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Introduction

This document has been produced to assist in the organization of the BC Hockey's officiating program. Although the following pages may be used to guide the development of your association, the writers fully realize that the diversity of local associations will dictate how this material is incorporated.

For example, the guide suggests that four positions are vital to the operation of the local official's program:

- (1) The association Referee-in-Chief;
- (2) The Officiating Program Manager;
- (3) An official's Supervisor; and
- (4) An Assignor.

In many small associations, the Referee-in-Chief may be allocated all four responsibilities. On the other scale, large associations may have multiple assignors each responsible for a category of hockey. In any event, the guide is still valuable in stating that the four positions are very important. The user must decide the implementation of a plan to satisfy the local needs.

Users of this document should also obtain BC Hockey's Officiating Procedures Manual as an important supplement to this Guide.

Acknowledgements

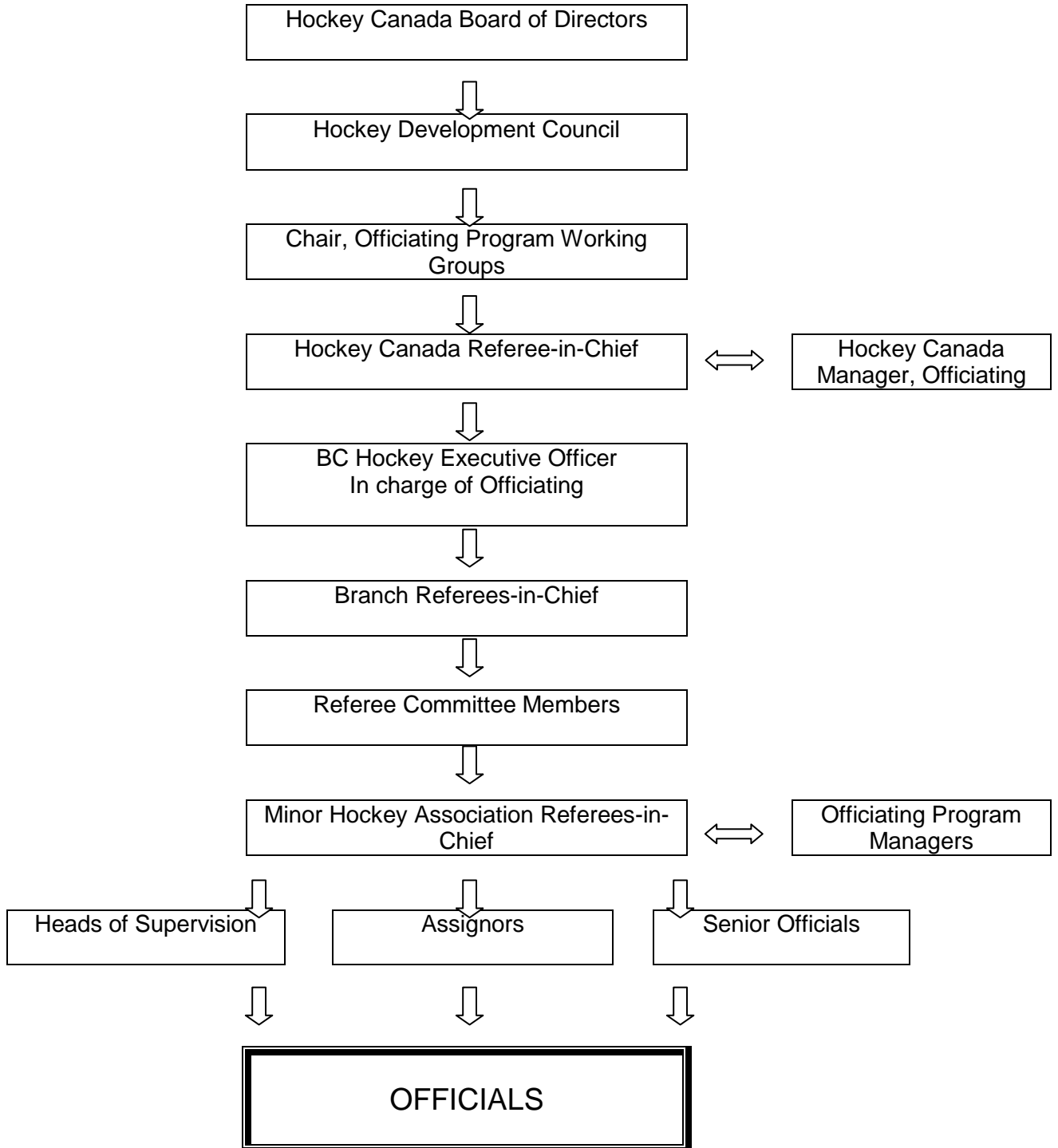
The original publication was produced by the BC Hockey - Hockey Development Program and gratefully acknowledges the assistance of the BC Hockey Referee Committee, Harry Addison and the BC Hockey Executive in the production and review of the original document.

Portions of this publication were extracted from the Referee-in-Chief Handbook written by Vern Buffey and Dick Cordick for the Hockey Development Centre for Ontario. BC Hockey appreciates their contribution to officiating development.

This revised version, created for the use by associations nationwide, was reviewed and modified by David Leger and Kevin Burton of the ODHA. Both these individuals are Senior Officials within their Branch and attained their Level VI certification in 1996. The section on Supervision was written by Doug Geiger, the former Manager of Officiating for Hockey Canada.

The final editing and layout was done by Dave Baker. Dave is the Manager of Officiating for Hockey Canada.

Hockey Canada Officiating Program



SECTION 1



Officiating Program Structure

Section 1

Officiating Program Structure

Local Association Appointments

MAY

- Association Executive elected.

JUNE

- Association RIC appointed (or elected).

JULY

- RIC, in conjunction with local executive, ascertains appointments necessary for upcoming season.

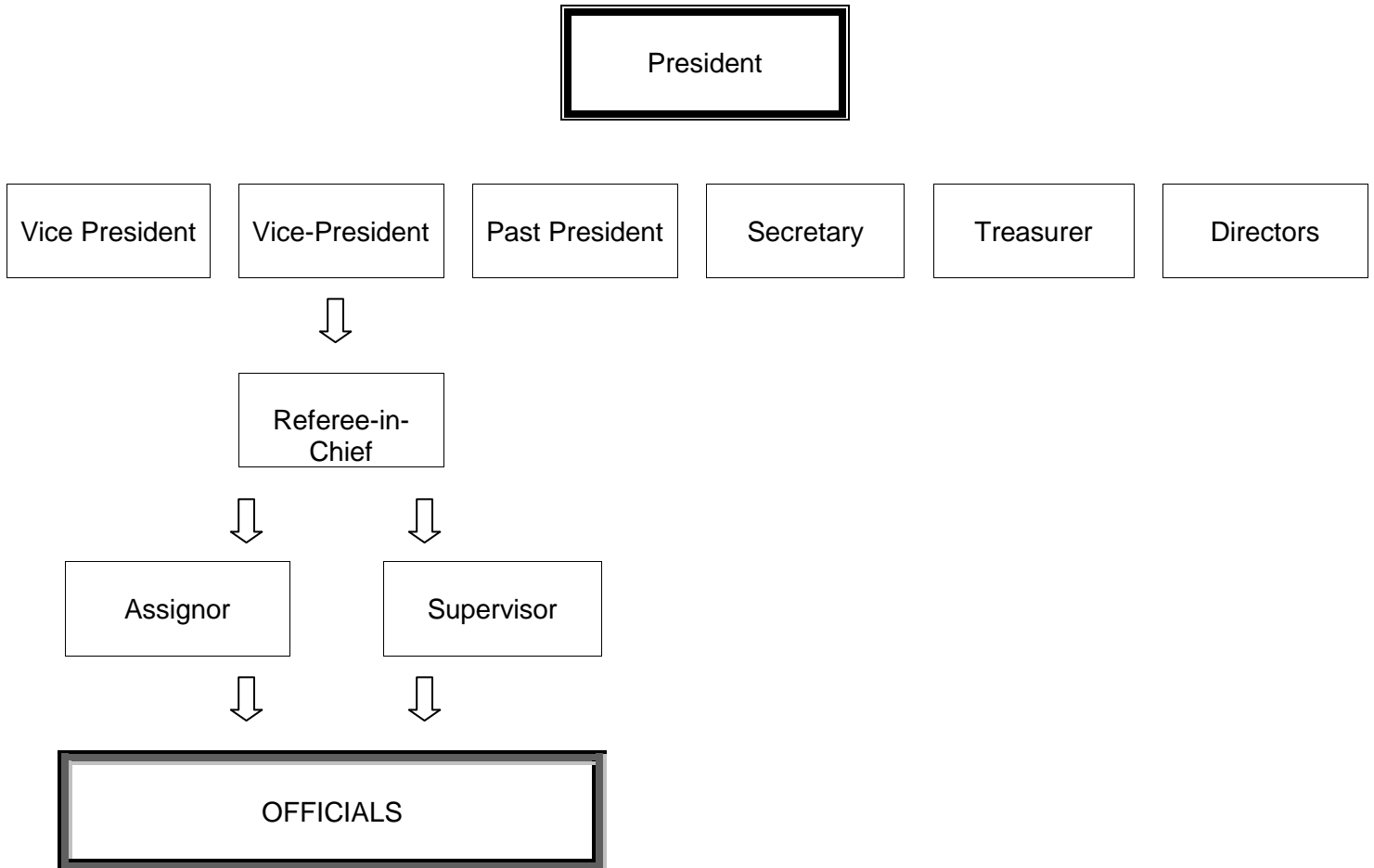
JULY/AUGUST

- Association appoints Supervisor(s) and Assignor(s).

NOTE: Associations may adopt slightly different time frames for filling positions. However, it is important that these positions be filled early enough to allow proper planning for the upcoming season.

LOCAL ASSOCIATION EXECUTIVE STRUCTURE

SAMPLE
(Pertaining to Officiating)



NOTE: In some Associations the Referee-in-Chief may report directly to the President.

REFEREE IN CHIEF (RIC)

- Assumes the responsibility for the officials and officiating program within the minor hockey district

HEAD OF SUPERVISION

- Plays a critical role as a coach, evaluator and supporter of officials.

- Actively recruits and establishes a team of supervisors, and works toward establishing consistency within this team.
- Dedicated toward improving the quality of officiating and the development of consistency within the association.
- Uses evaluations as communication tools to assist referees and linesmen in their development.

ASSIGNORS

- Using the information from RIC and the Head of Supervision, systematically assigns referees and linesmen to the appropriate level of hockey.

SENIOR OFFICIALS

- Play a crucial role as role models, mentors and instructors in the association.

BRANCH REFEREE-IN-CHIEF

- Serves as the branch liaison between the Officials and the Referee Committee Members towards implementing national initiatives and the operation of the branch officiating program.

NOTE: *Associations may choose to combine positions or have multiple assignors and supervisors.*

MINOR HOCKEY JOB DESCRIPTION

1. ASSOCIATION REFEREE-IN-CHIEF

Each Minor Hockey Association has a responsibility to appoint a RIC, and an alternate where possible, to assume the responsibilities for Minor Hockey officials within their Association. The responsibilities may include the following:

ASSIGNMENTS:

- Arrange for the assignment and if applicable, honoraria, for all referees in the Association.
- In conjunction with the assignor, assign referees for all sanctioned games and tournaments hosted by the Association and provide an assignment list to any appropriate committee member of the Association.
- Serve as RIC for any tournaments hosted by the Association.

HIGH PERFORMANCE OFFICIALS:

- Encourage your best officials to become involved in a High Performance Program.
- Recommend to the Branch RIC officials for consideration in a High Performance Program.

COMMUNICATIONS:

- Attend all Association meetings and report to the Executive on the administration of all Minor Hockey Officials.
- Communicate regularly with the branch RIC.
- Provide the Association Executive with information related to Hockey Canada rules and directives.
- Contact the appropriate Association Executive Member or branch Referee Committee Member when discipline or assignment problem arise.
- Communicate with Association officials regarding Association/ BC Hockey directives and upcoming events.

DISCIPLINE:

- Refer all disciplinary matters pertaining to officials to the RIC.
- Know the procedures that the officials are expected to follow respecting Game Incident Reports.
- Handle the discipline within the association and refers suspension matters to the RIC

EVALUATION:

- In conjunction with the Supervisors, evaluate **all** officials at Levels I and II.
- Request evaluations by a qualified branch Supervisor or Instructor for Officials recommended for upgrading beyond Level II.

HOCKEY CANADA OFFICIATING PROGRAM:

- In conjunction with the Supervisor, complete an evaluation on an official that is being considered for upgrading from Level I to II and recommend the upgrading on the evaluation form.
- Recommend to the RIC any official that should be considered for upgrade to Level 3

RECRUITMENT:

- Actively recruit prospective officials.

RISK MANAGEMENT:

- Raise the awareness of officials and Executive Members within the Association related to the concept of risk management.

RULE APPLICATION/INTERPRETATION:

- Provide rule interpretation for all executive and supervisory staffs within the Association.
- Contact the branch RIC for assistance when you are unable to provide a required interpretation.

SUPERVISION:

- In conjunction with the Association supervisors, supervise **all** officials within your Association.
- Conduct on-ice instruction and supervision for upgrading of Association officials. A one-day branch officiating clinic is not sufficient enough to maintain adequate standards for officiating.

REPORTING:

- Reports to the Association Executive.
- Reports to the appropriate Executive Member or District RIC on any disciplinary matters.

QUALIFICATIONS:

- Knowledge of the rules, procedures and interpretations.

- Good communication and organizational skills.
- Certification in the Hockey Canada Officiating Program is recommended.

EFFECTIVE COMMUNICATION FOR REFEREE IN CHIEF:

The RIC is a vital link between the Association's Executive and the officials. To be able to effectively motivate others, solve problems with others, teach others, understand others, and discipline others, the RIC requires good communication skills.

The RIC must be able to ask the right questions, encourage expression by others and be able to listen in order to bring together as a common effort the needs of the Minor Hockey Association and its officials.

The RIC must be able to share concerns objectively, hear the concerns of others, take and give suggestions fairly, care about the feelings of others, be attentive and show interest, and ensure that there is mutual understanding if not mutual commitment.

Good Communication starts with effective listening. We have to really concentrate on what is being said to us because we are easily distracted. Often we distract ourselves by concentrating on what we want to say instead of concentrating on what is being said to us. Listening starts with attentiveness and then improves with stating in your own words what you understand has been said to you. If there is a misunderstanding of what was said to you, this can be clarified before you respond.

You can invite further comment from the other person by asking questions which are easily answered; by indicating that you are following what is being said to you by using such phrases as "Yes, I understand", "I see", or "Tell me more"; and by restating what has been said to you in your own words.

A major communication task for any RIC is to establish early in the season, the link the RIC position has from the viewpoint of the officials and from the point of view of the Executive.

Officials are surrounded by rules; rules imposed nationally, provincially, regionally, and locally. While they must learn the rules that affect the game, there is more to the job of RIC than stressing the rules.

The ability of the RIC to communicate effectively with officials will depend on how they perceive the RIC in the performance of the role. If the focus is on rules and enforcement, the RIC will be sided with the Executive, which makes the job of the officials' development difficult indeed. If the RIC is seen as someone whose first interest is in official's development and assistance it will make the job of educating officials on rules simply an inherent part of the task.

What image do you create in your verbal or written communication with officials? Are you the strong arm of the Executive or are you the cushion between the administration and the officials? Do you translate the Association's legitimate concerns about an effective minor hockey program into an education program that makes sense to the officials?

The translation comes from practicing effective communication skills.

MINOR HOCKEY JOB DESCRIPTION

2. HEAD OF SUPERVISION

- Recommend the assignment level for officials.
- Recommend to the RIC the number and names of each official for each level of hockey.
- Coordinate an evaluation, feedback mechanism for on-ice performance of officials.
- Coordinate special initiatives for the improvement/education of Association officials.
- Provide a support/coach role to all officials.
- Actively recruit and train new supervisors.

COMMUNICATION:

- Communicate with the Assignor through the RIC regarding reassignment of officials.
- Communicate with the RIC information on recommendations for upgrades.
- Supply evaluation reports as requested.
- Communicate rules/interpretations to officials.
- Communicate to officials other programs pertaining to their development.
- Provide honest feedback to each official regarding strengths and weaknesses.
- Communicate with other supervisors regarding problems, directives, and expected standard of play.

DISCIPLINE:

- Report any disciplinary matter direct to the District RIC.

EVALUATION:

- Arrange for evaluations on all Association officials.
- Monitor and develop consistency and standards.
- Recommend upgrades to the RIC.

ENHANCEMENT:

- In conjunction with the RIC, arrange for off and on-ice sessions aimed at enhancing the skill development of officials.
- In conjunction with the RIC, coordinate special initiatives (e.g. shadowing, mentoring) for the development of officials.
- Communicate with other hockey leaders (i.e. coaches) regarding these initiatives.

RECRUITMENT:

- Assist the RIC in the recruitment of new officials.
- Assist the RIC in locating opportunities for officials.
- Be readily available to respond to changes in assignments by officials or division managers.
- Communicate well with the RIC, supervisors and division manager(s).

RISK MANAGEMENT:

- Raise the awareness of officials and supervisors within the Association to the concept of risk management.

SELECTION:

- Recommended by the Association Referee in Chief and approved by the Minor Hockey Association Executive.
- Preferably a non-active official at the hockey levels they are supervising.

QUALIFICATIONS:

- Knowledge of the rules, procedures and interpretations.
- Good communication skills.
- Certification in the Hockey Canada Officiating Program is recommended.

MINOR HOCKEY JOB DESCRIPTION

3. ASSIGNOR

- Assign officials for all games played under the jurisdiction of the Association.
- Ensure only branch registered and Hockey Canada Officiating Program certified officials are assigned.
- Maintain an up-to-date list of assignments.
- Compile a local contact list for officials to be assigned.
- Implement a standardized procedure for the assigning of officials, including a procedure in case of cancellation.
- Implement payment procedures for officials.

COMMUNICATION:

- Regular communication with officials regarding assignments.
- Regular communication with Association supervisors regarding assignment of officials to the appropriate level of hockey.
- Regular communication with the RIC regarding assignment irregularities.
- Regular communication with divisional managers.

REPORTING:

- Reports direct to the District RIC.

SELECTION

- Recommended by the Association Referee in Chief and approved by the Minor Hockey Association Executive.
- Preferably a non-active official at the hockey level they are assigning.

QUALIFICATIONS:

- Good knowledge of the leagues and their schedules.
- Available to communicate assignments and changes to and from officials.
- Communicates well with RIC, supervisors and division manager(s).
- Certification in the Hockey Canada Officiating Program is recommended.

MINOR HOCKEY JOB DESCRIPTION

4. SENIOR OFFICIALS

Senior officials in an Association play a critical role in the implementation of a strategy of development. These officials will reflect and role model the best of the Association's officiating program.

