow to intersection with Rte 129 . Rink is on Rte 38 at this intersection.

Winchendon:

Clark Memorial
Summer Drive
Winchendon Ma. 01475

From Route 2: Take Exit 24 (Rte 140 North). Follow Rte. 140 North to Rte. 12 North into the center. Take a right at Cumberland Farms store. Clark Memorial is the large brick building at the corner of Central Street & Summer Drive. Rink is in the rear on Summer Drive.

Winthrop:

Larsen Arena

Pauline Street

Winthrop Ma. 02152

From Route 1: Take Revere Beach Pkwy and take right at Revere Beach. Follow shore into Winthrop and make right at first main intersection. At 2nd set of lights, bear left. go 1/2 mile down road into Winthrop Ctr. Rink is on right.

Woburn:

O'Brien Arena

Locust Street

Woburn Ma. 01801

From Route 128 / I 95: Take Exit 33 (Rte. 3 South). Go 1 mile and take left onto Locust Street, rink is on left.

Worcester:

Worcester State Rink

284 Lake Avenue

Worcester Ma. 01604

From Route I 290 East: Take Exit 21 (Plantation Street South). Follow to Rte. 9. Turn left for Rte. 9 East. Approximately 1/2 mile turn right onto Lake Avenue. Rink is on the right 13/4 miles.

From I 290 West: Take Burncoat Street Exit and reverse direction (I 290 East) Take Exit 21 and follow directions above.

Hart Recreation Center

Holy Cross College

1 College Street

Worcester Ma. 01604

From Route I 290: Take Exit 11 (College Square), end of ramp bear left going under Rte. I 290 still bearing left until you have reversed direction and are on Southbridge Street Eastbound. Take a right at first set of lights. (College Street) Enter Campus at gate 7 and bear right to rink at the top of the hill.

[Top of](#)

VIII. General Practice Guide and Drills

Skill Progressions for Player And Coach Development



A Publication Of The USA Hockey Coaching Education Program

The USA Hockey Coaching
Education Program
Is Presented By



USA Hockey, Inc.

**Skill Progressions
For
Player And Coach Development**



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| | |
|----------------|----------------|
| Val Belmonte | Doug Palazzari |
| Dick Emahiser | Dave Peterson |
| Mike MacMillan | Lou Vairo |
| Bob O'Connor | Matt Walsh |

We also appreciate the comments, suggestions and guidance from members of USA Hockey's Youth Council chaired by John Dotte.

Mark Tabrum
Director, Coaching Education Program

AREAS OF SKILL PROGRESSIONS

- ▶ Knowledge
- ▶ Goal Setting
- ▶ Individual Hockey Skills
- ▶ Team Play
- ▶ Nutrition
- ▶ Fitness and Training
- ▶ Injury Prevention
- ▶ Sports Psychology
- ▶ Character Development and Life Skills

PLAYER AND COACH SKILL PROGRESSIONS

The following statement emphasizing the importance of skill progressions has been developed by USA Hockey's Coaching Program and Curriculum Advisory Group:

We believe that all players and coaches who aspire to have a successful experience in hockey should have personal goals to acquire each of these skills.

Our purpose in collecting and listing these specific skill progressions is to help players and coaches understand the scope of skills and abilities that are required in hockey. The list for players has been divided by age classifications: 8-and-Under (Mite), 10-and-Under (Squirt), 12-and-Under (Pee Wee), 14-and-Under (Bantam), 16-and-Under (Midget) and 18-and-Under (Midget). The section for coaches has been divided into levels of coaching education components.

You should use these skill progressions as a guide rather than an absolute standard for development.

Sportsmanship, enjoyment, recreation and competition are the major focus of the skill progressions for youth hockey. USA Hockey-recommended skill progressions encourage an environment in which youth players can learn the basic skills, master these skills and have fun while developing a life-long interest in hockey.

8-AND-UNDER (MITE) SKILL PROGRESSIONS

At the 8-and-Under (Mite) level, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules
 - off-sides
 - icing
2. Common Infractions
 - unsportsmanlike conduct
 - body checking
 - cross checking
 - checking from behind
 - holding
 - high sticking
 - tripping
3. Penalties
 - minor
 - major

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with coaches and parents, and revised on a regular basis to promote development.
Example: To develop passing and receiving. Be able to execute five good passes and receive five passes (forehand and backhand).
2. Divide performance goals into two categories:
 - practice
 - game

Individual Hockey Skills

Players must learn and master:

1. Skating
 - edge control
 - ready position
 - forward start
 - forward stride
 - control stop (two-foot snowplow, one-foot snowplow)
 - backward skating
 - backward stop
 - control turn
 - forward crossover
2. Puck Control
 - lateral dribble
 - forward-to-backward dribble
 - diagonal dribble
 - attacking the triangle
 - forehand shift
 - accelerating with the puck
3. Passing and Receiving
 - forehand
 - backhand
 - receiving (stick)
 - eye contact
4. Shooting
 - wrist
 - backhand
5. Checking
 - poke check
 - hook check
 - lift the stick check
6. Goalkeeping
 - basic stance
 - parallel shuffle
 - lateral t-glide
 - forward and backward moves

-
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- stick save
 - body save
 - glove save

Team Play

Players must understand and learn:

1. Offense
 - positional offense
 - offense in the offensive zone
 - offense in the defensive zone
2. Defense
 - territorial defense
 - one-man forechecking
 - basic defensive zone coverage

Nutrition

Players should:

1. Understand the importance of proper hydration before, during and after all practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.