Their attitude, knowledge and insight can be used in the following manner:

- To supervise officials
- Program instructors
- Shadowing
- Mentoring
- As guest speakers at Officials Night
- To demonstrate, instruct on-ice sessions
- To officiate alongside young officials
- Overall display of leadership on and off the ice in order to provide an example of "why" they are where they are
- Participate in branch related activities to provide continuity for the program so that the newer officials are able to profit from their experience, wisdom, and leadership

QUALIFICATIONS:

- Knowledge of the rules, procedures and interpretations.
- A genuine desire to assist in the development of fellow officials.

MINOR HOCKEY JOB DESCRIPTION

5. REFEREE IN CHIEF

DUTIES

- Provide the District Director with a list of approved officials for provincial playoffs and recommend assignments
- Recommend a list of capable and available officials for HC Inter-branch playoffs to the BC Hockey Referee-In-Chief for recommendation to the BC Hockey Officers
- Monitoring assignments of officials in Junior and above in the district
- Develops list of officials for Junior and above in conjunction with District Supervisor

HIGH PERFORMANCE OFFICIALS

- Recommend to the BC Hockey Referee-In-Chief officials for BC Hockey High Performance camp, competitions and schools
- Recommend to the BC Hockey Referee-in-Chief officials for the BC Winter Games
- Nominate a District official for "Official of the Year"
- Recommend recipients for the HC Officials awards

COMMUNICATION

- Provide Minor Hockey Associations with a list of the registered officials in their Association / District within two weeks of completion of clinic
- Ensure their District is represented at the Referee Committee meetings
- Provide assistance to BC Hockey at seminars, etc., as requested, whenever possible
- Provide two-way communication between their District referees and the BC Hockey
- Maintain communication with the BC Hockey District Director and the District President
- Prepare a District Officiating Seasonal Plan
- Maintain regular communications between the BC Hockey Referee in Chief and BC Hockey Administrator / Supervisor
- Provide direction and advise District Supervisor

DISCIPLINE

- Investigate situations involving officials as requested by the BC Hockey Officers, District Directors, or Referee-In-Chief and provide a written report, if requested

EVALUATION

- Prepare a District Evaluation Plan
- Administer evaluations on the officials in their District for the purpose of up-grading them and for the betterment of their officiating
- Compiling and filing all evaluation forms for minor hockey in their District
- Reviewing and approving all evaluation program expenses and submitting approved expense forms to BC Hockey for payment
- Expenses for RCM's or appointees, evaluating at provincial minor hockey playoffs are the responsibility of the Branch. These should be submitted on regular monthly expense claims

HOCKEY CANADA OFFICIATING PROGRAM

- Hold clinics under the guidelines of BC Hockey
- Assist with the selection of Instructors and Assistant Instructors for the program and recommend for approval
- Responsible for the operation of HCOP Program within their District

RECRUITMENT

- Actively recruit prospective officials

RISK MANAGEMENT

- Adhere to the Officials / Supervisors / Instructors Code of Ethics
- Raise the awareness of officials related to the concept of risk management Rule Application/ Interpretation
- Circulate rule interpretations to officials within their District
- Propose revisions of and amendments to the playing rules of HC and BC Hockey

SUPERVISION

- Supervise the minor hockey officials in their District to ensure the maintenance of acceptable standards of officiating
- Supervise all hockey in their District to ensure maintenance of standards of officiating
- Supervise and coach all officials in District assigned to BC Hockey sanctioned hockey
- Concentrate on development of officials and ensure BC Hockey policies and directives are consistently applied in all levels of hockey (assisted by District Supervisor in Above Minor)

REPORTING

- Reports to the Referee Committee Chairperson through the BC Hockey Referee-In-Chief
- Reports to the BC Hockey Referee Committee Chairperson on financial matters

QUALIFICATIONS

- An experienced official who is preferably minimum Level 2
- Be knowledgeable about the rules and their application
- Possess the respect of officials in their District
- Possess good administrative, communication, and instructional skills
- PREFERABLY a non-active official above minor

SELECTION

- Appointed by the BC Hockey Executive Committee upon a recommendation from a selection committee composed of the Chairperson of the Referee Committee, who shall be Chairperson, the District Director, the Chairperson of the Hockey Development Committee and the Society's Referee-in-Chief after consultation with a cross-section of District local officials, the District President, League Presidents (non-minor hockey league), Junior A Director, and Senior Director.

DISCIPLINE

- Work through an RCM, Director or Executive Member if there is a problem official.

SECTION 2



Recruitment

SECTION 2

RECRUITMENT

JULY/AUGUST

- Review and update current officials list.
- Contact all previous season's officials.
- Develop a "Potential Officials" list.
- Contact senior or graduating players as potential officials.
- Include referee information in all Association registration drives.
- Produce an information flyer regarding officiating to be given to all minor hockey registrants.
- Contact former officials to assess interest.
- Canvass team officials for player lists indicating interested individuals.

LATE AUGUST

- Finalize an Officials Contact List.

SEPTEMBER

- Circulate materials at minor hockey registration.
- Display posters, ads.
- Speak to Minor Hockey Coaches Meetings (peewee to midget) to invite their payers to consider officiating.

SOME IDEAS FOR RECRUITMENT OF OFFICIALS

(To be coordinated by the Officiating Program Manager)

- Contact graduating players, peewee and above and junior players.
- Contact local colleges and high schools regarding the benefits of officiating as part time employment.
- Place ads in local newspapers.
- Place public service announcements on local radio and TV.
- Place posters in arenas, recreation centers and schools.
- Speak publicly in support of officiating initiatives.
- Work to establish respect and appreciation for hockey officials.
- Advertise at minor hockey registration.

- Personally contact previously registered officials.
- Contact all recreational hockey teams.
- Registered officials – bring a friend contest.
- All teams must have player(s) and coach(es) certified as officials.
- Contact college/high school physical education programs for potential candidates to satisfy course requirements.
- Educate beginning players on the importance of officials.

NOTE: Before initiating a recruitment campaign, it is first important to determine the needs or numbers required to complete the officials' lists.

LETTER TO POTENTIAL OFFICIALS

Date _____

Dear _____;

The 20____ minor hockey season in _____ will include programs for all ages and skill abilities of players. I am pleased to invite you to become involved as an on-ice official in our program.

The officials program, which includes certification at an eight hour BC Hockey Officiating Program clinic, is fundamental to the operation of our amateur hockey system. Our organization will do it's best to train you to be a valuable asset in an official's capacity. You can expect the support of our experienced officials and executive as you carry out your task for our organization.

Your Contribution:

To successfully operate a quality program, which I believe we have, we require properly trained and certified officials. I am writing to you because the game requires officials just as it requires coaches to conduct the game for the players. In return, we offer a small honorarium plus personal satisfaction of helping others learn a sport that you have enjoyed through the years.

Why You?

I am sure you are wondering why I am sending you this correspondence. I am assuming that your experience in hockey has been positive and it is important that this attitude be passed on to the players, encouraging them to play the game both you and I love. It is my experience that people who know the game as well as you do possess a great deal of potential to assist in the development of the game.

Our officiating program is an excellent opportunity!

How Much Time is Involved?

Although much of this decision will be your personal preference we will do our best to schedule you to the number and level of games we believe you can properly officiate. In addition, we will attempt to team you with individuals who you are comfortable with and who can assist you in your development as an official. Generally, our program is flexible enough to allow others to pick up the slack at times when you are unable to commit.

Do I Get Paid?

Fortunately our program has sufficient funds to allow for a small honorarium for your services. However, as important as this may be, please consider the following benefits we offer.

- A) The opportunity to be a part of a program that sees aspiring young players improve their skills and enjoyment of the game.
- B) Personal satisfaction from helping others.



C) Benefits of fitness.

D) Putting back into the game of hockey the time, effort and dedication that others gave and will give you and your children.

About Me

I am a volunteer that participates for all the reasons stated above. I am doing the best job I can in organizing the officials for our organization.

If you think you would enjoy this experience, I would like to hear from you. Please feel free to contact me by phoning _____.

I would appreciate hearing from you by _____ so we can organize our program.

Thank you for taking the time to consider my proposal. I look forward to hearing from you at your earliest opportunity.

Yours in hockey,

_____, Officiating Program Manager (Branch)

SECTION 3



Clinic Organization

SECTION 3 BC HOCKEY CLINIC ORGANIZATION

JUNE

- Contact the appropriate RIC regarding the feasibility of conducting a branch or Association Summer Referee School.

AUGUST

- Contact the appropriate RIC to establish dates for your Association's clinic.

SEPTEMBER

- Contact the appropriate RIC for dates of all BC Hockey Officiating Program clinics in your district.

ONE MONTH PRIOR TO CLINIC DATE

- Book facilities for the clinic.
- Arrange audio-visual equipment.
- Confirm date and start time with appropriate RIC.
- Contact local assignor(s) and supervisor(s) and divide officials list for contact.
- Contact each official and/or mail a flyer with all district clinics specifying level, dates, times. Highlight your local clinic.
- Obtain and post BC Hockey Officiating Program posters.

CLINIC DAY

- District RIC, supervisor(s) and assignor(s) to attend the clinic.
- Assist branch instructors if requested.
- Association Referee in Chief or appointed person should be present to complete registration and collect fees.

POST CLINIC

- Obtain a clinic list from the branch instructor.
- Ensure supervisor(s), assignor(s) are aware of certified officials and their level.
- Contact officials unable to attend the clinic to inform them of future certification opportunities.
- After all district clinics, report the status and number of officials to regularly scheduled Minor Hockey Association Executive meeting. Insist only certified officials are to be used by the Association.

BRITISH COLUMBIA AMATEUR HOCKEY OFFICIATING PROGRAM LEVEL I/II (8 Hour) CLINIC AGENDA

<u>Time Limit (min.)</u>	<u>Start Time</u>	<u>Workbook Section</u>	<u>TOPIC</u>	<u>AIDS</u>
30	8:30		Registration - Money Collection	Host MHA; PROMO VIDEO
5	9:00		Welcome & Introductions	
5	9:05	1.1	Intro to Officiating	
5	9:10	1.2	Code of Ethics	
20	9:15	1.3	Being an Official/Branch Info	Quiz
5	9:35	2.1	Before the Game Starts	
10	9:40	2.2	Risk Management	Video
5	9:50	2.3	Fair Play	Quiz/Video
5	9:55	3.1	Zones	Quiz
10	10:00	3.2	Icing	
10	10:10	3.3	Icing Procedures	Quiz
20	10:20	3.4/3.5	Offsides/Delayed	Video/Quiz
15	10:40		Break	
10	10:55	4.1	Faceoffs	Video Quiz
20	11:05	6.0	Dealing with Conflict	
35	11:25		Harassment and Abuse Video	Video
60	12:00		Lunch	
15	1:00 PM	4.2	End Zone Positioning	Quiz/Video
30	1:15	4.3/4.4	Two/Three Official System	Quiz/Video
5	1:45	4.6	Line Change Procedure	Video
15	1:50	4.5	Linesman Tips/Fighting Procedure	
5	2:05	5.1	Penalty Signals	Group

10	2:10	5.2	Penalty Calling Procedure	Video/Quiz
5	2:20	5.3	Penalty Options Chart	
30	2:25	5.4	Time - Coincidental Penalties	Quiz
20	2:55	7.1	Reporting Procedures	
15	3:10		Team First (Introduction)	
45	3:25	5.5/5.6	Rules Review/Emphasis	
60	4:10		Exam	

SAMPLE

NOTES:

- This agenda contains all topics that must be covered during the clinic. Be sure to stay within the allotted time for each agenda item to ensure all topics are discussed adequately and to ensure the clinic ends at the appropriate time.
- The order in which the topics appear is intentional. This order ensures a logical sequence of events and results in natural breaks, which the instructor can use to prepare for upcoming lessons.

**BC HOCKEY OFFICIATING PROGRAM
LEVEL III (8 Hour) CLINIC AGENDA**

<u>Time Limit (minutes)</u>	<u>Start Time</u>	<u>Workbook Section</u>	<u>TOPIC</u>	<u>AIDS</u>
30	8:30		Registration - Money Collection Introductions, New Manual; Expectations, Code of Ethics, Getting Started (Section 2)	Host MHA;
15	9:00		Icings, Offsides, Offside passes	
5	9:15		Faceoffs	
10	9:20	3.0	3 man system; e/z positioning	
30	9:30	4.0	Break - brain teaser	
15	10:00		Line Change Procedure	
5	10:15		Fight Procedures	
15	10:20		Penalties (calling)	
15	10:35	5.1/5.2	Time - Coincidental Penalties	
30	10:50	5.3	New rules/rules emphasis	
20	11:20	5.5; 5.6	Harassment and Abuse Video	
20	11:40	6.0	Lunch	
60	12:00		Reporting Procedures; Branch Info; Team First	
15	1:00	7.0	Supervision;	
30	1:15	9.0	Case book study session	
60	1:45	5.6	Break	
15	2:45		Exam & review	
90	3:00			

NOTES:

- This agenda contains all topics that must be covered during the clinic. Be sure to stay within the allotted time for each agenda item to ensure all topics are discussed adequately and to ensure the clinic ends at the appropriate time.
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BC HOCKEY OFFICIATING PROGRAM LEVEL IV (8 Hour) UPGRADE CLINIC

Friday

7:00pm	Introductions
7:10pm	Guest Speaker
7:30pm	Agenda Review Camp Rules
7:40pm	Level IV & V Requirements
7:50pm	BC Hockey Info
8:00pm	Break
8:15pm	Rules Changes
9:30pm	Rule Emphasis & National Standards
10:00pm	Review Saturday Fitness Procedures
10:15pm	Social

Saturday

8:00am	Depart for Dry Land Fitness Testing
8:30am	Fitness Testing
9:30am	Shower
10:00am	Breakfast
10:45am	Referee Procedures
11:30am	Risk Management
12:00pm	Lunch
12:45pm	Linesman Procedures
1:15pm	Supervision/ Mentoring
1:45pm	Harassment and Abuse
2:15pm	Conflict Resolution
2:30pm	Break
2:45pm	Psychology of Officiating
3:15pm	Rule Review
4:00pm	MCC Presentations
5:00pm	Game Management
5:30pm	Officiating Jr. Hockey
6:00pm	Dinner
7:00pm	Hockey Canada POE
7:30pm	Case Book Study
9:00pm	Break
9:15pm	Personal Goals and Objectives
9:30pm	Communication
10:00pm	Review Skating Tests

Sunday, August 15, 2004

8:00am	Breakfast Group B
8:00am	Skating Tests Group A
9:30am	Skating Tests Group B
10:00am	Breakfast Group A
11:45am	Exam
12:45pm	Questions
1:00pm	Go home Drive safely!

SAMPLE

NOTES:

- This agenda contains all topics that must be covered during the clinic. Be sure to stay within the allotted time for each agenda item to ensure all topics are discussed adequately and to ensure the clinic ends at the appropriate time.
- The order in which the topics appear is intentional. This order ensures a logical sequence of events and results in natural breaks, which the instructor can use to prepare for upcoming lessons.

SECTION 4



Development

SECTION 4 DEVELOPMENT

IN SEASON ASSOCIATION INSTRUCTION

SEPTEMBER

- District RIC to determine appropriate day/dates for regularly scheduled Association officials' meetings. RIC to serve as chairperson.
- Request ice allocation for officials' development.
- Request meetings with Division Managers/Coaching Staff/ Teams to conduct a "Rule Awareness Program".
- Circulate Fair Play announcement, discuss Fair Play initiative.
- Circulate match penalty and game incident report procedures including names and addresses.

IN SEASON

- Arrange facilities for official's meetings.
- Extend invitations to Association Executive Members.
- Set agenda(s) for meetings.
- Invitations to all Association officials.
- Conduct ice sessions based on the identified need of Association officials (see sample ice plans).
- Contact appropriate Executive Member or branch instructor for instructional assistance, if necessary.
- Identify special initiatives/ events for you Association.
- Research ways of increasing attendance at officials' functions (i.e. meetings in conjunction with schedule announcements or pay day, etc.).

DEVELOPMENT IDEAS

DEVELOPMENT NIGHTS

Because of time restrictions during the BC Hockey Officiating Program clinics and the availability of instructors there is no way that the Officiating Program can cover all aspects of officiating in enough detail to satisfy all attendees. The addition of "In House" programs to present materials throughout the season is a valuable asset to the minor hockey program and is highly recommended. Below are some reasons for organizing this program.

- To expand on points expressed in Officiating Program clinics
- To clarify inquiries resulting from use of the clinic material
- To develop a rapport between officials

- To standardize use of developmental materials
- To introduce officials to pertinent subject areas by use of specialized instructors.

Examples of subject areas which may be addressed:

- Injuries/Training
- Regulations
- Equipment – sales and service
- Communication techniques
- Legal aspects – insurance, Risk Management
- Special (fun) events
- Conditioning – Training programs
- Team management/coaches point of view
- Technical equipment – e.g. video analysis of techniques
- Motivational speakers
- Specific skill specialists – e.g. referee/parent, referee/executive
- Opportunities for officials
- Professional/Level VI Referee
- Concentration/Focus Workshop
- Goal setting Workshop

In order to implement the above ideas the RIC must make use of the resource people in the community. For example; do you know the local sports dealer who can explain the proper fitting and care of your equipment or the Physical Education teachers from the high school who can help design exercise programs for your officials? Every community has at least some of these untapped resources.

It is up to the RIC to contact these people and to instill the attitude within your officials that these people do have some expertise to offer. However, keep in mind that your officials are volunteers with only so much time – so do not go overboard. A meeting every week will more than likely be too much and even the best speakers will be wasted if your people do not want to be there. In addition, take into consideration the time of the season you are offering these workshops.

Take a close look at what your community has to offer – not just within the realms of your minor hockey association. Also, keep in mind, the branch can supply materials a resource people whenever possible to assist you in operating these special programs.

ASSOCIATION OFFICIALS MEETINGS

Please consider the following organizational details when preparing for these events:

“Fail to prepare; prepare to fail”

THE AGENDA

- Is an integral part of your event
- Should be circulated prior
- Must be crisp and to the point
- Includes: time, date, location, who will attend and business to be discussed
- Always include an adjournment time

MECHANICS

- Seating arrangements are important for control, communication and cooperation.
- Avoid arrangements (e.g. long and narrow) where delegates cannot see one another or the speakers.
- Make sure visual aids are optional and in clear view.
- Inform speakers of your set up and equipment.

LENGTH

- Effective meetings are seldom more than two hours.
- If longer sessions are necessary, use activity sessions, breaks and topic changes to keep delegates attentive.

OPENING THE MEETING

- Start on time
- State the purpose
- Introduce the participants

CLOSING OF THE MEETING

- Restate key points
- Thank audience and presenters
- Adhere to the length of meeting stated in you agenda

ASSOCIATION OFFICIALS MEETINGS SAMPLE AGENDA

SEPTEMBER ---

7:30 – 9:30 PM

Legion Hall

Chaired by Association RIC

Attendance: Association Officials

- Welcome
- Introduction of Guests/Speakers
- Ice Breaker – officials introduce themselves, level, experience
- Review of clinic dates
- Association Requirement for Officials
- Review Association Structure
- Supervisor/Assignor Comments
- Review Season Activities
 - Tournaments, playoffs, etc.
 - Officials development plan
- Awards/Rewards for Officials
- Hockey Canada / Branch Bulletins
- Rule Interpretations – questions/answers
- Next Meeting Date/Time/Location
- Adjournment

MENTORING

The definition of a mentor is “an experienced and trusted advisor”. Within the officiating program, the RIC would assign a Senior Official to act as a “mentor” to a small number of Junior Officials. The Senior Level III and above officials in your association are excellent candidates to act as mentors.

The mentoring could be as simple as being a person to call if some clarification is necessary, or as complex as having the mentor view as many games as possible of their junior “understudies”. (The latter feedback mechanism is really not much different than the meaning we attach to evaluating or coaching in the officiating program). The assignor may have mentors and understudies matched periodically on game assignments.

The mentor may be the “shadow” (see below) for a particular number of young officials. Whatever form the mentoring takes, the idea is to be supportive. The young or inexperienced official always has someone to rely on for information and moral support.

SHADOWING

Shadowing is an instructional technique that allows a senior official (instructor) to follow a novice official on the ice during a game. The object is to allow the senior official to skate alongside and talk with the learning official through actual game conditions. The technique is most effective for introducing proper positioning, skating techniques and the physical skills of officiating (such as signals and puck dropping).

As the shadowing process begins, the learning official shadows or mirrors the actions of the teacher as the game is called. Slowly, more and more authority is transferred to the learner until finally the teacher is the shadow, offering verbal instruction and moral support.

Obviously, if the system is to be effective, a couple of hurdles have to be overcome. The first step is to obtain a commitment from your senior officials to act as shadows. The second is a commitment from the Association and the teams that this process is important and will take place during some of their games (they will probably need advance notice of your shadowing system and who is actually in charge of the game).

As the shadowing system progresses, the next step would be for the teacher to leave the ice but be available for instruction (possibly close to the boards. Here the shadow becomes a coach who can offer instruction and encouragement.

This naturally progresses into mentorship, with the learning officials working on their own with mentors observing the games and offering feedback and support.

LOW LEVEL GAMES

Many associations, especially those using the Initiation Program, are being very innovative in ways of introducing hockey to beginning players. In doing so, many run versions of a “hockey game” where they have modified the ice surface, the number of players on the ice, the equipment and the basic rules of the game.

These game variations offer excellent opportunities to develop officials. For example, some associations may choose not to call offside for young age groups. This situation is an excellent learning environment as it allows the learning official to build confidence in skating and watching the play while reducing some of the responsibility of making all the calls. These situations also lend themselves to excellent shadowing opportunities.

RULE AWARENESS PROGRAM

PURPOSE:

A program by which rules and their interpretations can be passed on to coaches, players, and others without the pressures of game situations.

RESULTS:

- A better communication between players, coaches and officials.
- A better knowledge of the rules and their interpretation.
- A safer game with an awareness of risk management.
- Reduce penalty minutes.
- A more enjoyable game.
- Better officiating.
- A better understanding of the official's role.

PARTICIPANTS:

Coaches and their teams along with minor hockey administrators and interested parents.

EQUIPMENT REQUIREMENTS:

A TV and VCR are needed along with a pair of hockey sticks for demonstration purposes.

LOCATION:

A classroom will be needed which will be able to seat all the participants comfortably and still leave a demonstration area. An ice arena will be needed for on-ice demonstrations.

LENGTH OF PROGRAM:

It will be made up of two sessions. The classroom session will take approximately one hour. The on-ice session will take 30 minutes. Total elapsed time including dressing for ice sessions should be less than two hours.

CLASSROOM SESSION

1) Introduction

5 Minutes

- a) To introduce those instructing the program and their qualifications.
- b) To welcome those participating.
- c) To invite comments and questions to pertinent topics as they are discussed.

2) Liability

15 Minutes

- a) Show some potentially dangerous and illegal checks and stick work, i.e. cross checks, checking from behind, spearing, tripping, etc.
- b) Explain how, if someone is seriously injured by an illegal check, the player, coach, official, league and even branch may be held responsible.
- c) Show the Mike Bossy (smart Hockey) video on checking from behind.

3) Communication

10 Minutes

- a) Demonstrate the importance of good communication between coaches, players and officials by:
 - i) Elimination of misunderstanding before the game
 - ii) By meeting before the game on a personal level over a coffee etc. with officials.
 - iii) By acknowledgement of team member/or officials with a greeting.
 - iv) Explain the Fair Play initiative.
 - v) Quickly clarifying questions in more detail between periods or after the game in a friendlier manner.
- b) Show how to improve communication by:
 - i) Asking questions in a polite and gentlemanly manner for better results.
 - ii) Eliminating rude and abusive language that only angers the official.
 - iii) Asking questions which are pertinent to the situation at hand.

4) Improving the Quality of Officiating

5 Minutes

- a) Reasons for inconsistency by officials:
 - i) As a player, treat them with respect, politeness and play within the rules.
 - ii) As a coach, show respect and understanding by supporting the calls.
 - iii) As a fan, by commenting on the positive aspects of the game and not being biased towards the official.
- b) How to improve the official:
 - i) As a player, treat them with respect, politeness and play within the rules.
 - ii) As a coach, show respect and understanding by supporting the calls.

- iii) As a fan, by commenting on the positive aspects of the game and not being biased towards the official.

5) New Rules, Their Interpretation & Discussion

25 Minutes

- a) Briefly read new rules and provide a short interpretation and demonstration.
- b) Invite questions pertinent to the rules. NOTE: If the session is being presented to individuals involved in levels of the game with no body checking show the “Body Contact... The Right Call” video.
- c) If Possible, show reasons for the rules:
 - i) i.e. face-off encroachment rule – fairness
 - ii) Helmet/ chin strap rule – liability
 - iii) Interference with goaltenders rule
 - iv) High sticking
 - v) Checking from behind rule
 - vi) Abuse of officials rule
 - vii) Obstruction guidelines

ON-ICE SESSION

1) Discuss & Demonstrate Illegal & Dangerous Types of Checks

10 Minutes

- a) Checking from Behind:
 - i) Show how even the slightest push from behind can be potentially dangerous.
 - ii) Show how checking from behind, when near the boards or net can cause injury.
- b) Cross Check:
 - i) Demonstrate what a cross check is and how it can damage kidneys, etc.
 - ii) Show how a cross check to the head must be deemed a deliberate act.
- c) High Sticks:
 - i) Demonstrate how high sticks, even unintentional ones, can cause injury.
- d) Slashing:
 - i) Show how a stick swung at a player, even without contact, can result in a penalty being called.
- e) Spearing and butt ending:
 - i) Demonstrate what a spear and a butt end are and how the referee determines if a double minor or a match is called.

2) Discuss & Demonstrate Legal & Safe Ways of Body Contact

10 Minutes

- a) By placing your body between the puck and the puck carrier to gain possession (refer to the video “Body Contact... The Right Call”);
 - i) Hitting the player with excessive force can result in injuries, penalties and retaliation.
 - ii) A proper body check only needs to separate the player from the puck.
- b) By keeping the stick on the ice, the chance of injury is decreased.

3) Demonstrate After the Whistle Contact

5 Minutes

- a) Show how the referee will ensure protection of the goalie by blowing down the play. Any unnecessary contact after that by either team is cause for a penalty;
 - i) If you are attacking a team – skate away.
 - ii) If you are defending a team – do not over-react to a stoppage of play at the net.
- b) Show how loss of territorial advantage as well as a penalty may result from a gathering after a whistle.
- c) Emphasize that a team that initiates after the whistle contact will come away from the play shorthanded.

4) Show Proper Procedure When a Penalty Is Assessed

5 Minutes

- a) A penalized player;
 - i) Must go directly to the penalty box.
 - ii) If the player stops or goes back to the “active” area an additional 10-minute misconduct could be assessed.
 - iii) If a player complains and carries on, additional penalties could be assessed.
- b) The non-penalized team members;
 - i) Should skate away from the incident area.
 - ii) Could receive an unsportsmanlike penalty for verbally harassing the penalized player.

Conclude by thanking everyone for their presence and input. Leave with the understanding that the door is always open for further communication.

Remember it is better to communicate than to confront.

Hockey Canada Acknowledges BC Hockey and the contributions of Terry Flatt, Jim Allaway and the members of the BC Hockey Referee Committee for developing the Rule Awareness Program.

AWARDS/ REWARDS

The following lists some of the ways officials have been acknowledged for their services:

LOCAL RECOGNITION

- As a part of the association scholarship program.
- Prize draws based on the number of games officiated (e.g. trip to NHL game).
- Point system for each game with points accumulated for equipment purchase.
- Local recognition awards for outstanding performance (Referee of the Month, etc, including media coverage).
- Subsidized attendance at summer schools or other developmental opportunities.
- Recognition at high profile events (e.g. Junior games).
- Clothing with local, provincial, branch or Hockey Canada logos.
- Registration fees paid by the Association.
- Free coffee or reduced prices at arena concession.
- Year-end function (e.g. banquet/awards night).

RECOGNITION

- Branch Official of the Year
- Branch Development Award – officiating
- Branch scholarship
- Branch High Performance program opportunities

BC HOCKEY OFFICIATING PROGRAM AWARDS/EVENTS

- BC Hockey Officiating Week
- BC Hockey Officiating Program Awards – Most Deserving, Most Promising, Most Improved.
- Royal Bank Hockey Canada Week

For further information on any of the above, contact the appropriate Executive Member, branch Referee Committee Member or the branch office.

SECTION 5



On-Ice Instructional Sessions

SECTION 5 ON- ICE INTRUCTIONAL SESSIONS

The following 10-60 minute on-ice instructional sessions are designed to introduce and review the skills of officiating in a logical progression. The lesson plans reference three documents that are included after the plans:

1. Warm-Up and Stretching Exercises
2. Sample Skating Drills
3. BC Hockey Officiating Program Skating/Skills Tests

Using these three documents, the lesson plans offer a variety of drill options.

ON-ICE LESSON PLANS

Lesson #1	Skating
Lesson #2	Two Official System - Positioning and Procedures
Lesson #3	Offside/Offside Pass/Icing - Positions, Signals, Puck and Skate Positioning
Lesson #4	Offside Pass/Icing
Lesson #5	Penalties/Signals - Instruct Proper Signals, Penalty Procedures
Lesson #6	Face-Off/Line Changes - Face-Off Stance, Puck Drop, Line Change
Lesson #7	Three Official System – Positions and Procedures
Lesson #8	End Zone Positioning – Home Base, Half Piston, At the Net
Lesson #9	Communication, Team Work, Risk Management
Lesson #10	Pre/Post Game Procedures, Altercations

LESSON #1 – SKATING

Commence Lesson #1 with an equipment check. It should be suggested that knee and elbow pads be worn. Of course, CSA helmets and visors are mandatory **for both participants and instructors.**

Warm Up	5 Minutes	Slow to ½ speed between blue lines. Turn backwards between blue lines, always turning towards middle. Two laps, ¾ speed In both directions emphasizing long strides.
Stretch	5 Minutes	Stretch. Touch toes, groin, leg to chest and then out to side. Arms in circle. Neck Rotations. (reference other stretches)
Power Skating		If you have access to someone who can teach Power Skating, this would be an ideal Lesson to have them present. If not, here are some ideas for drills.
Forward Turns/Circles	20 Minutes	Select four Skating Drills of the following (5 minutes each): #1c, #2, #3, #4, #5, #7, #9. Interspaced with rest/feedback to officials.
Agility	10 Minutes	Select one Skating Drill of the following: #1b, #8, #10
Relay	15 Minutes	Two or three teams. Start at goal line with puck in hand, skate forward to opposite end boards, touch boards, return to next teammate and hand puck off. Once forward, once back wards. Suggested Variation – using skating drill #10
Cool Down	5 Minutes	Easy skate. Stretches as above.

LESSON #2 – TWO OFFICIAL SYSTEM

Preparation		Review the BC Hockey Officiating Procedures Manual sections on the two official system.
Equipment		2 Sticks, 12 Pucks, 4 Pylons
Classroom		Review the two official system on the board to prepare for on-ice session.
Warm Up	5 Minutes	Choose four Warm-Up Drills from #8, #9, #12, #14, #17, #18
Stretch	5 Minutes	Choose four Warm-Up Drills from #1, #4, #5, #7, #10
Two-Official System	30 Minutes	Walk through positioning as follows: Start of game positioning. Diagonal positioning with play between. Stoppage of play. Offside, icing, penalties, and goal positioning. Drill – select two or three players with sticks and a puck to simulate game conditions. Officials react with proper positioning. Rotate officials. On the instructor’s whistle, end “shift” with a penalty call. Officials not “playing” or “officiating” receive instruction/feedback from sideboards. Intersperse group instruction/feedback between “shifts”.
Relay	10 Minutes	Divide officials into two teams. Position ½ of Team “A” on each end face off dot on same side of the rink (similar for Team “B” on other side of the rink. Starting official with the puck skates a length, hands puck off to partner at face-off dot. Partner returns to other end.
Cool Down	5 Minutes	Slow skate and stretching. Reference stretching exercises.

LESSON #3 – OFFSIDE / OFFSIDE PASS / ICING

Preparation		Review BC Hockey Officiating Procedures Manual section on Offside, Offside Pass, and Icing.
Equipment		2 Sticks, 12 Pucks, 2 extra helpers (Instructors)
Classroom	20 Minutes	Review offside, offside pass, icing on board and set up session.
Warm Up	5 Minutes	Select two Warm-Up Drill from #9, #20, and #21. Remember only ½ to ¾ maximum effort!
Stretch	5 Minutes	Select four Warm-Up Drills from #1, #2, #3, #11, #13
Review	5 Minutes	Review Lesson #2, Two Official System.
Instruct Offside	5 Minutes	Components of offside. Puck all the way over blue line, and signals.
Offside	10 Minutes	Divide into two groups at red line on boards. Skate drill backwards to blue line, make call inside blue line, move outside line.
Offside Pass Demo	5 Minutes	Components of an Offside Pass (puck, skates and signals).
Offside Pass	10 Minutes	Same two groups. Group “A” back official, Group “B” front official. Two instructors execute examples of offside passes. Officials make the call, complete with signals. Switch ends ½ way through and go other way.
Icing Demo	5 Minutes	Components of icing and signals.
Icing Drill	10 Minutes	Same two groups. Instructor shoots puck. Officials call icing with help from other officials. One instructor for each group.
Cool Down	5 Minutes	Slow skating and stretching. (if time)

LESSON #4 – OFFSIDE PASS / ICING

Preparation		Review BC Hockey Officiating Program Procedures Manual sections on Offside, Delayed Offside, Working the Line, Offside Pass, Icing
Equipment		2 Sticks, 12 Pucks, 2 extra helpers (Instructors)
Classroom	20 Minutes	Quick Review of offside passing, icing and previous ice session.
Warm Up/ Stretch	5 Minutes	Moderate skating and stretching. Choose four Warm-Up Drills from #6, #15, #19, #20, #21.
Review	5 Minutes	Review lesson #3, offside/offside pass/icing.
Offside Pass Demo	5 Minutes	Demonstrate offside pass components; puck, skates and signals.
Offside Pass Drill	15 Minutes	Divide into two groups, one group at the red line on each side against the boards. Group “A” – back official, Group “B” – Front official. Instructors with sticks and pucks demonstrate examples of an offside pass. Officials, in pairs, make the calls complete with signals. Switch ends half way through and practice other direction.
Icing Demo	5 Minutes	Review components of icing and signals.
Icing Drill	15 Minutes	Two Groups as above. Instructor shoots puck. Officials make the calls with help from other Instructors. One instructor for each group.
Fitness	5 Minutes	BC Hockey Officiating Program Skating Test #5.
Cool Down	5 Minutes	Slow skating and stretching.

LESSON #5 – PENALTY PROCEDURES AND SIGNALS

Preparation		Review BC Hockey Officiating Procedures Manual for Penalty Procedures and Signals.
Equipment		Pucks
Classroom	20 Minutes	Review penalty signals. Illustrate penalty procedure for ice session.
Warm Up Stretch	5 Minutes	Choose five Warm-Up Drills from #9, #10, #11, #12, #14.
Review	5 Minutes	Offside Pass/Icing
Signal Demo	5 Minutes	Demonstrate signals to be out from body, bold but not aggressive.
Signal Drill	15 Minutes	Divide into two groups, one at each end. Officials in a large circle from end boards to blue line. Officials skate in the circle. The instructor in the center calls out penalty, officials put arm up for delayed penalty. Instructor blows whistle, then officials Stop, Plant, Point, Signal, Check. Skate in opposite direction.
Penalty Procedure Demo	5 Minutes	Arm up skating from blue line. Skate to half piston, back to home base, forward to full piston, back to half piston, Stop, Plant, Point, Signal, Check, then back to penalty box.
Penalty Procedure Drill	15 Minutes	As in above demo, officials begin in line at blue line both ends.
Fitness	5 Minutes	Skating Drills #4 and #8
Relay	5 Minutes	Teams (four officials per team) start at center ice either side of face off circle. Two laps per official, relay puck – see who wins.
Cool Down	5 Minutes	Slow skate and stretching.

LESSON # 6 – FACE-OFF / LINE CHANGES

Preparation		Review BC Hockey Officiating Procedures and Line Changes.
Equipment		1 stick for each group. 1 puck per official.
Classroom	20 Minutes	Review face-off technique, and exiting circles. Review line change procedure.
Warm Up	5 Minutes	50% - 75% maximum speed. Skating Drills #4, #8.
Stretch	5 Minutes	Warm-Up Drills #1 to #6
Review	5 Minutes	Penalty/Procedures/ Signals (lesson #5).
Face-Off	5 Minutes	Stance – shoulder width apart, knees slightly bent. Hold Demo puck in groin area. Check behind you – once only. Ensure face-off is fair for both teams with everyone outside circle, out of hash marks. Both sticks down fairly. BE STRICT!
Face-Off Drill	10 Minutes	Divide officials into practice groups using the end zone face-off dots. A senior official supervises each group. Officials take turns with puck drop and retreating (backwards) to home base.
Line Change Demo	5 Minutes	In two official system, the official conducting the face-off conducts the line change procedure. Once officials are in place, wait five seconds for visiting team change. Ensure coaches can see you. Stress arm position in signal. Make sure you are in control of line changes. Eye contact.
Add to Face-Off Drill	5 Minutes	Same as face-off drill (above) but add line change procedure an in two official system.
Fitness	5 Minutes	Conduct Skating Drill #5 and #6 with officials racing to a puck pick up inside the blue line.
Cool Down	5 Minutes	Slow skating and stretching.