Fitness and Training

Players should learn:

1. warm-up exercises
2. cool down exercises
3. stretching exercises
4. flexibility exercises
5. agility exercises
6. eye-hand coordination exercises
7. fun games
8. relays

Injury Prevention

Players should be introduced to:

1. Heads Up Hockey program
2. the importance of warming up, cooling down and daily stretching

Sports Psychology

Players should be taught to:

1. Understand the difference in being relaxed and tense.
2. Understand that making mistakes is common and a part of sports.

Character Development and Life Skills

Players must learn :

1. they are part of a team
2. to have respect for their teammates, coaches. opponents, officials and parents
3. team rules
4. self control and discipline
5. to always try their best
6. respect for authority
7. the importance of a strong work ethic
8. commitment to a team

10-AND-UNDER (SQUIRT) SKILL PROGRESSIONS

At the 10-and-Under (Squirt) level for boys and girls, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules
 - face-offs
 - off-sides
 - icing
 - checking from behind
2. Common Infractions
 - unsportsmanlike conduct
 - body checking
 - checking from behind
 - cross checking
 - charging
 - elbowing
 - falling on the puck
 - high sticking
 - holding
 - hooking
 - interference
 - tripping
3. Penalties
 - minor
 - major
 - match

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coaches and parents, and revised on a regular basis to promote development.

Example: To develop game and rink awareness during practices and games. Be on-side for all rushing drills during practice as well as all offensive rushes during a game.

2. Divide performance goals into two categories:
 - practice
 - game
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust game and practice goals based on those evaluations.

Individual Hockey Skills

Players must learn and master:

1. Skating
 - edge control
 - ready position
 - forward start
 - forward start right/left
 - forward stride
 - control stop
 - one-foot stop
 - backward skating
 - backward stop
 - control turn
 - forward crossover
 - backward crossover
 - mohawk
 - lateral skating
2. Puck Control
 - lateral side-to-side dribble
 - forward-to-backward dribble
 - diagonal dribble
 - attacking the triangle
 - forehand shift
 - backhand shift

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- change of pace
 - puck protection
 - give and take
 - accelerating with puck
3. Passing and Receiving
- forehand
 - backhand
 - flip - saucer pass (forehand and backhand)
 - receiving (stick)
 - receiving (skate)
 - indirect (board) pass
4. Shooting
- wrist
 - backhand
 - flip
 - screen and deflection
 - rebounding
5. Checking
- poke check
 - hook check
 - lift the stick check
 - covering
 - gap control concept
 - body positioning - angling
6. Goalkeeping
- basic stance
 - parallel shuffle
 - lateral t-glide
 - forward and backward moves
 - stick save
 - body save
 - glove save
 - leg save
 - stacking pads
 - “V” drop
 - rebounds

Team Play

Players must understand and learn:

1. Offense
 - positional offense
 - offense in the defensive zone
 - offense in the offensive zone
 - face-offs
 - one-on-one confrontations
 - triangle offense
 - box offense
 - entering the zone
2. Defense
 - territorial defense
 - one-man forechecking
 - two-man forechecking
 - backchecking principles
 - basic defensive zone coverage

Nutrition

Players should:

1. Understand the importance of proper hydration before, during and after all practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practices or the game, eat a snack.
4. For tournaments, if you play more than one game on the same day or several games in successive days, emphasize foods that are high in carbohydrate (fruit, hot or cold cereal, pancakes, cold meats, soup, rice, pasta) while avoiding those foods with a high sugar content.

Fitness and Training

Players should learn:

1. warm-up exercises
2. cool down exercises
3. stretching exercises
4. flexibility exercises
5. agility exercises
6. balance activities and exercises
7. eye-hand coordination activities
8. fun games
9. relays
10. jump rope activities

Injury Prevention

Players should be introduced to:

1. Heads Up Hockey program
2. proper care of equipment
3. proper fitting of equipment
4. rink safety
5. safety precautions for practice
6. the importance of warm-up, stretching and cool-down

Sports Psychology

Players should be taught to:

1. Understand the difference in being relaxed and tense.
2. Understand that making mistakes is common and part of sports.
3. Understand the benefits and the use of positive reinforcement. Realize that positive comments help reduce stress, enhance self image, enhance the team's image, and can increase the enjoyment of games and practices.

Character Development and Life Skills

Players must learn to:

1. demonstrate high levels of sportsmanship
2. to have respect for their teammates, coaches, opponents, officials and parents
3. demonstrate an ability to balance school and outside activities
4. be on time for games and practices
5. understand only they can “Just Say No” to drugs and other harmful substances

12-AND-UNDER (PEE WEE) SKILL PROGRESSIONS

At the 12-and-Under (Pee Wee) level for boys and girls, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules
 - face-offs
 - off-sides
 - icing
 - body checking
 - checking from behind
2. Common Infractions
 - boarding
 - charging
 - cross checking
 - elbowing
 - holding
 - kneeling
 - falling on the puck
 - high sticking
 - hooking
 - interference
 - slashing
 - tripping
3. Penalties
 - minor
 - major
 - misconduct
 - match
 - penalty shot
 - checking from behind

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coaches and parents and revised on a regular basis to promote development.