LESSON #7 – THREE OFFICIAL SYSTEM

Preparation		Review BC Hockey Officiating Procedures Manual on Positioning for Three Official System.
Equipment		2 sticks, 12 pucks, 2-4 “players” for demonstration.
Classroom	20 Minutes	Review three official system; start of game, as play develops – positioning of linesmen and referee. Review practice plan.
Warm Up Stretch	10 Minutes	Warm-Up Drills #9 to #14.
Review	5 Minutes	Face-Off/ Line Changes.
Three-Official System Demo	5 Minutes	Have two to four guest players, students or instructors with sticks simulating game. Drop puck for start of game. Have “players” move up and down ice with instructors as linesmen and referee adjusting their position to the play.
Three-Official System Drill	20 Minutes	Officials in player’s box and a team of officials on the ice. Do as above but have Instructors shadow officials to correct positioning as play goes on.
Relay/Fitness	5 Minutes	Two teams starting at goal line. Skate to blue line, then back to goal line. To centerline and back to goal line. To far blue line and back to goal line. Skate to far end and then back to goal line. Next official goes when the first official touches the center red line. Stop facing the same direction each time.
Fitness	10 Minutes	BC Hockey Officiating Program Skating Test #4
Cool Down	5 Minutes	Slow skating with stretching.

LESSON #8 – END ZONE POSITIONING

Preparation		Review BC Hockey Officiating Procedures Manual for End Zone Positioning.
Equipment		3 sticks, 12 pucks, 2-4 assistant, 2 pylons
Classroom	20 Minutes	Review end zone positioning, home base, half, piston, full piston, at the net, pivot, break out.
Warm Up	5 Minutes	Skating Drills #2, #7 , executed at 50%-75% maximum effort.
Stretch	5 Minutes	Select one novice official to lead group through a series of stretches while skating slowly around ice.
Review	5 Minutes	Review three official system.
Goal Line Positioning Demo	5 Minutes	a) Home base positioning (1/2 way between hash marks and goal line, about 8" off boards). b) Half Piston (bottom of face off circle below face-off dot). c) Piston (movement back and forth on straight line from home base near post). May go behind net in case of goal mouth scrambles.
Goal Line Positioning Drill	25 Minutes	Two groups at red line along the boards. Use both ends. One at a time, referee skates into the end zone, sets at home base, moves back to home base, then breaks out of zone. Second time through, assistants randomly carry puck in end zone while referee adjusts position to the play.
Game	10 Minutes	British Bulldog (touch only).
Cool Down	5 Minutes	Slow skating and stretching.

LESSON #9 – COMMUNICATION/TEAMWORK, RISK MANAGEMENT

Warm Up	5 Minutes	Skating Drill #1. Officials in three groups rotate stations on instructor's command.
Stretch	5 Minutes	Warm-Up Drills #5 - #8.
Review	5 Minutes	End Zone Positioning, Lesson #8.
Risk Management	10 Minutes	Tour ice indicating potential problems. I.e. screws, glass, gates, boards. Demonstrate injury procedure. Examine arenas emergency equipment.
Communication	10 Minutes	Conduct Icing Drill (Lesson #3) and Offside Drill (Lesson #3). Stress communication between referee and two linesmen.
	5 Minutes	Review signals, form of communication. Conduct Signal Drill from Lesson #5.
Teamwork	10 Minutes	Exchanging puck and retrieving. Drill – officials in pairs at each face-off dot. One official tosses puck approximately 20 feet. Partner retrieves puck and exchanges it with official at face-off dot. Change roles.
Demo	5 Minutes	Referee crease procedure.
Relay	5 Minutes	BC Hockey Officiating program Skating Test #3 (Puck Shuttle).
Cool Down	5 Minutes	Slow skating and stretching.

LESSON #10 – PRE-GAME PROCEDURES / POST-GAME PROCEDURES / ALTERCATIONS

Preparation		Review BC Hockey Officiating Procedures Manual for Start of Game/Period, End of Game/Period, Altercations, Breaking Up Fights, Reporting Incidents.
Classroom	20 Minutes	a) Review properly completed score sheet (signatures, etc.) b) Review game preparation procedure – check rink, net, score sheet c) Team observation procedures (number of players, matches, score sheet, equipment) d) Starting line up
Warm Up Stretch	10 Minutes	Warm-Up Drills #18 - #12.
Pre-Game/Post-Game	10 Minutes	Review pre-game procedures (check rink, net). Demonstrate Fair Play initiative, procedures for teams leaving the ice.
Altercations Demo/ Discussion	15 Minutes	Breaking up an altercation; Teaching points: <ul style="list-style-type: none">• Position of referee and linesmen• When and how to enter to separate players• Safety of those involved• Communication among officials• Accompany players moving to penalty box or exit• Officiating team discussion of penalties, if required• Multiple situations
Altercation Drill	20 Minutes	Divide officials into groups of four. Two officials simulate an altercation. Two officials practice teaching point as above. Rotate roles.
Cool Down	5 Minutes	Slow skating and stretching.

WARMUP, SKATING AND STRETCHING EXERCISES

NOTE: It is suggested that Section 3 of the Officiating Procedures Manual be reviewed by the officials prior to any physical activity and/or on-ice sessions.

- **Groin Stretching**
 - Make sure the toe of the drag leg points outward
 - Try not to use skating strides between right and left stretches
- **Single leg kicks from a squat position**
 - In a stationary or moving position
- **Single leg glides from a squat position**
 - Support knees should not be flexed more than 90
 - The lifted skate is held out at the front of the body
 - Glide from 20' to 30'
- **Airplane glide**
 - Chest faces the ice
 - One skate is on the ice, the other is held straight out towards the rear
 - Arms are straight out to the sides
 - Head up
- **The "T" balance**
 - One skate on the ice, the other straight out towards the side
 - Hands on the inside of each knee and pushing outwards
- **Glide and touch heels (backward or forward)**
 - Two foot glide
 - Touch heels with hand
- **Leg circles**
 - Skates stay on ice at all times
 - Legs spread wide to the side then come together
- **Forward alternate leg cross-overs**
 - Continuous cross-overs alternating left and right legs
 - As skill at this exercise improves insist that the glides between cross-over become longer
- **Backward alternate leg cross-overs**
 - Continuous alternating cross-overs
 - Drive skate must come from the side and cross over in front of the support leg
 - Use a stick or the assistance of a partner while skating backwards to learn this skill

- **Shoulder kick** (forward or backward)
 - Hands held straight outwards from the shoulder (towards the front)
 - Kick leg up to touch the hand
- **Knee Lift** (forward or backward)
 - Lift knee up to the chest and give a pull towards the chest with the hand
- **Slalom Skating** (forward or backward)
 - Skates stay parallel and on the ice at all times
 - Can be performed with the feet close together or wide
- **Running on the toes or heels**
 - Bring the knees up high
 - Performed while moving around the ice or on the spot
- **Jumping**
 - There are various types:
 - Stride
 - Scissor
 - Straight up and reach high
 - Touch knees to chest
 - Stride and together
 - 180 degree turn
 - Can be used in interesting combinations
 - While moving or on the spot
- **Trunk Rotation**
 - Hands held on the hips
 - Rotate trunk to the count of two to each side
- **Toe Touch**
 - Straight legs
 - Arms straight over head
 - Touch toes while keeping the legs straight
- **Lateral Side Stepping**
 - Make sure the toes point at right angles to the direction of the movement
- **Mirror Drill**
 - Face each other
 - One partner attempts to imitate the other's movement
- **Resistance Push**
 - Face each other, hands on partner's shoulders

- One pushes forwards while the other provides slight resistance while going backwards

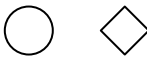
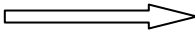





- **Resistance**
 - Face to face
 - Hands on partner's shoulders
 - Each attempts to push the other backwards

- **The Individual Cone**
 - Each person has a cone and places it in an open area
 - Execute different types of circles around the cones
 - Hold on to the top of the cone and circle (different types of circles)

SKATING DRILLS

SYMBOLS

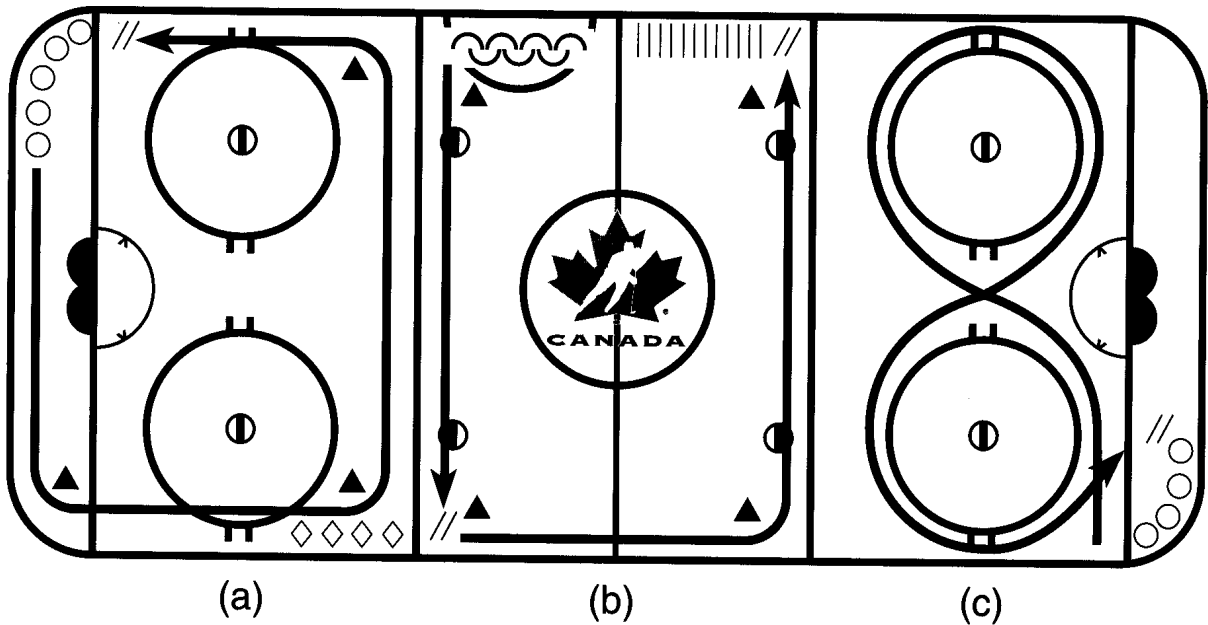
The rink diagrams used in this section display the following symbols:

	SKATERS
	FORWARD SKATING
	BACKWARD SKATING
	STOP
	PIVOT
	STICKS
	PYLON

DRILL #1 – CIRCLE SQUARE

Purpose: To develop basic skating skills.

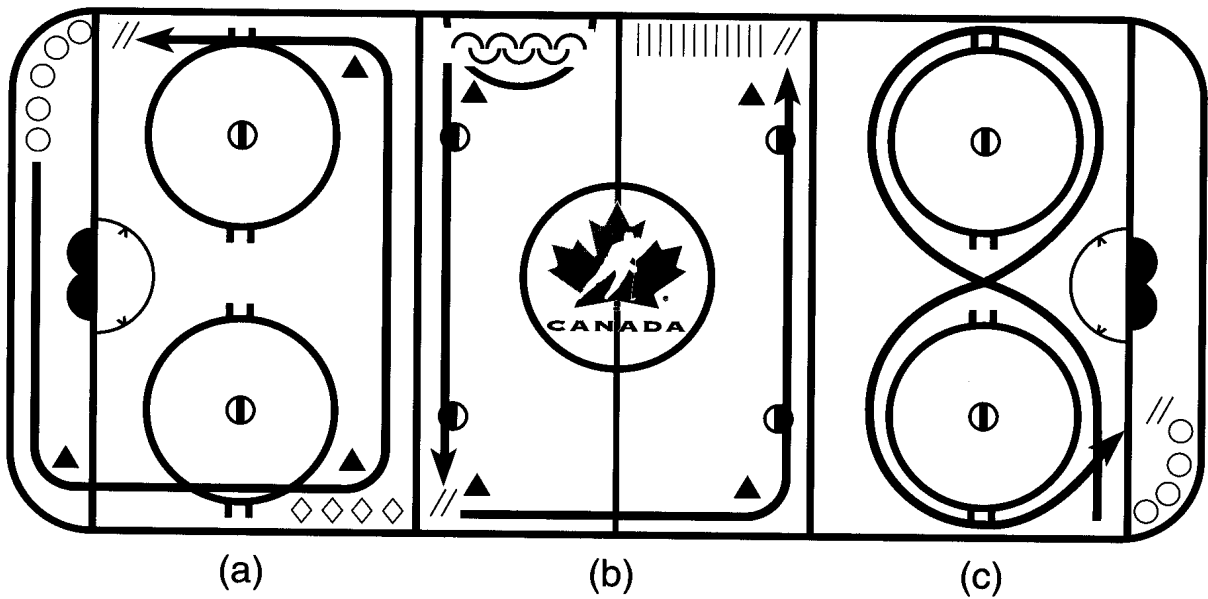
Description: (a) Tight arc around pylons
(b) Tight turn – stop – lateral chops – backwards skating – pivot to forward and return
(c) Crossovers around circles.



DRILL #2 – THE FIGURE 8

Purpose: Forward and backward crossovers, backward skating.

Description: Skaters form a figure 8 while skating the full length of the rink.
Same as above, skating the width of the rink



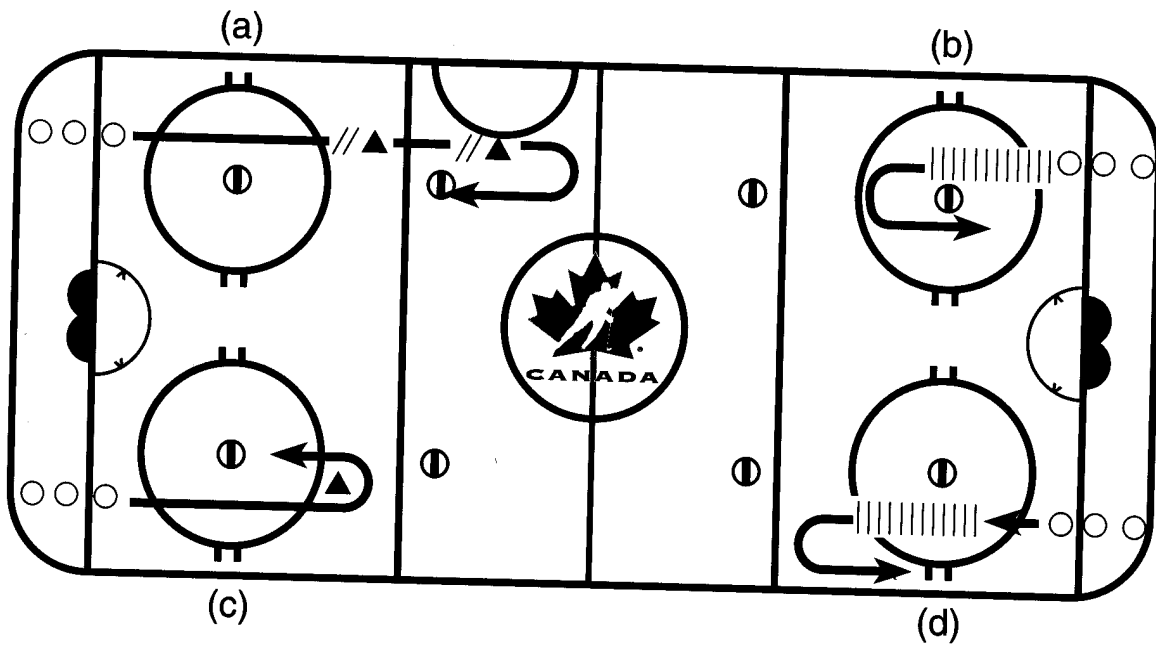
DRILL #3 – FOUR CORNER SKATING SKILLS

Purpose: To develop basic skating skills.

Description: Skaters in four (4) corners
May have same drill in all corners or use station format

- (a) Skater stops at each cone.
- (b) Skater performs crossover start through sticks.
- (c) Skater performs tight turn at pylon.
- (d) Skater performs v-start through sticks.

Variations: Alternate sides.

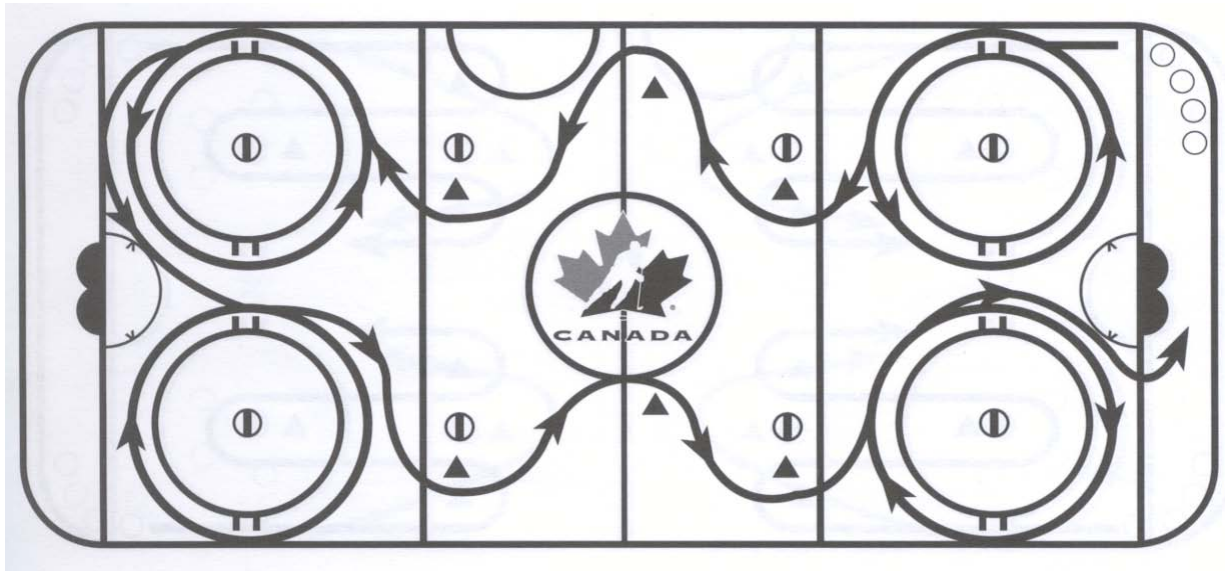


DRILL #4 – SKATE THE CIRCLES

Purpose: To develop agility skating.

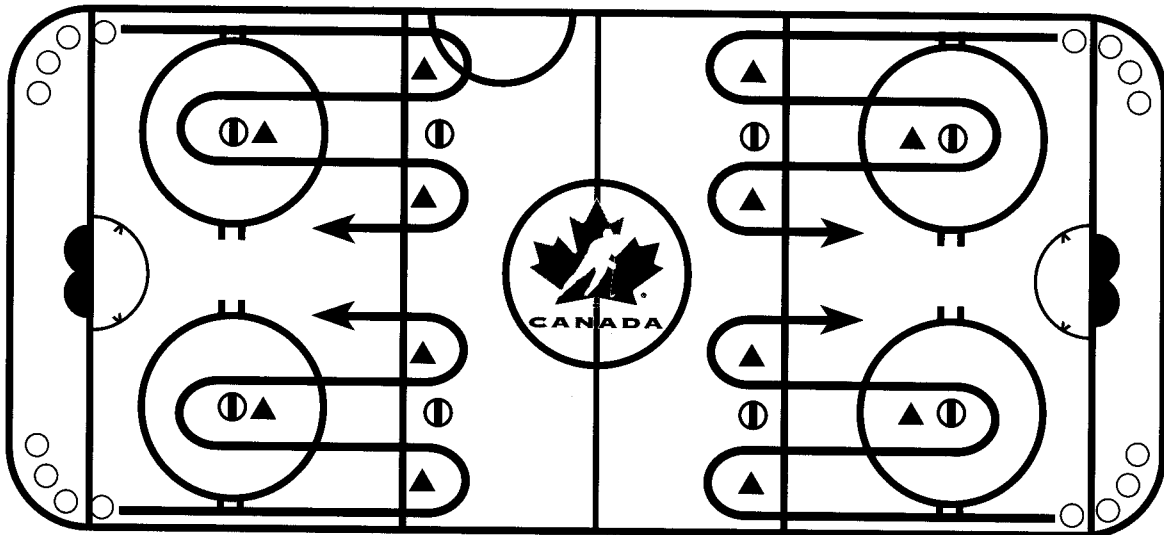
Description: Skaters all start in one corner with three (3) skaters (slightly spaced going together).

Variations: Perform while skating backwards.



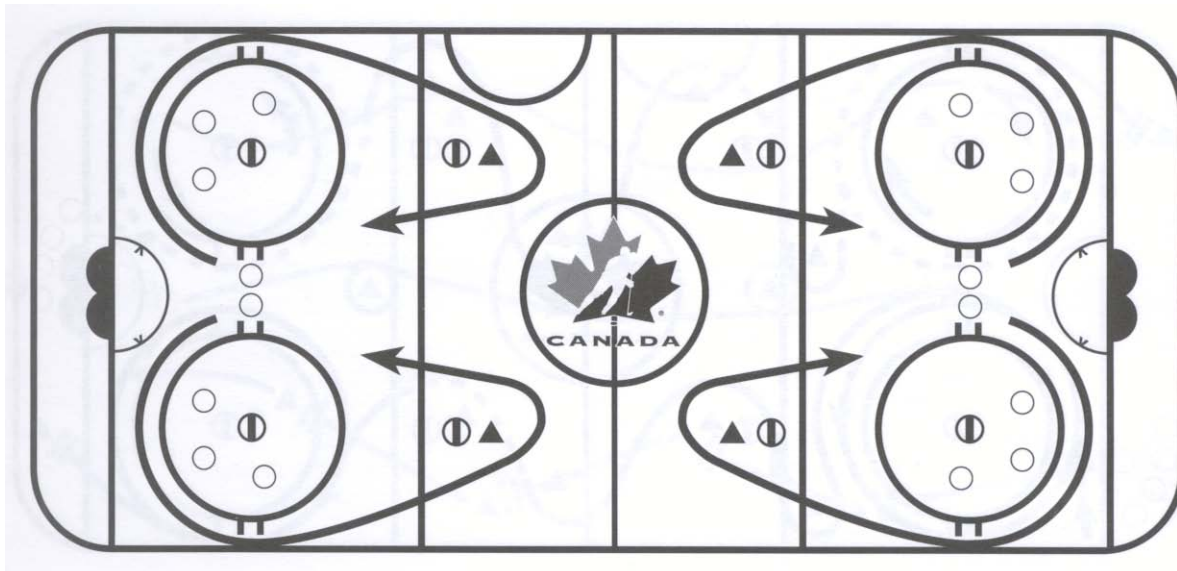
DRILL #5 – TIGHT TURN RACES

- Purpose: To develop tight turn skating skills.
- Description: Skaters in adjacent corners
On whistle, skaters race around cones
- Variations: Race backwards with forward pivot at least one cone.



DRILL #6 – CROSS OVER RACES

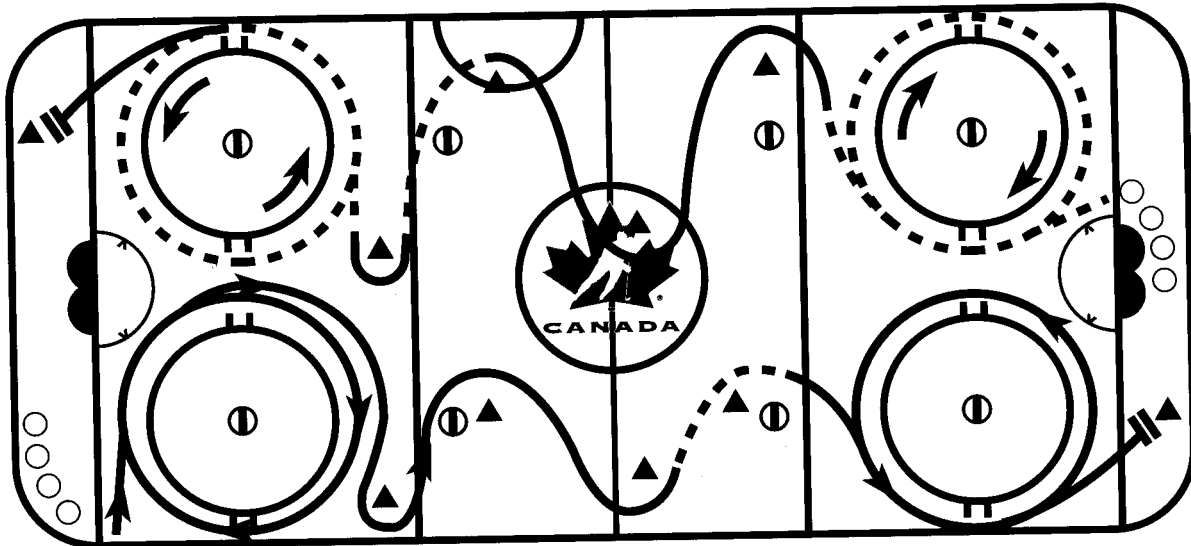
- Purpose: To develop crossover skating skills.
- Description: Skaters in diagonal corners.
On whistle, skaters race around cones.
- Variations: Race backwards with pivot at least one cone.



DRILL #7 – FULL ICE OBSTACLE COURSE

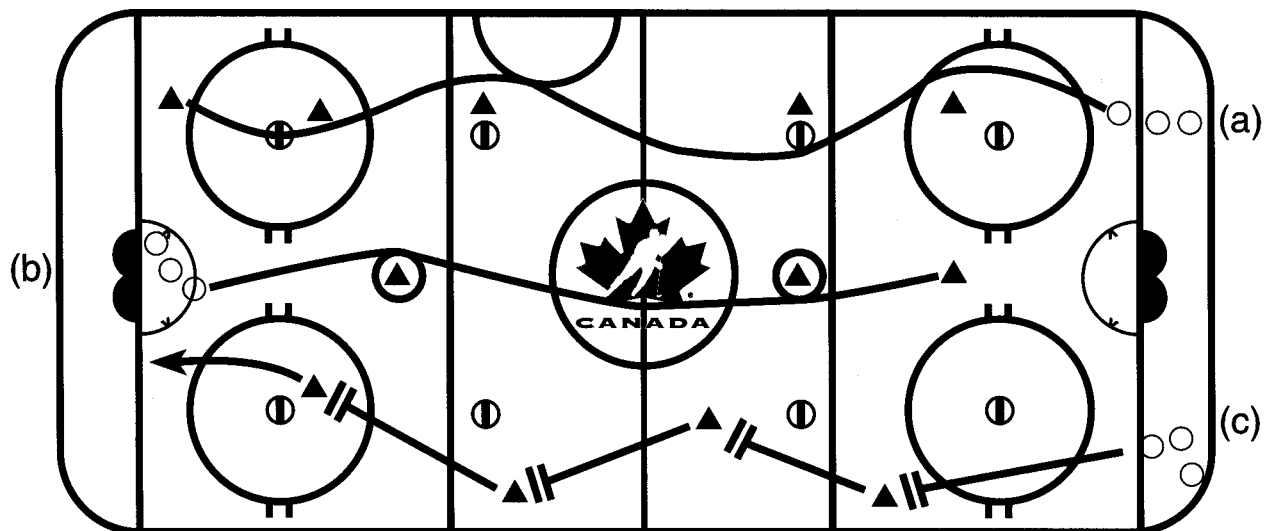
Purpose: To develop skating agility skills.

Description: Skaters in diagonal corners. Skaters perform as per diagram executing crossovers (forward and backwards), tight turns (forward and backwards), forward to backward pivoting, backward to forward pivots, stopping.



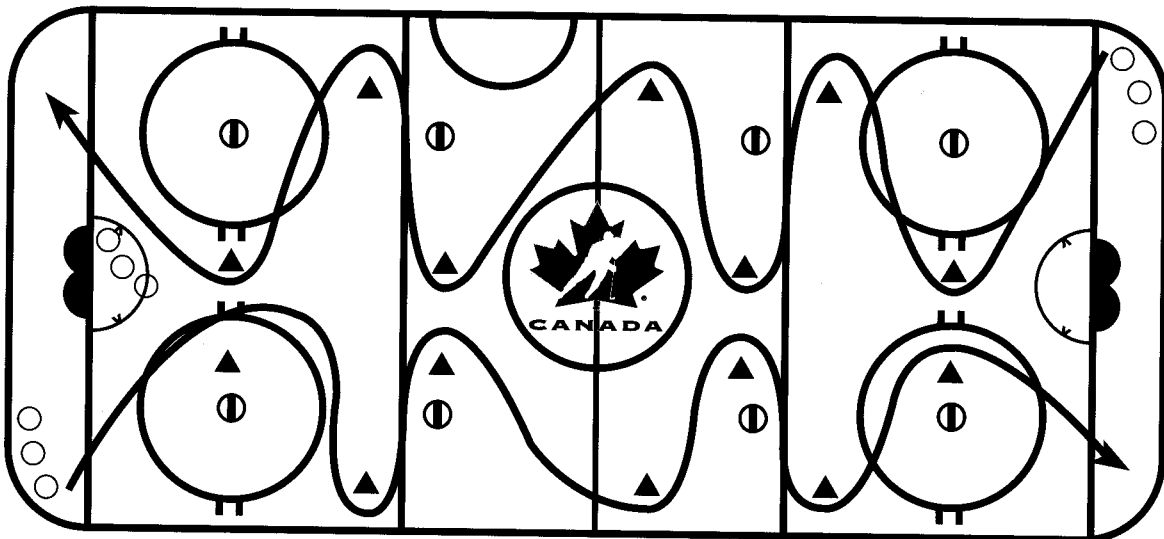
DRILL #8 – THREE LANE SKILLS

- Purpose: To develop basic skating skills.
- Description: Skaters aligned as per diagram.
- (a) Slalom weave through cone.
 - (b) 360* turns at each cone.
 - (c) Stops at each cone.
- Variations: Perform skills while skating backwards.



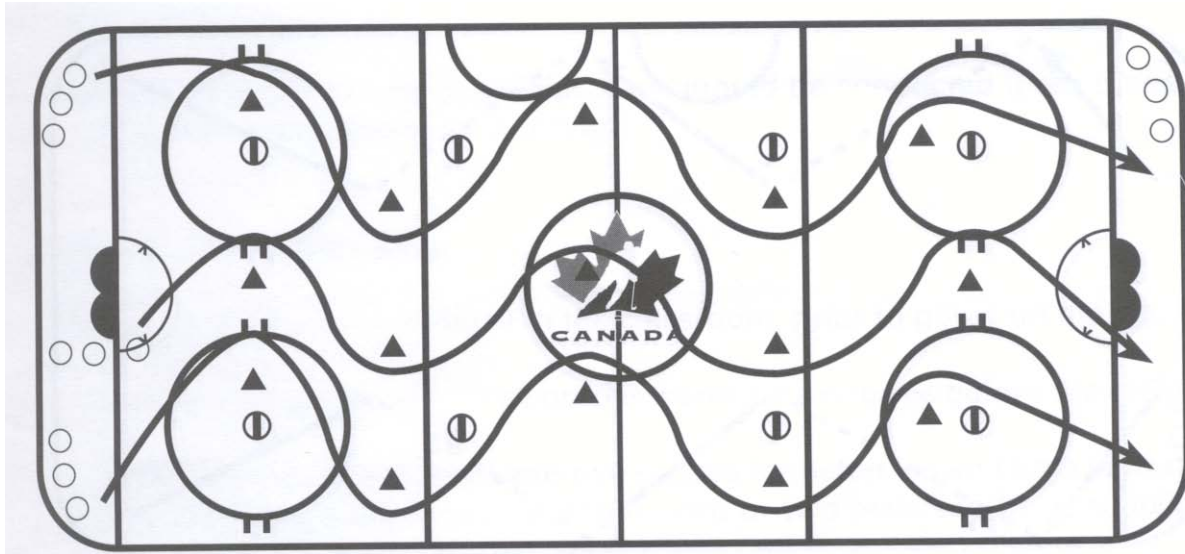
DRILL #9 – TIGHT TURN

- Purpose: To develop tight turns.
- Description: Skaters in alternate corners as per diagram. Upon command, skaters skate pylon course.
- Variations: Perform skating backwards.



DRILL #10 – CROSS-ICE STROKING

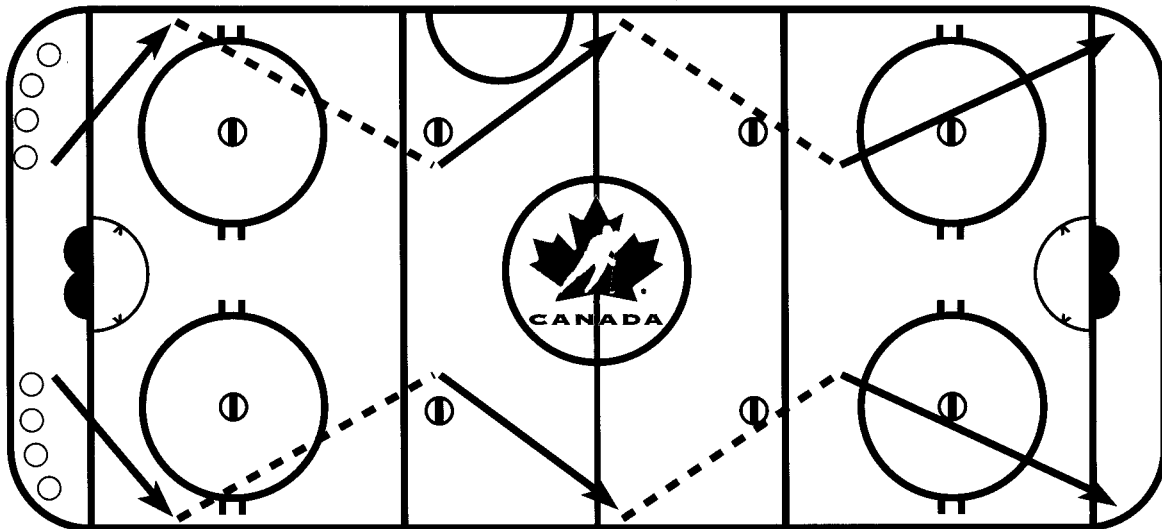
- Purpose:** Agility skating.
- Description:** Skaters in three (3) lines at end of ice surface.
Skaters placed as shown on diagram.
Skaters weave forward through cones upon command.
- Variations:** Skating backwards.
Remove cones and mirror a partner down ice.



DRILL #11 – BACK SKATING

Purpose: To develop backward skating skills.

Description: Skaters in both corners.
Skaters follow pattern as per diagram emphasizing good pivots.



OFFICIALS SKATING SKILLS TESTS

OBJECTIVES OF TIMED SKATING TESTS

The major benefit derived from participating in these drills is the self-evaluation feature, when individual results are compared to group results. Officials are able to assess their ability in three areas: sprints, agility, and endurance. The officials are able to compare personal results with peer results as well as with their own previous performances. Once these comparisons are made, areas of required improvement can be identified and corrective steps can be taken to enhance ones skating ability.

Test results are used as one of the selection criteria by BC Hockey when assignments are being made for major events such as finals of special tournaments. When Inter-Branch lists are forwarded to Hockey Canada, an official's skating ability is one of the significant criteria considered.

When candidates are being considered for the Hockey Canada Officiating Program Level Seminars, results obtained on the skating tests are utilized in the selection process.

In order for these tests to be beneficial, they should be conducted three times per year: fall, mid-hockey season and spring.

NOTE TO INSTRUCTORS

- Explain all the drills in detail in the classroom, prior to going on the ice.
- Ensure participants are given proper warm-up exercises before the drills.
- Participants can be divided into two groups for better ice time and utilization. Two groups can do the same test at once or two tests can be conducted at once.
- Measure and mark all distances (preferably prior to the ice session).
- Prior to each drill, slowly perform a demonstration to ensure everybody is fully aware of the procedure.
- As a rule of thumb, properly organized, one hour of ice time is required to test 15 skaters.
- Should a skater fall, allow a re-run on that specific test.
- Where dimensions are shown on the diagram, use a measuring tape to identify these points, since ice divisions may vary with each rink.

EQUIPMENT & STAFF

The number of people required to assist with the tests will vary with the number of skaters. Five people (one starter, two timers and two recorders) are considered to be sufficient. The same person(s) can handle Timing and recording.

The following equipment is required:

- 4 digital stopwatches
- 16 pylons
- 1-20 metre tape
- 1 can of spray paint
- 2 whistles
- 4 pucks
- clipboards and list of candidates

RESULTS

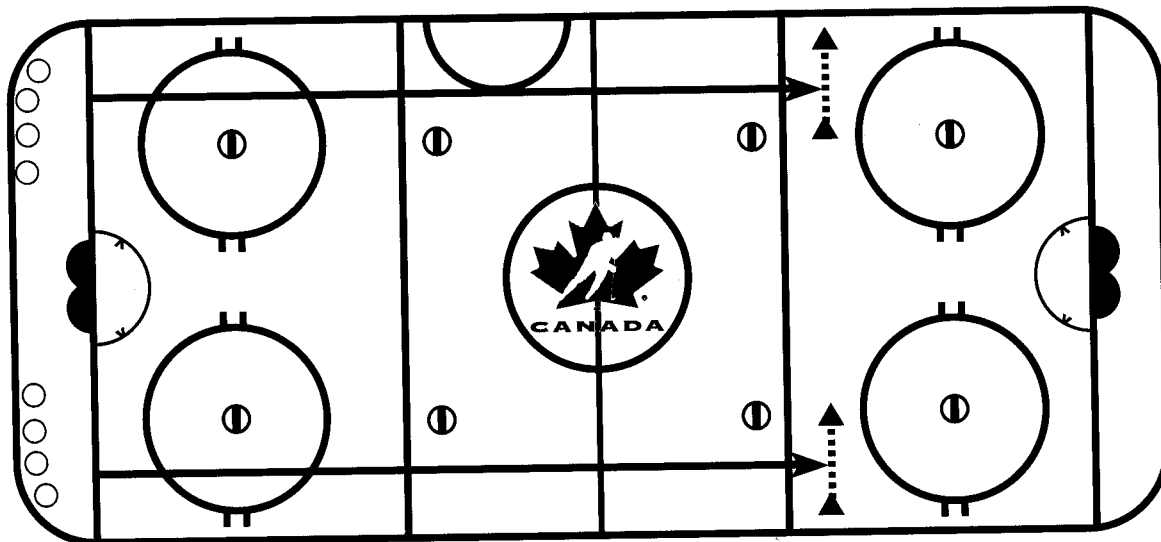
You may wish to advise participants of their time at the conclusion of the skate, however keep the process quick. The participants should not be allowed to compare times with peers on the ice.