Example: To develop skate saves in a goalkeeper. With a designated shooter, be able to save seven out of 10 shots successfully using the skate save technique.

2. Divide performance goals into broad categories. Daily tasks should then be planned based on the goals set:
 - long term one season
 - intermediate 6 - 10 games or practices
 - short term 1 - 5 games or practices
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust goals based on those evaluations.
4. Set goals that encompass a variety of areas in your development including skills, tactics, fitness and team play.
5. Demonstrate external motivation.

Example:

- show intensity during practices and games
- be attentive and dedicated to training

Individual Hockey Skills

Players should continue to master all of the skills for the previously mentioned levels, including the following:

1. Skating
 - edge control
 - ready position
 - forward start right/left
 - forward stride
 - one-foot stop
 - backward skating
 - forward crossover
 - backward crossover
 - mohawk
 - lateral skating

-
-
- backward crossunder start
 - backward two-skate stop
 - backward power stop (one skate)
2. Puck Control
- forehand shift
 - backhand shift
 - change of pace
 - slip through
 - slip across
 - puck off the boards
 - puck protection
 - give and take
 - backward puck control
3. Passing and Receiving
- forehand
 - backhand
 - snap
 - receiving with the stick
 - receiving with the skate
 - receiving with the hand
 - surround the puck
 - one-touch pass
 - indirect (board) pass
 - flip - saucer pass (forehand and backhand)
 - wrap around
 - breakout
 - alley-oop
4. Shooting
- wrist
 - backhand
 - snap
 - flip
 - slap
 - fake shot
 - rebounding
 - tipping

5. Checking

- poke check
- hook check
- stick press
- lift the stick check
- covering
- receiving a check
- shoulder check
- angling - steering - deflecting
- gap control

6. Goalkeeping

- parallel shuffle
- lateral t-glide
- forward and backward moves
- glove save
- leg save
- skate save
- stacking save
- “V” drop
- playing the angles
- rebounds
- situations

Team Play

Players should understand and learn:

1. Offense

- offense in the defensive zone
- offense in the neutral zone
- offense in the offensive zone
- power play systems
- face-offs
- one-on-one confrontations
- two-on-one confrontations
- entering the zone

2. Defense

- territorial defense
- one-man forechecking
- two-man forechecking

- backchecking
- center-on-point defensive coverage
- wings-on-point defensive coverage
- man-short situations
- one-on-one confrontations
- shot blocking

Nutrition

| FOUR BASIC FOOD GROUPS | | |
|---|-------------------------|---|
| EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY | | |
| Food Group | Servings Per Day | Food Sources |
| Meats & Alternative | 2-4 | Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts |
| Milk Products | 2-6 | Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes |
| Grain Products | 8-15 | Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins |
| Fruits & Vegetables | 8-15 | Fruits and vegetables - fresh, dried, frozen, canned and in juices |

Players should:

1. Understand the importance of hydration before, during and after practices and games.
2. For evening practices and games, eat a normal breakfast and lunch; Before the game or practice, eat a light snack; After the game or practice, eat a meal.
3. For early morning games and practices, eat lightly at breakfast. After practice or the game, eat a snack.

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4. For tournaments, if you play more than one game on the same day or several games in successive days, emphasize foods that are high in carbohydrates (fruit, hot or cold cereal, pancakes, cold meats, soup, rice, pasta) while avoiding those foods with a high sugar content.
 5. Be able to identify the appropriate amount and type of food from the four basic food groups.

Fitness and Training

Players should learn:

1. light calisthenics
2. balance exercises
3. flexibility exercises
4. agility exercises
5. coordination exercises
6. quickness activities
7. team games
8. sprint workouts
9. relays and obstacle course activities
10. upper body strength; body resistant activities only
11. dryland skill development
 - slideboard
 - puck handling with whiffle ball
 - shooting range
 - passing

Injury Prevention

Players should know:

1. Heads Up Hockey program
2. the proper care of equipment
3. the proper fitting of equipment
4. rink safety
5. safety precautions for practices
6. the importance of warm-up, stretching and cool-down

7. the concept of RICE for treating injuries:

- R rest
- I ice
- C compression
- E elevation

Sports Psychology

Players should:

1. Understand the benefits of and the use of positive comments. Realize that positive comments help reduce stress, enhance self image, enhance the team's image, and can increase the enjoyment of games and practices.
2. Understand the benefits and use of positive self talk.
3. Understand basic visualization skills (i.e., picture scoring a goal or making a big save).