- Summarize all the times for each test in ascending numerical order, than highlight each participant's name.

TEST #1 – SKATE FORWARD 40 METERS

STARTING POSITION – GOAL LINE

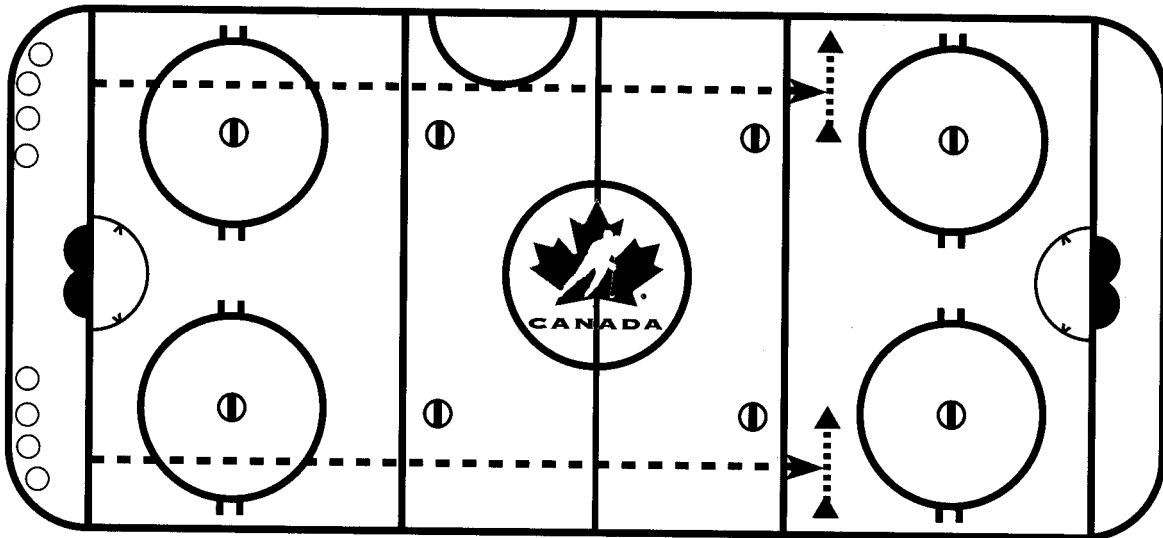
1. Skaters must have both skates behind the goal line facing the far end of the rink, where the time is located.
2. When the starter blows the whistle, both skaters skate 40 meters forward (through the finish line).
3. Timers stand in such a position so that the skaters go between them and their sideboards.
4. Skaters do not stop at the 40-meter mark.



TEST #2 – SKATE BACKWARDS 40 METERS

STARTING POSITION – GOAL LINE

1. Skaters must have both skates behind the goal line, with their backs to the far end of the rink, where the timers are located.
2. When the starter blows the whistle, both skaters skate 40 meters backward (through the finish line).
3. Timers to assume the same position as in the forward skate.
4. Skaters do not stop at the 40-meter mark.



TEST #3 – STOPS AND STARTS AND PUCK PICK UP

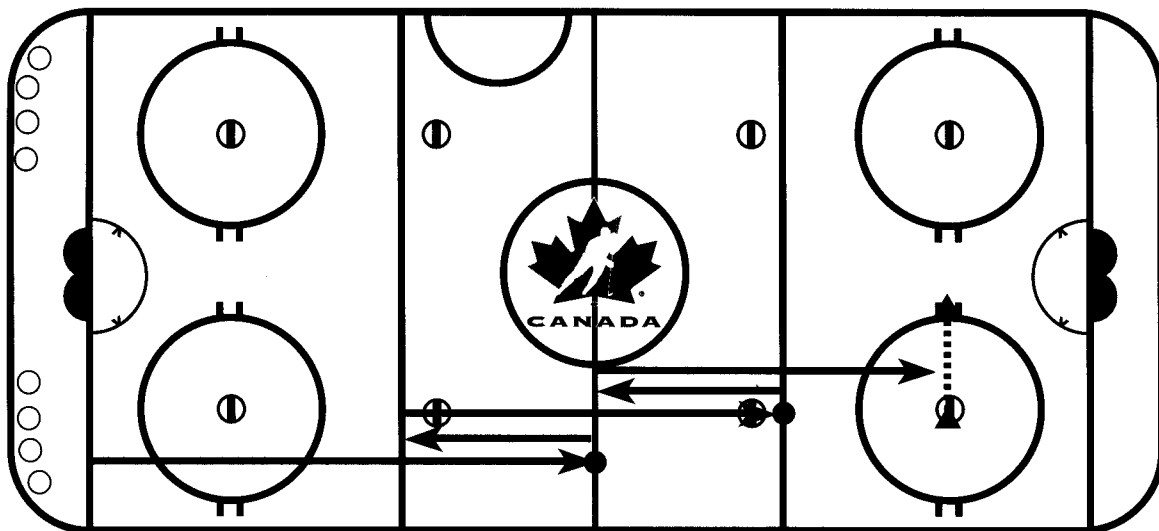
STARTING POSITION – GOAL LINE

1. The skater is positioned at the goal line, facing the far end of the rink.
2. When the starter blows the whistle, the skater will skate to the center red line, stop, pick up the puck, skate back to the blue line, stop, place the puck on the blue line, skate to the far blue line, pick up the puck, skate back to the center red line, stop place the puck on the center red line, then skate back to the face-off spot where the timer is located.

NOTE: ALL STOPS TO BE TWO-FOOT STOPS. DURING ALL THE STOPS, THE SKATER SHALL FACE THE CENTRE OF THE ICE SURFACE, WHICH WILL ENSURE STOPPING ON EACH SIDE.

NOTE 2: THE REASON WHY THE FACE-OFF SPOT IS USED, AS THE FINISH LINE IS TO ALLOW THE SKATER AMPLE STOPPING DISTANCE.

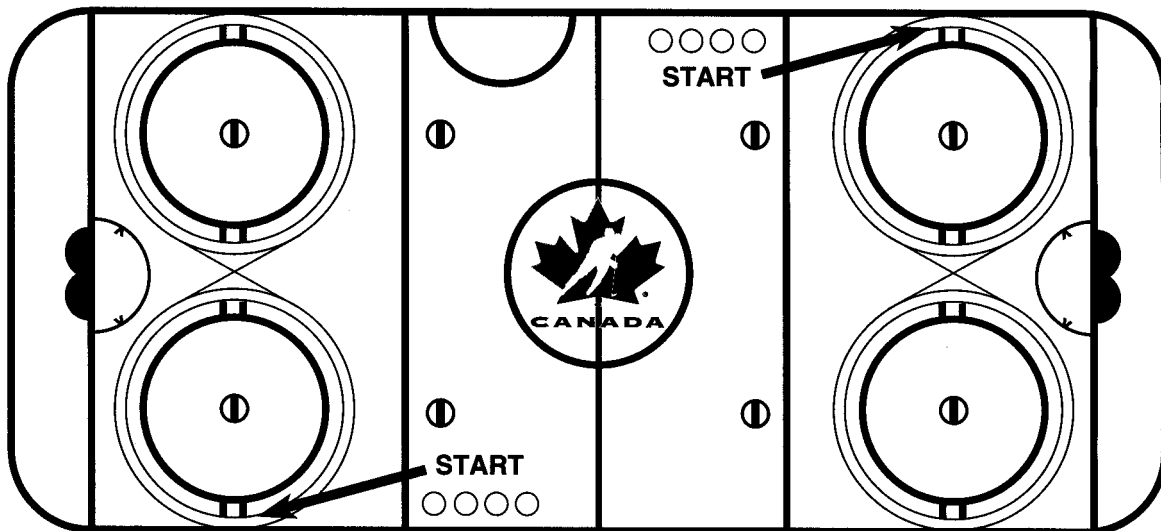
NOTE 3: TWO GROUPS CAN DO THIS TEST SIDE BY SIDE AT THE SAME TIME, PROVIDED THERE IS A SAFE DISTANCE BETWEEN SKATERS.



TEST #4 – SKATE CIRCLES

PLACE THE PYLONS JUST INSIDE THE CIRCLE

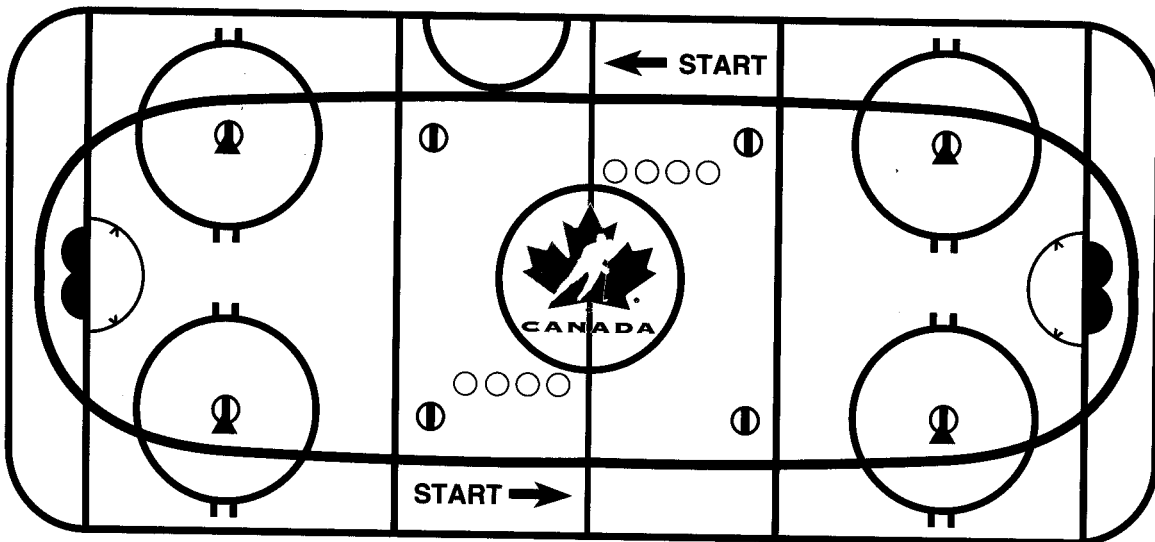
1. The skaters position themselves outside the face-off circles behind one of the two hash marks, as noted on the diagram.
2. When the starter blows the whistle, the skater follows the edge of the circle $\frac{1}{2}$ way around, and then goes to the other circle. Once the skater passes the outside hash marks of this circle three times, the skater leaves and skates to the first circle and continues around until passing the starting point three times. At that point, the time is recorded.
3. Skaters shall stay on the outside of the circles at all times.



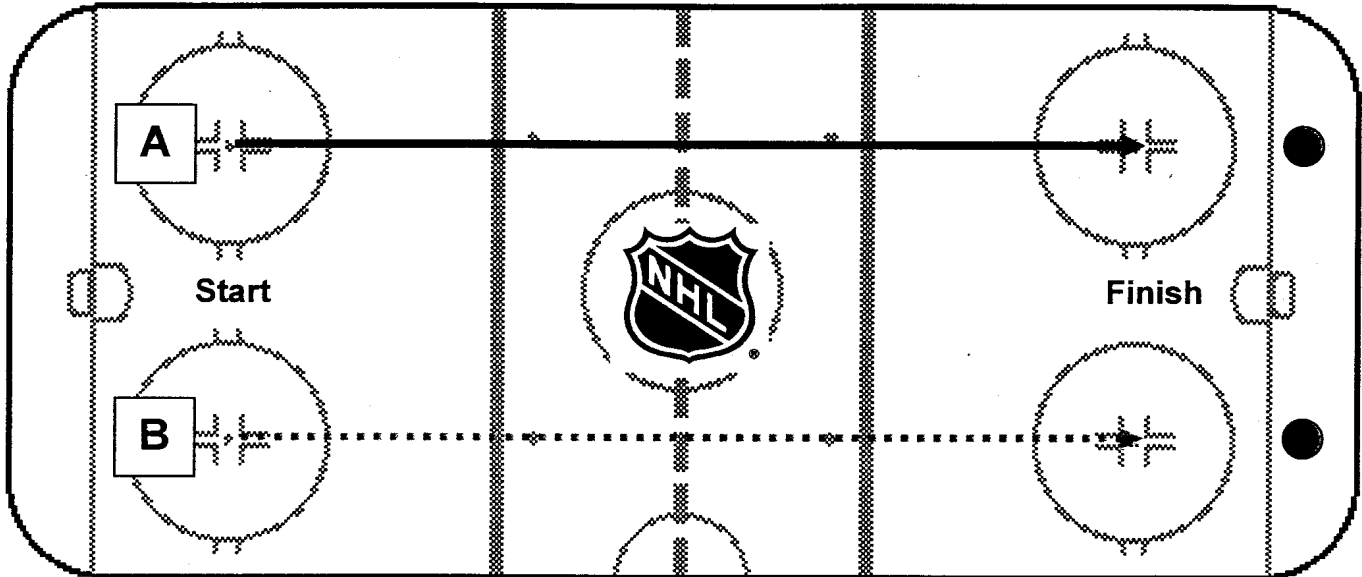
TEST #5 – THREE LAPS



STARTING POSITION – CENTRE RED LINE

1. Position a skater on each side of the ice on the center red line.
2. When the starter blows the whistle, each skater will proceed to skate three full laps around the rink in a counter clockwise direction, staying on the outside of the pylon (positioned on the end zone face-off spots and going behind the goal nets).



SKATING DRILL #1

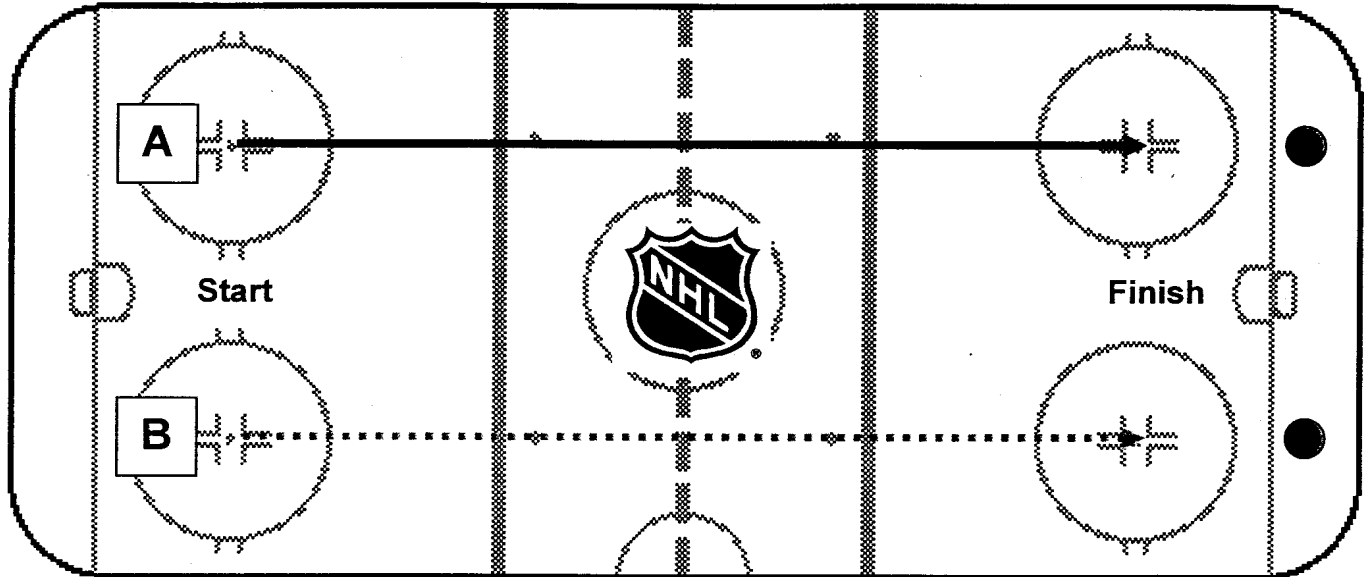


 = Forward Skating  = Backward Skating
 = Stop

- A. Start at face-off dot on the whistle and skate full speed through the face-off dot in the far end zone for time.
- B. Same test except done skating backwards.

Two (2) groups. Two (2) timers. Two (2) recorders. One (1) starter.

SKATING DRILL #2 – FORWARD TO BACKWARD

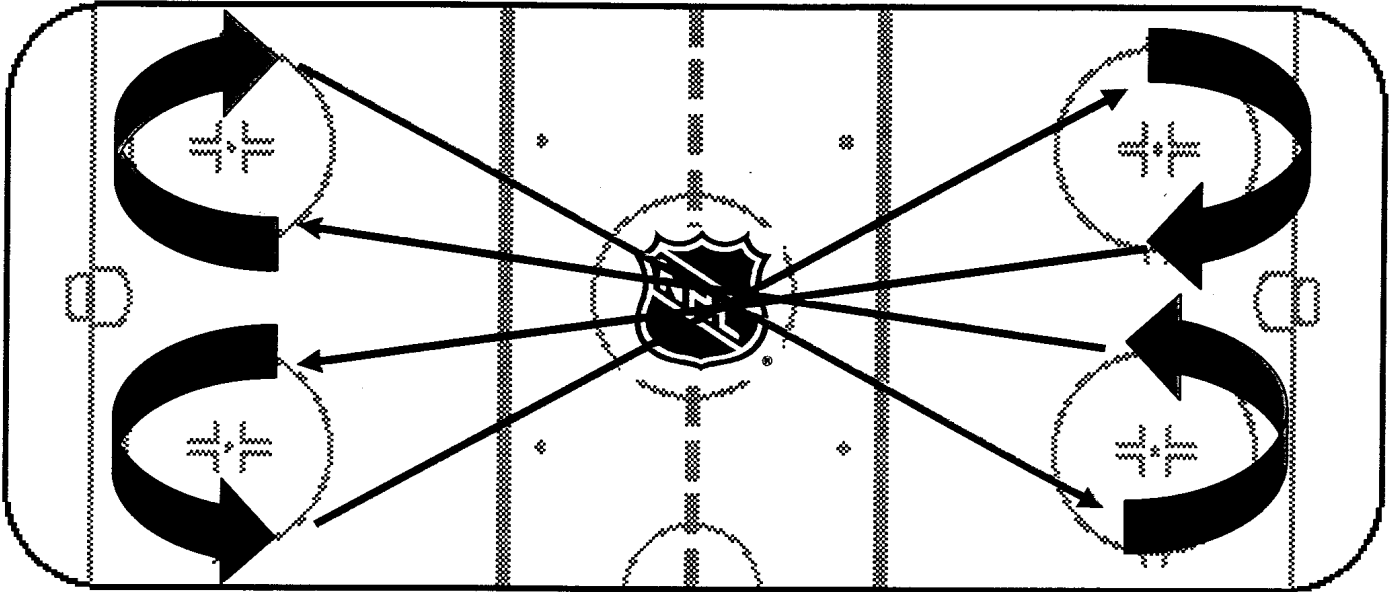


 = Forward Skating  = Backward Skating
 = Stop

- A. Start at face-off dot on the whistle and skate full speed through the face-off dot in the far end zone for time.
- B. Same test except done skating backwards.