Character Development and Life Skills

Players must learn to:

1. have respect for their teammates, coaches, opponents, officials and parents
2. demonstrate an ability to balance school and outside activities
3. be on time for games and practices
4. understand only they can "Just Say No" to drugs and other harmful substances.
5. understand and take responsibility for their performance at games, practices and school.
6. not be influenced by the negative behavior or actions of teammates

14-AND-UNDER (BANTAM) SKILL PROGRESSIONS

At the 14-and-Under (Bantam) level for boys and girls, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules

- body checking
- checking from behind
- face-offs
- icing
- offsides
- player conduct

2. Common Infractions

- kneeling
- high sticking
- charging
- boarding
- slashing
- hooking
- holding the stick
- interference
- cross checking
- falling on the puck
- unsportsmanlike conduct

3. Penalties

- minor
- major
- match
- misconduct
- penalty shot

Goal Setting

Players should:

1. Set written goals that encompass a variety of areas in their development including skills, tactics, fitness and team play.
2. Demonstrate external motivation.

Examples:

- show intensity during practices and games
 - be attentive and dedicated to training
3. Have written goals and a plan of action demonstrating a detailed approach to training. Practice good habits in nutrition, overall health and practice performance.
 4. Participate in a fitness program which includes training for both aerobic and anaerobic energy systems as well as strength training.
 5. Consider keeping a daily training log book which includes:
 - practice goals
 - note your pre- and post-practice attitude
 - note your pre- and post-game attitude
 - record your positive self talk for the day
 - nutrition record

Individual Hockey Skills

Players should continue to master all the previous skills listed as well as the following:

1. Skating
 - quickness
 - speed
 - agility
 - power
2. Puck Control
 - change of pace
 - slip through
 - slip across/slip around
 - fake shot
 - spin around
 - stop and go
 - puck protection

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3. Passing and Receiving
 - surround the puck
 - receiving (skate)
 - receiving (hand)
 - one-touch pass
 - indirect (board) pass
 - flip - saucer pass (forehand and backhand)
 - alley-oop
 - breakout
 - wrap around
 4. Shooting
 - wrist
 - backhand
 - snap
 - flip
 - slap
 - one-timer
 - tipping
 - rebounding
 - approach to net
 - close in shots (yo-yo pull, roof)
 5. Checking
 - covering
 - gap control
 - angling
 - shoulder check
 - taking a check
 - hip check
 - body check
 - block check
 - roll check
 - backchecking
 - angling - steering - deflecting
 6. Goalkeeping
 - skate save
 - stacking the pads
 - “V” drop
 - playing angles

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-
- rebounds
 - situations
 - moving behind the net
 - stopping the puck along the boards
 - poke checking

Team Play

Players should understand and learn:

1. Offense

- offense in defensive zone
- offense in neutral zone
- offense in offensive zone
- power play systems
- face-offs
- principles: pressure, transition, support, control
- triangulation
- cycling

2. Defense

- one-man forecheck
- two-man forecheck
- backchecking (neutral zone)
- center-on-point defensive coverage
- wings-on-point defensive coverage
- man-short situations
- principles: pressure, transition, support, control
- defense in defensive zone
- defense in neutral zone
- boxing out

Nutrition

Players should:

1. Be able to identify the appropriate amount and type of food from the four basic food groups.

FOUR BASIC FOOD GROUPS

EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

| Food Group | Servings Per Day | Food Sources |
|---------------------|------------------|---|
| Meats & Alternative | 2-4 | Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts |
| Milk Products | 2-6 | Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes |
| Grain Products | 8-15 | Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins |
| Fruits & Vegetables | 8-15 | Fruits and vegetables - fresh, dried, frozen, canned and in juices |

2. Be able to make wise decisions about what to eat before, during and after games and practices.
3. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
4. Players must know to drink fluids before, during and after games and practices. Additionally, they need to know which fluids work best:

Before games/practices: water

During games/practices: water, sports drink, diluted juice

After games/practices: water, sports drink, juice

Fitness and Training

Players should learn:

1. overloading principles
2. flexibility exercises
3. speed workouts
4. strength workouts

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-
5. aerobic workouts
 6. anaerobic workouts
 7. off-ice skill development
 - slide board
 - puckhandling with whiffle ball
 - shooting range
 8. set realistic goals to improve weaknesses
 9. understand the importance of improving athleticism

Injury Prevention

Players should know:

1. Heads Up Hockey program
2. safety precautions for practice
3. the importance of warm-up, stretching and cool- down
4. the concept of RICE for treating injuries:
 - R rest
 - I ice
 - C compression
 - E elevation

Sports Psychology

Players should:

1. Understand basic visualization skills (i.e., picture scoring a goal or making a big save).
2. Develop a pre-game routine.
3. Learn relaxation exercises.
4. Develop an air of confidence, good body posture and appear in emotional control at all times.
5. Focus on things you can control and give 100% effort at all times.
6. Understand the benefits of and use of positive self-talk at the rink. Realize that positive comments help reduce stress, enhance self-image and can increase “fun” at practices and games.
7. Be able to control your breathing patterns in difficult and tense situations during games and practices.

Character Development and Life Skills

Players must learn:

1. to realize the importance of honesty and integrity in and away from the arena.
2. to accept responsibility for your actions and athletic performance.
3. coping strategies to deal with peer pressures.
4. the ability to balance school, social activities, sports and family.
5. to develop a sense of team commitment.
6. the meaning of adversity.
7. to cope with adversity.

16-AND-UNDER (MIDGET) & 18-AND-UNDER (MIDGET) SKILL PROGRESSIONS

At the 16-and-Under (Midget) and 18-and-Under (Midget) levels for boys and girls, players should focus on the skill progressions listed below:

Knowledge

Players should know:

1. Rules
 - checking
 - face-offs
 - offsides
 - body checking
 - player conduct
 - hitting from behind
2. Common Infractions
 - slashing
 - checking from behind
 - charging
 - hooking
 - cross checking
 - elbowing
 - holding the stick
 - kneeling
 - high sticking
 - falling on the puck
 - boarding
 - unsportsmanlike conduct
 - interference
 - holding
3. Penalties
 - minor
 - major
 - penalty shot
 - misconduct
 - match

-
-
- order how combined penalties are served
 - fighting
 - attempt to injure

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with their coach and revised on a regular basis to promote development.

Example: to develop one time in shooting. Be able to one time successfully 7 shots out of 10 shots.

2. Divide performance goals into broad categories. Daily tasks should then be planned on the goals set
 - long term one season
 - intermediate 6-10 games or practices
 - short term 1-5 games or practices
3. Be able to engage in evaluations of your performance at practices and games. Re-adjust goals based on those evaluations.
4. Set goals that encompass a variety of areas in your development including skills, tactics, fitness and team play.
5. Demonstrate external motivation.

Example:

- show intensity during practices and games
 - be attentive and dedicated to train
 - show evidence of independence as a player
6. Have a written plan to demonstrate a systematic approach to training. Practice good habits in nutrition and overall good health.
 7. Use a training log book to keep track of your performance goals, nutrition habits and mental preparation.

Individual Hockey Skills

Players should continue to master all the skills listed for the previous levels including the following:

1. Skating
 - all the skills mentioned in the above levels and add

-
-
- power, speed, quickness and agility.
 - forward reverse stepout
2. Puck Control
 - fake shot
 - spin around
 - slip around
 - double shift
 - stop and go
 - grandstand
 - change of pace
 - puck protection
 3. Passing and Receiving
 - surround the puck
 - snap
 - receiving (skate)
 - receiving (hand)
 - block and drop
 - one touch pass
 - flip - saucer pass (forehand and backhand)
 - wrap around
 - breakout
 - alley-oop
 4. Shooting
 - wrist
 - backhand
 - snap
 - flip
 - slap
 - one timer
 - inside shot
 - drive shot
 - roofing
 5. Checking
 - covering
 - taking a check
 - shoulder check
 - hip check
 - angling

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- body check
 - positioning
 - closing the gap
 - pinning
 - backchecking
 - body position
 - contain/stall
 - block check
 - roll check

6. Goal Keeping

- playing angles
- situations
- rebound control
- moving behind the net
- stopping the puck along the boards
- poke checking
- positioning
- face-offs
- deflection and screens
- play at the post
- clearing/passing

Team Play

Player should understand and learn:

1. Offense

- offense in the defensive zone
- offense in the neutral zone
- offense in the offensive zone
- power play systems
- face-offs
- transition
- support
- puck control
- dump ins
- wide rim
- cycling
- attacking the zone

2. Defense

- one man forecheck
- two man forecheck
- backchecking (neutral zone)
- center on point defensive coverage
- wing on point defensive coverage
- man short situations
- pressure
- stall/contain
- support
- transition
- zone coverage
- man to man coverage
- backside coverage
- sagging coverage
- shot blocking

Nutrition

Players should continue following all the information listed previously for all the levels including the following:

1. Be able to identify the appropriate amount and types of food from the four basic food groups.

FOUR BASIC FOOD GROUPS

EAT A VARIETY OF FOODS FROM EACH GROUP EVERY DAY

| Food Group | Servings Per Day | Food Sources |
|---------------------|------------------|---|
| Meats & Alternative | 2-4 | Lean meat, fish, liver, poultry (skin removed), low-fat cheeses, eggs, peas, beans, nuts |
| Milk Products | 2-6 | Low-fat or fat-free milk and cheeses, cottage cheese, yogurt, sherbet, ice milk, fruit shakes |
| Grain Products | 8-15 | Whole grain and enriched cereals and breads, pasta, pancakes, steamed or boiled rice, crackers, bagels, muffins |
| Fruits & Vegetables | 8-15 | Fruits and vegetables - fresh, dried, frozen, canned and in juices |

2. Be able to make wise decisions about what to eat before, during and after games and practices.
3. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
4. Players must know to drink fluids before, during and after games and practices. Additionally, they need to know which fluids work best:
 - Before games/practices: water
 - During games/practices: water, sports drink, diluted juice
 - After games/practices: water, sports drink, juice
5. Eat four or five small meals on game day rather than two or three large meals.
6. Allow two to six hours for digestion and absorption of food before competition. Follow these general guidelines:

Time To Digest Meals

| | |
|----------------------|--------------|
| Large Meals | 3 to 4 hours |
| Small Meals | 2 to 3 hours |
| Blender/Liquid Meals | 1 to 2 hours |

Note: meals high in fat or protein will take longer to digest than carbohydrate ones.