Two (2) groups. Two (2) timers. Two (2) recorders. One (1) starter.

SKATING DRILL #3 – FIGURE 8 (3 minutes)



This test goes for three (3) minutes skating a figure "8" pattern around set pylons spaced 120 feet apart.

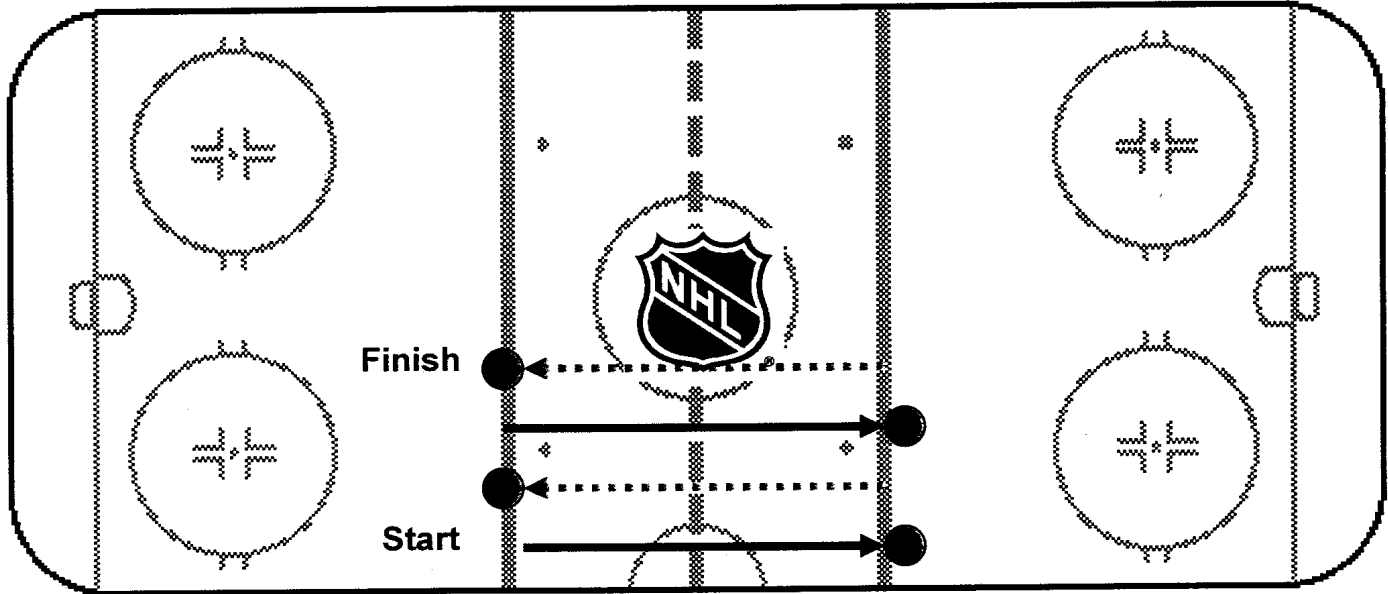
Must to 13 ½ - 14 laps to pass.

Two (2) officials per test.

Two (2) groups.

Aerobic test.

SKATING DRILL #4 – LINESMAN AGILITY

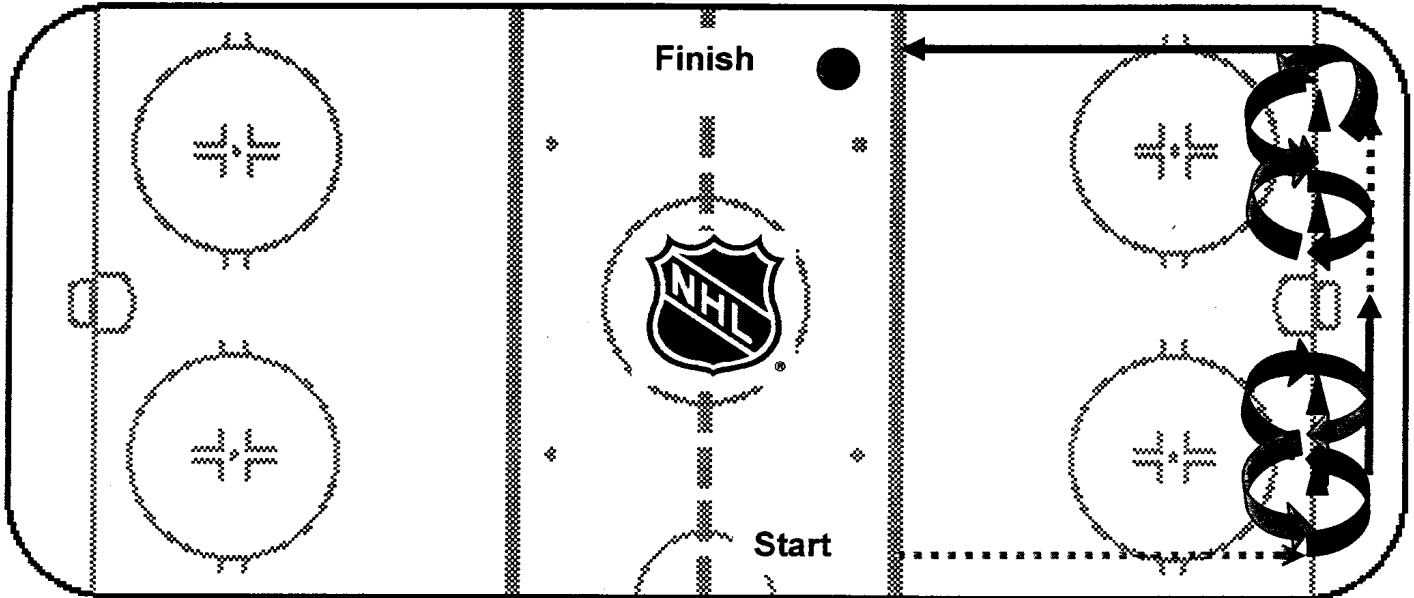


= Forward Skating = Backward Skating
 = Stop and make signal

4. START – Forward to opposite blue line. Stop. Make signal.
5. Backward to opposite blue line. Stop. Make signal.
6. Forward to opposite blue line. Stop. Make signal.
7. Backward to opposite blue line. Stop. Make signal. FINISH.

Four (4) groups. Signal must be distinct. There will be two delayed off-side signals required and two wash out signals required. Must come to complete stop.

SKATING DRILL#5 – REFEREE AGILITY



= Forward Skating
 = Backward Skating
 = Pylon

Referees must face the center of the ice and the net at all times. They will have to make two infraction calls and give a signal while skating the agility pattern.

Time, speed, call and facing the net are all part of the test.

DRILL "A"

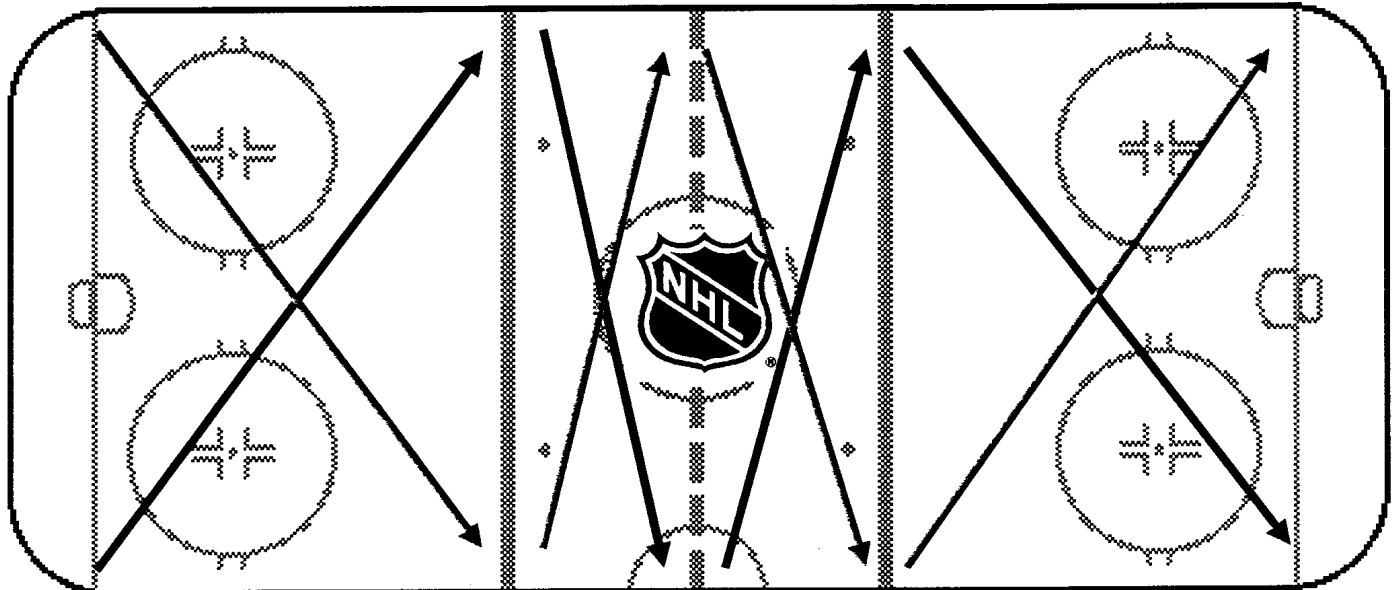
Group 2

Left Stop

Left Stop

Left Stop

Left Stop



Group 1

Right Stop

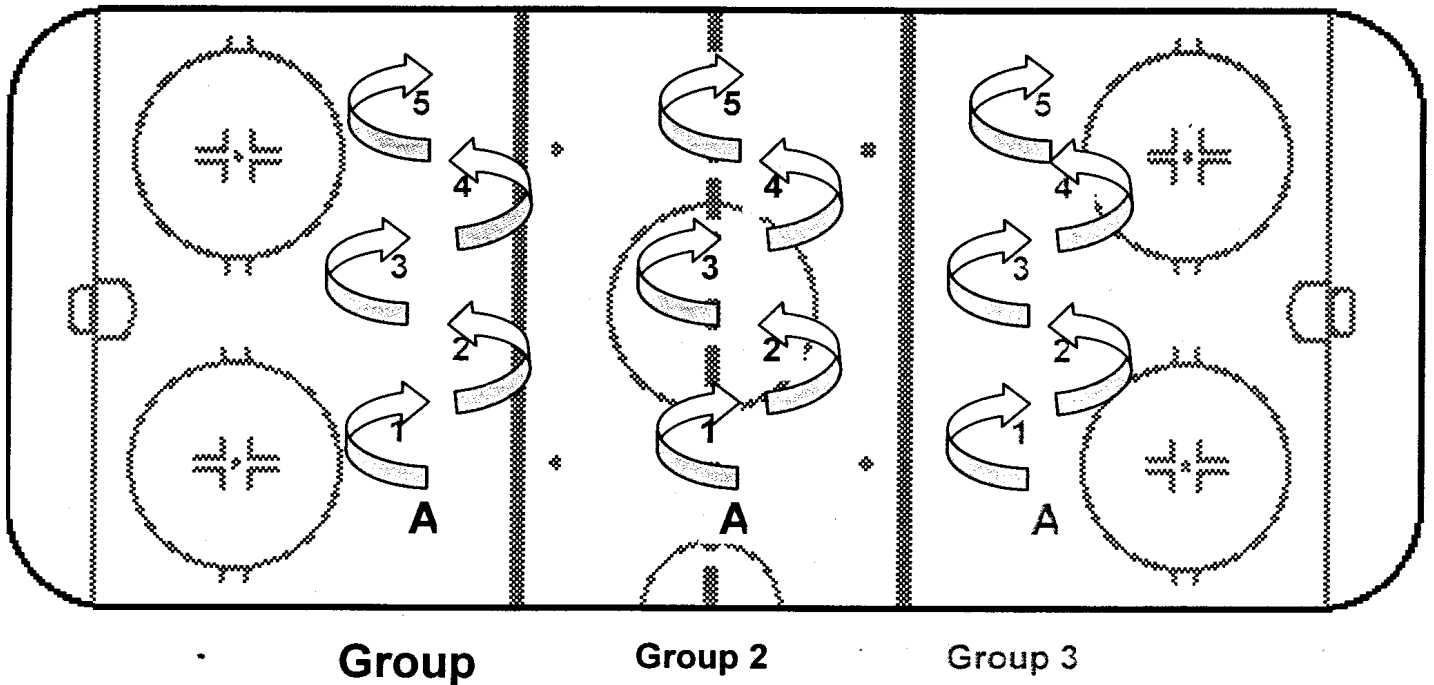
Right Stop

Right Stop

Right Stop

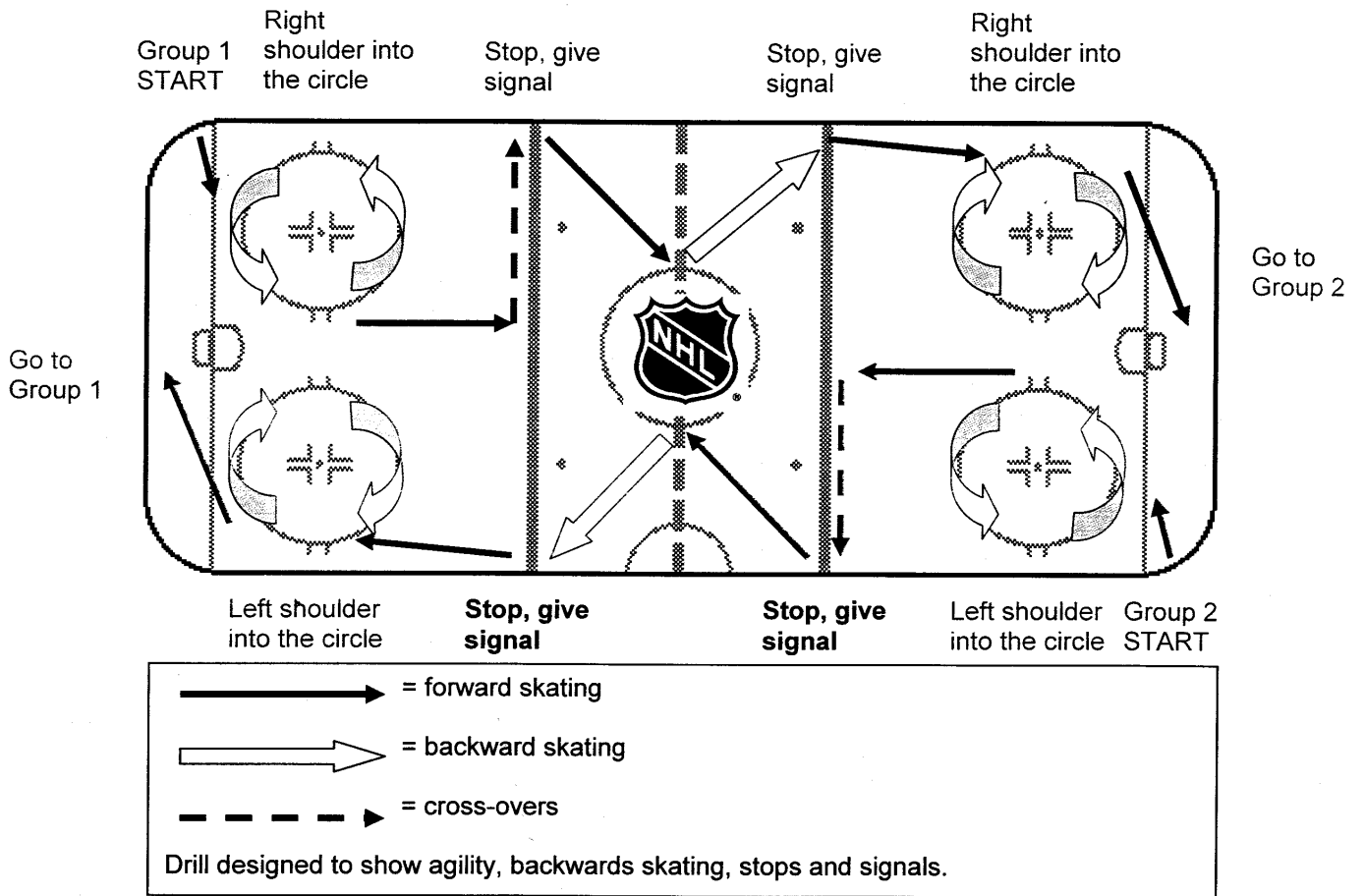
1. Forward skate with acceleration. Stop stride and proper directional stopping either right or left but always facing the middle.
2. Count to five (5) at your stop and then go full speed.
3. First time through go forwards. Second time through go backwards.
4. At the second blue line you must skate with your arm in the air (icing, delayed penalty).
5. Drill will be done from one end of the rink the first time and the opposite end the second time.

DRILL "B"

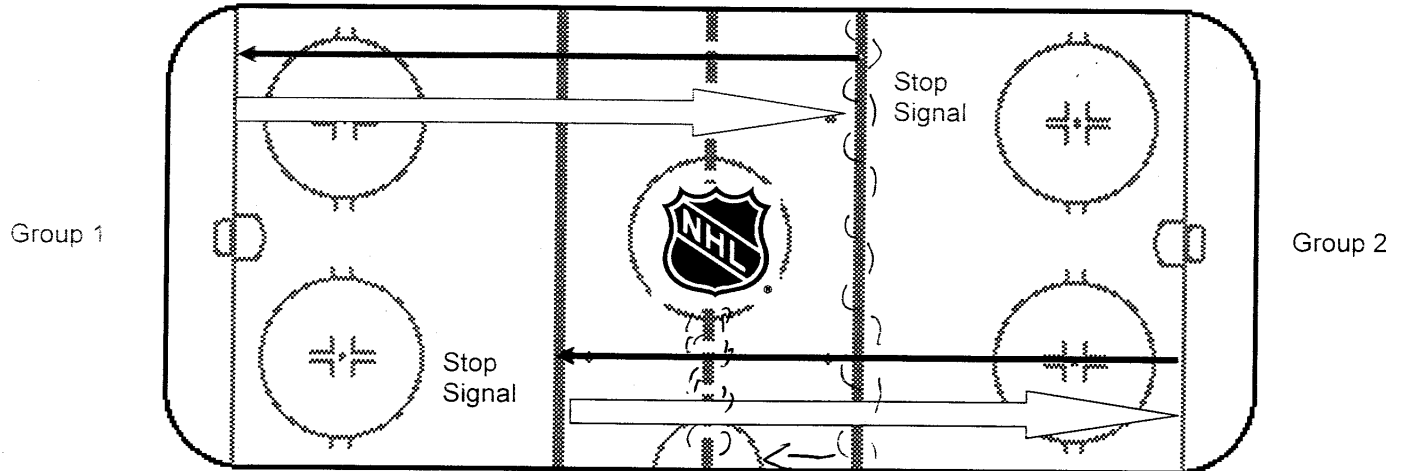


1. This drill will have each person skate forward to backward to forward always facing the NET. They must also "yell" out the number of fingers being displayed by person #4 in the group of people standing still and acting as pylons.
2. Each person is a pylon and each person gets the opportunity to go through the "maze" two times.
3. Each group consists of six people. Five people act as pylons while one person "A" performs the drill. Person number four must hold arm up displaying a number of fingers for "A" to identify.