Fitness and Training

Players should learn all of the exercises and activities listed previously for all levels including the following:

1. Fitness and training components
 - overloading
 - flexibility
 - speed/quickness workouts
 - strength workouts
 - power workouts
 - aerobic workouts
 - anaerobic workouts
 - set realistic goals to improve weak areas
 - understand the importance of improving athleticism
2. Have a clear understanding of the purpose for each training phase prior to implementing them:
 - Post Season Recovery
 - active rest
 - recovery
 - Spring Conditioning
 - aerobic endurance
 - muscular endurance
 - begin sprint workout
 - Summer Strength
 - muscular strength
 - increase muscle mass
 - continue sprint workouts

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- Early Fall Speed/Power
 - sprint
 - begin anaerobic endurance intervals
 - leg power: weights and plyometrics
 - upper body strength
 - Pre-Season Anaerobic Conditioning
 - sprints and anaerobic endurance
 - muscular strength
 - leg power (speed/strength)
 - upper body strength (without weights)
 - lower body power (sprints and plyometrics)
 - In Season
 - maintain upper and lower body strength (with and without weights)

Injury Prevention

Players should know:

1. the Heads Up Hockey program
2. safety precautions for practice
3. the importance of warm-up, stretching and cool down
4. proper care of equipment
5. that proper fitness and conditioning is a key element in preventing injuries as well as improving athletic performance
6. and understand the concept of R.I.C.E. for treating injuries:
 - R rest
 - I ice
 - C compression
 - E elevation

Sports Psychology

Players should:

1. Understand basic visualization skills (i.e., can picture breaking up a 2 on 1 or making a great pass).
2. Develop a pre-game and post game routine.
3. Learn and practice relaxation exercises.
4. Develop an air of confidence, good body posture and appear in emotional control at all times.
5. Focus on things you can control and give 100% at all times.

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6. Understand the benefits of and use of positive self-talk at the rink: Realize that positive comments help reduce stress, enhance self-image and can increase “fun” at practices and games.
 7. Be able to control your breathing patterns in difficult and intense situations during games and practices.
 8. Understand the importance of keeping competition in the proper perspective.
 9. Take mistakes as a challenge to improve and learn.
 10. Never allow setbacks to interfere with long range goals.

Character Development and Life Skills

Players must learn to:

1. realize the importance of honesty and integrity in and away from the arena
2. learn to accept responsibility for your actions and athletic performance
3. learn coping strategies to deal with peer pressure
4. ability to balance school, social activity, sports and family
5. develop a sense of team commitment
6. not abuse controlled substance and participate in anti-drug programs
7. appreciate the benefits received from hockey and be willing to give back to the sport
8. learn the meaning of adversity
9. learn to cope with adversity and to meet challenges head on

USA HOCKEY COACHING EDUCATION PROGRAM COMPONENTS AND COMPETENCIES FOR COACHING DEVELOPMENT

The Coaching Education Program of USA Hockey is committed to developing coaches through a comprehensive education program at all levels. Since quality coaching is the single most important element affecting the development of athletes and the sport itself, the experience athletes gain through participation will be a direct result of the coach's qualifications, education and competencies. Therefore, it is paramount that USA Hockey prepare its coaches through a comprehensive curriculum which follows the different levels of skill progressions for the development of players. The following components represent the essential elements for USA Hockey's Coaching Education Program and are covered in the appropriate coaching level clinics.

1. **Sports Medicine/Safety/Legal Component:** The Coaching Education Program shall provide instruction, references and competencies in the area of first aid, care and prevention of athletic injuries, safety, and legal responsibilities.
2. **Psycho-Social Sports Science Component:** The Coaching Education Program will provide instruction, references and competencies in the area of leadership, humanistic coaching and the behavioral aspects of athletic participation as it relates to the coach, athlete, parent and society.
3. **Bio-Physical Sports Science Component:** The Coaching Education Program will include basic instruction, references and competencies in the area of practical application in the principles of anatomical kinesiology, and the physiological aspects dealing with improving skills, motor development and stages of human growth and development.
4. **Pedagogy Component:** The Coaching Education Program shall provide instruction, references and competencies in administration and organizational skills, planning theory, teaching techniques, coaching techniques, effective communication and philosophical theory.

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5. **Technical, Tactical and Conceptual Component:** The Coaching Education Program shall provide instruction, references and competencies in the technical, tactical and conceptual aspects in the sport of hockey.

Levels of USA Hockey Coaching Education Program

| | |
|---------|-------------------|
| Level 1 | Skill Development |
| Level 2 | Associate |
| Level 3 | Intermediate |
| Level 4 | Advance |
| Level 5 | Master |

1. **Sports Medicine/Safety/Legal Component**

| | |
|--|------------|
| Principles of Safety | Level 1 |
| Organizing a First Aid Kit | Level 2 |
| Risk Management Issues (Part 1) | Level 2 |
| Risk Management Issues (Part 2) | Level 3 |
| Legal Responsibilities (Part 1) | Level 2 |
| Heads Up Hockey | All Levels |
| Legal Responsibilities (Part 2) | Level 3 |
| Care and Prevention of Injuries (Part 1) | Level 2 |
| Care and Prevention of Injuries (Part 2) | Level 3 |

2. **Psycho-Social Sports Science Component**

| | |
|---|---------|
| Leadership (Part 1) | Level 1 |
| Leadership (Part 2) | Level 2 |
| Coach/Parent Relationship Issues (Part 1) | Level 2 |
| Coach/Parent Relationship Issues (Part 2) | Level 3 |
| Amateur Athletics in Today's Society | Level 4 |
| Building Self-Esteem | Level 3 |
| Motivation of Athletes | Level 4 |
| Stress Management | Level 4 |
| Psychology of Coaching | Level 4 |
| Team Building | Level 4 |
| Ethical Conduct in Sports (Part 1) | Level 3 |
| Ethical Conduct in Sports (Part 2) | Level 4 |
| Developing a Philosophy | Level 2 |
| Goal-Setting | Level 4 |
| Mental Preparation | Level 4 |

| | |
|--|---------|
| 3. Bio-Physical Sports Science Component | |
| Skill Analysis (Part 1) | Level 1 |
| Skill Analysis (Part 2) | Level 3 |
| Stages of Growth and Development (Part 1) | Level 2 |
| Stages of Growth and Development (Part 2) | Level 3 |
| Basic Motor Movement (Part 1) | Level 2 |
| Basic Motor Movement (Part 2) | Level 3 |
| Nutrition (Part 1) | Level 3 |
| Nutrition (Part 2) | Level 4 |
| Off-Ice Training and Conditioning | Level 4 |
| High Speed Training | Level 4 |
| 4. Pedagogy Component | |
| Communication | Level 1 |
| Effective Communication | Level 2 |
| Teaching Skills | Level 1 |
| Progressive Teaching Techniques | Level 2 |
| Level 4 Teaching/Coaching Techniques | Level 4 |
| Lesson Organization | Level 1 |
| Organizing the Season (Part 1) | Level 2 |
| Organizing the Season (Part 2) | Level 3 |
| Season Planning | Level 4 |
| Basic Practice Planning (Part 1) | Level 2 |
| Basic Practice Planning (Part 2) | Level 3 |
| Practice Cycles | Level 4 |
| Drill Development (Part 1) | Level 2 |
| Drill Development (Part 2) | Level 3 |
| Proper Use of Assistant Coaches (Part 1) | Level 3 |
| Proper Use of Assistant Coaches (Part 2) | Level 4 |
| 5. Technical, Tactical and Conceptual Component | |
| Skating (Part 1) | Level 1 |
| Skating (Part 2) | Level 2 |
| Skating (Part 3) | Level 3 |
| Puck Control (Part 1) | Level 1 |
| Puck Control (Part 2) | Level 2 |
| Puck Control (Part 3) | Level 3 |
| Passing/Receiving (Part 1) | Level 1 |
| Passing/Receiving (Part 2) | Level 2 |
| Passing/Receiving (Part 3) | Level 3 |

| | |
|---|---------|
| Shooting (Part 1) | Level 1 |
| Shooting (Part 2) | Level 2 |
| Shooting (Part 3) | Level 3 |
| Checking Skills (Part 1) | Level 2 |
| Checking Skills (Part 2) | Level 3 |
| Goaltending (Part 1) | Level 2 |
| Goaltending (Part 2) | Level 3 |
| Goaltending (Part 3) | Level 4 |
| Individual Tactics (Part 1) | Level 3 |
| Individual Tactics (Part 2) | Level 4 |
| Concepts (Part 1) | Level 2 |
| Concepts (Part 2) | Level 3 |
| Concepts (Part 3) | Level 4 |
| Introduction to Systems (Part 1) | Level 3 |
| Systems (Part 2) | Level 4 |
| Specialty Teams | Level 4 |
| Scouting | Level 4 |
| Use of Video in Practice and Games | Level 4 |
| Use of Statistics in Practice and Games | Level 4 |
| Bench Management/Game Preparation | Level 4 |
| Selection of Players | Level 3 |
| Evaluation and Selection of Personnel | Level 4 |

A. Required Coaching Education Program Levels For Ice Hockey

USA Hockey requires that the following set of coaching education levels must be the minimum criteria for districts and/or affiliates.

It must be clearly understood that coaching education requirements must be monitored and enforced by the districts or affiliates.

All coaches (head and assistant) must have the USA Hockey Coaching Education Program card by December 31 of the calendar year.

COACHING EDUCATION REQUIREMENTS

| <u>Level Of Play</u> | <u>Coaching Education Program Level</u> |
|---|---|
| 8-and-Under (Mite) | Level 1 |
| 10-and-Under (Squirt) | Level 2 (Prerequisite Level 1) |
| 12-and-Under (Pee Wee) | Level 3 (Prerequisite Level 1 and 2) |
| 14-and-Under (Bantam) | Level 3 (Prerequisite Level 1 and 2) |
| 16-and-Under/18-and-Under (Midget) | Level 3 (Prerequisite Level 1 and 2) |
| Midget (Tier I & Tier II National Tournament Bound) | Level 4 (Prerequisite Level 1, 2 and 3) |

| <u>Level Of Play</u> | <u>Coaching Education Program Level</u> |
|----------------------|---|
| High School | Level 3 (Prerequisite Level 1 and 2) |

| <u>Level Of Play</u> | <u>Coaching Education Program Level</u> |
|----------------------|--|
| Junior C | Level 3 (Prerequisite Level 1 and 2) |
| Junior A & B | Level 4 (Per individual league guidelines) |

| <u>Level Of Play</u> | <u>Coaching Education Program Level</u> |
|--------------------------|---|
| Girls/Women 8-and-Under | Level 1 |
| Girls/Women 10-and-Under | Level 1 |
| Girls/Women 12-and-Under | Level 2 (Prerequisite Level 1) |
| Girls/Women 14-and-Under | Level 2 (Prerequisite Level 1) |
| Girls/Women 16-and-Under | Level 3 (Prerequisite Level 1 and 2) |
| Girls/Women 19-and-Under | Level 3 (Prerequisite Level 1 and 2) |

B. Education and Years of Coaching Prerequisite

Education and years of coaching prerequisite requirements are noted in the Coaching Education Chart. These requirements must be strictly adhered to.

C. Evidence of Level

Proof of coaching education level will be evidenced by a USA Hockey Coaching Education Card with appropriate dated verification sticker. This card must be carried by all coaches for all USA Hockey games.

Before the start of each game and in the presence of the referee, each coach must present their card to one another for verification of coaching education level.

If a coach cannot produce their current and up to date USA Hockey Coaching Education Card prior to the start of the first period, it must be noted on the official game score sheet and signed by the opposing coach.

Beginning January 1 of the current season, prior to the start of the game, all coaches (Head and Assistant) present, from each team, are required to sign the designated area of the scoresheet in order to verify the accuracy of the playing roster, as it appears on the scoresheet, for that game. In addition, all coaches (Head and Assistant) must include their USA Hockey Coaching Education Program (CEP) card number, their CEP level (1 - Skill Development, 2 - Associate, 3 - Intermediate, 4 - Advanced, or 5 - Master) and the year their CEP level was attained. The CEP card number, level and year attained shall be printed legibly and next to the signature of the coach.

D. Continuing Education Requirement

All coaches below Level 4 shall progress through the Coaching Education Program, attending a coaching clinic at least once every three years through Level 3 (Intermediate). After a coach has completed Level 3 (Intermediate), the coach shall do one of the following: attend another Level 3 (Intermediate) clinic within three years, take a USA Hockey Continuing Education Course within three

years or attend a Level 4 (Advanced) clinic as per the Coaching Education Program Requirement chart. Once Level 4 (Advanced) is achieved, there is no further requirement for recertification.

If a coaches accreditation was received more than 3 years from the current calendar year, the card is rendered invalid/expired below Level 4 (Advanced) and a refresher course at the same level or attending a clinic at the next level is necessary for the accreditation to remain current.

E. Penalty and Enforcement

Beginning January 1 of the current season, it will be the responsibility of the district/affiliate to determine if there should be any penalties imposed on an individual coach who fails to produce a current, up-to-date coaching education card with appropriate verification of level. It will also be the responsibility of the local association registering the team to enforce any penalties.

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**1775 Bob Johnson Drive
Colorado Springs, CO 80906
www.usahockey.com**

IX. Tournaments

X. Coach and Player Evaluations

PLAYER EVALUATIONS

Coaches will complete a player evaluation form for each player on his/her team before the conclusion of the regular season. This is mandatory for all coaches, all teams, and all levels.

The purpose of the player evaluation forms is to assess each player's skills and to facilitate next season's team placement. Player evaluations are given in confidence to the Program Vice President/Director. The Program Vice President/Director may utilize the Player Evaluation when placing a player in the event that players have the same try-out scores.

Coaches should take time during the season to evaluate each player's progress and give constant, consistent and positive feedback to players. Take notes during the season. Keep a player notebook handy to record comments and observations so that your write up is accurate and specific. Challenge your players to improve their skills by asking them to evaluate their skills and areas for improvement.

COACH EVALUATIONS

The purpose of the coach evaluation form is to improve the quality of coaching in our organization. The forms should be viewed positively and objectively. Coaches should continually strive to improve drill and practice techniques, player development, relationships with players and parents, bench behavior and interaction with game officials. The evaluations are a key tool to help coaches become more effective.

The goal of the evaluations is to help correct mistakes and to provide honest feedback to all of the coaches and to the program. Where appropriate the Arlington Hockey Club will continue to use these evaluations as a tool to help improve the technical expertise of our coaching staff.

Evaluations are requested in March and should be completed and returned by parents and/or players by the end of March. The information will be entered into a database and the information will be provided to the Program VP/Director and President by the middle of April. Coaches will receive a written summary of the results.

Coaches are strongly encouraged to meet in person with their Program VP/Director to review the results. The Program VP/Director will provide feedback and direction. An agreeable course of action should be discussed and implemented (where necessary). The President may want to review the information with coaches as well.

Coaches should encourage their parents to submit their evaluations. If the coach is performing superbly, the Arlington Hockey Club needs to know! Coaches are the foundation of a strong coaching staff upon which the Arlington Hockey Club can build and grow year after year.

Surveys can be submitted anonymously if parents so desire.

XI. Certification Process

XII. Off-Ice Training Guide