DRILL "C"



DRILL "D"



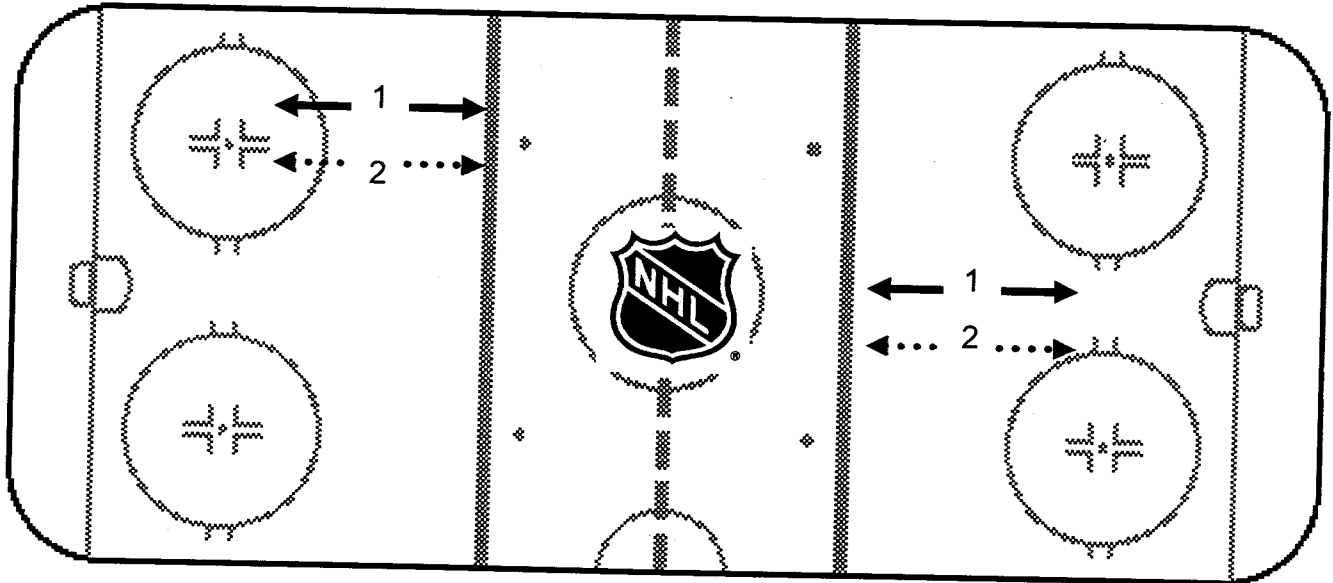
1. Never look down.
2. Careful not to run into each other!
3. Acceleration of backward skate and forward skate.
4. Stops with signals.

Group 1 – Goal line to far blue line skating backward to a stop. Signal. Full speed forward to home.

Group 2 – Goal line to far blue line skating forward to a stop. Signal. Full speed backward to home.

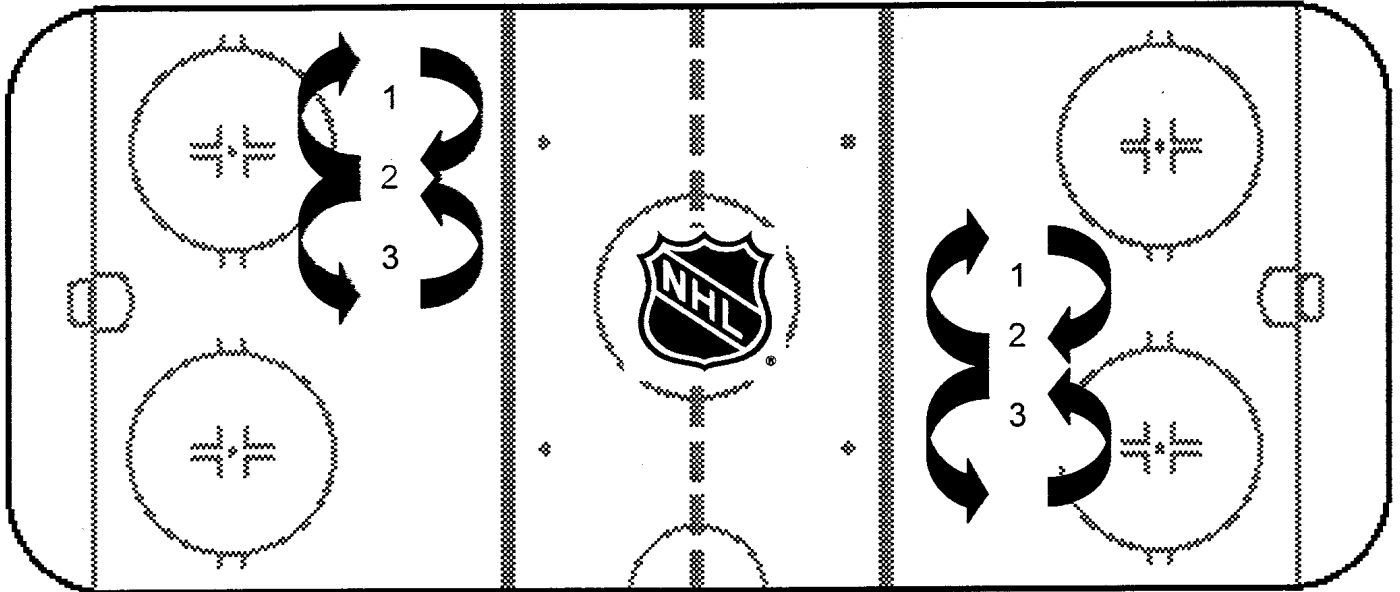
Four skaters in each group can line up along goal line and perform drill simultaneously.

DRILL "E"



1. Motor skill of cross over feet and visual skill of keeping head up and upper body upright.
2. Shadow man (2) follows lead man (1) for ten seconds. Switch. Do three times each.
3. Groups of two people spread out all over the ice surface.

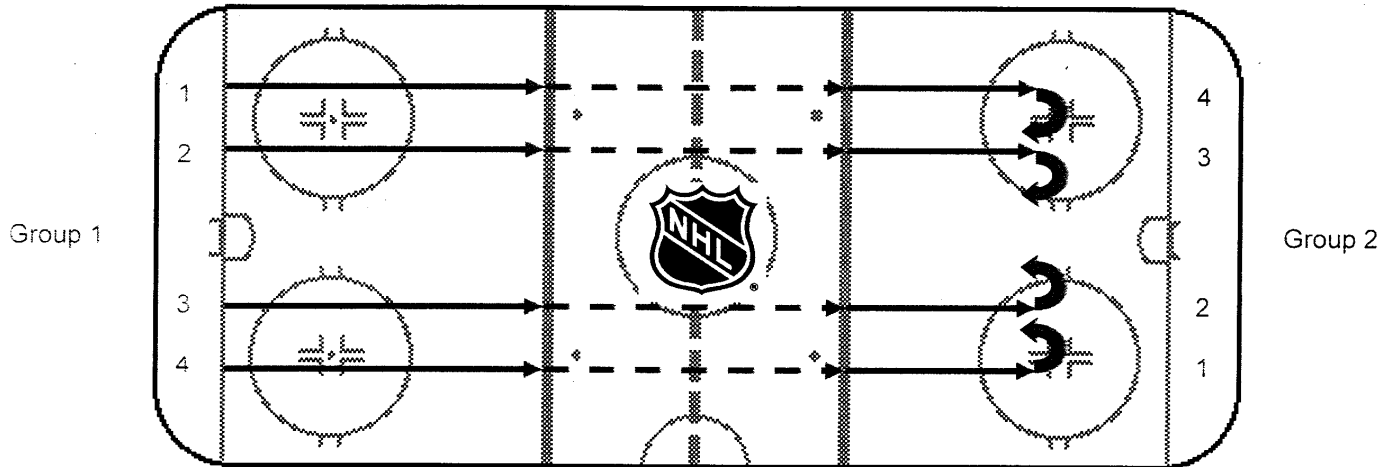
DRILL "F"



Forward and backward figure "8's". To work the lead foot. Feet movement. Quick turns. Heads up.

1. Groups of three people. Spread out all over the ice surface.
2. People "1" and "3" are the pylons and "2" is the skating man.
3. Each person does the figure "8" one time forward and one time backward. 15 seconds each turn.

DRILL "G"



START – Go to first blue line. Do exercise from blue line. Continue to circle and return home. Alternate performing drill between Group 1 and Groups 2.

Exercise 1 – Jump all three lines.

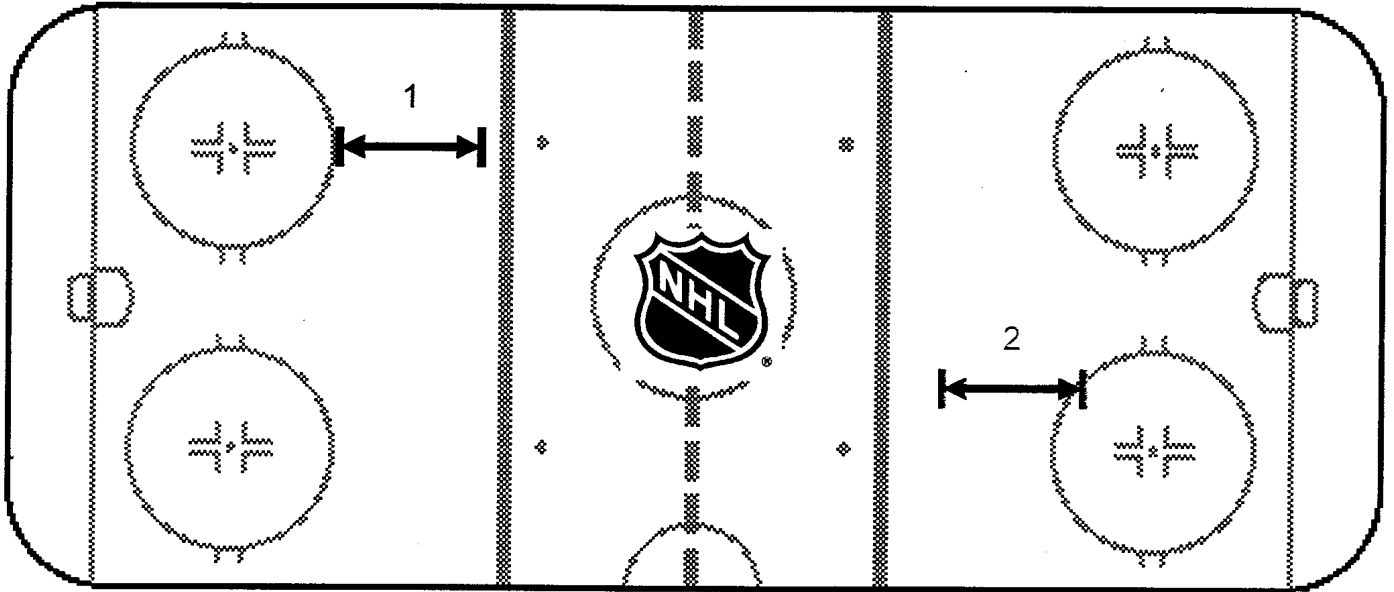
Exercise 2 – Sit down at all three lines.

Exercise 3 – Touch knees at all three lines.

Exercise 4 – Change from forward to backward or backward to forward at each line.

Exercise 5 – Skate to the middle and have “chaos”.

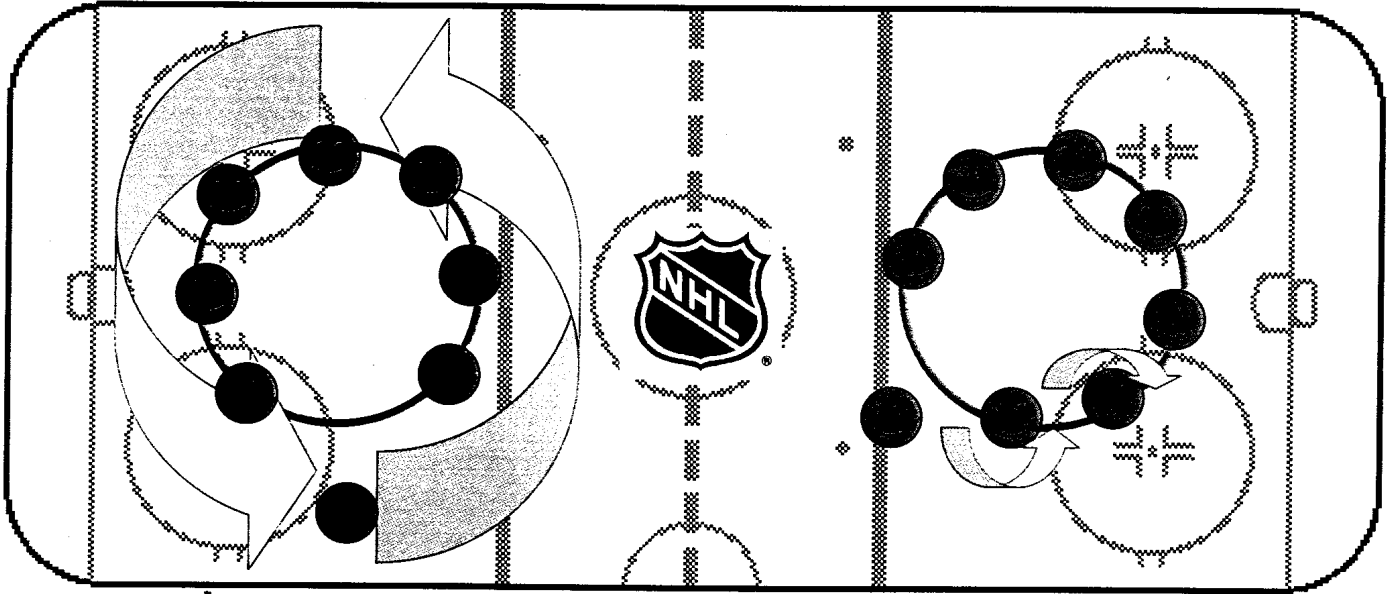
DRILL "H"



Weight transfer drill. Knees bent. Soft landing. Relaxed upper body. Follow my lead. Spread out over entire ice surface.

1. Hop left foot to right foot.
2. Bound left foot to right foot.
3. Slide left foot to right foot.
4. Foot direction left foot to right foot.

DRILL "1"



Each person is a stationary pylon and also a skater when it is his turn to go. Each person goes full speed through the slalom course and doesn't stop until he gets back to his original spot. Keep feet moving. Head up. Lead "cut" with proper foot. Knees bent.

1. In and out forwards.
2. In and out the opposite direction.
3. Full speed forward around the outside of the circle.
4. Full speed backward around the outside of the circle.
5. In and out backwards.

SECTION 6



Supervision/ Evaluation

SECTION 6 SUPERVISION / EVALUATION

SEPTEMBER

- Identify individuals capable of evaluating.
- Obtain sufficient minor hockey evaluation forms from the branch office.

IN SEASON

- Ensure each official in the Association is evaluated at least three times yearly (appropriately spaced). Review evaluations periodically to develop topics for ice and classroom sessions. Encourage casual observations and feedback other than formal evaluations. Identify individual(s) (e.g. new officials) needing special attention.

FEBRUARY/MARCH

- Identify officials for Association playoffs/district playoff/provincial playoffs. Recommend to your branch Referee Committee Member officials capable of playoff assignments. Forward copies of all evaluations completed to you Officiating Program Manager or branch office.

POST SEASON

- Report to you Association the year-end status of your officials. Copy your Association Executive and Referee Committee Member. Recommend upgrading (sign cards) from Level I to Level II. Recommend to you branch Referee Committee Member officials for upgrading from Level II to Level III

Remember:

The terms supervision and evaluation can be perceived as harsh and judgmental. Developing officials need coaching which is positive and constructive. They must view their “coach” in their terms.

Research has shown that the best constructive results come from a ratio of positive to negative comments as high as 9 to 1! Anyone involved with instruction must be constantly reminded to accentuate the positive.

S Supervisors are there to **SUPPORT** the officials in every possible manner they can. (Positioning, rule interpretations, game management).

U Showing complete **UNDERSTANDING** for their difficulties.

P To assist the referee and linesman to reach and maintain their top level of **PERFORMANCE**.

E The Supervisor's **EFFECTIVENESS** can only be measured by how well the officials receive, absorb and apply observations and constructive advice.

R A good **RELATIONSHIP** between Officials and Supervisors is extremely important to obtain positive results.

V The supervisor is a **VALUABLE** asset to Officials by showing his/her support when it is needed.

I The Supervisor must be well **INFORMED**. In most cases Supervisors have been or are working as BC Hockey Officiating Program Instructors or retired Officials passing on their experience and knowledge.

S Supervisors are there to provide a valuable **SERVICE** to Officials and the game of hockey.

O Supervisors must be **OBJECTIVE** ... compliment as well as critique.

R The Supervisor is an off-ice **REPRESENTATIVE** of the Officials and Officiating Program

THE SUPERVISORS' AIM IS TO HELP OFFICIALS...NOT HANG THEM.

OBJECTIVES OF SUPERVISION

- To assist the development of officials through meaningful feedback.
- To improve the quality of officiating.
- To develop consistency in the assessment of officials.
- To provide instruction follow-up which reinforces the Hockey Canada Officiating Program.
- To develop consistent officiating with reference to rule interpretation, rule enforcement, positioning, techniques, procedures and signal presentation.
- To offer every official the opportunity to reach their potential by supporting their development with sincere, honest and meaningful feedback.
- To protect the integrity of the game and the Hockey Canada Officiating Program by reinforcing consistently the principals of safety and fair play.

EXPECTATIONS OF A SUPERVISOR

PROFESSIONALISM

- As a supervisor you must always present yourself in a manner that demonstrates professionalism, confidence, experience and expertise.
- Officials, coaches, league administrators and spectators will expect you to have a certain stabilizing influence, when everything and everyone else seems to be going astray.
- The way in which you dress, act, speak, and listen will have a serious impact on those you come in contact with.

RESPONSIBILITY

- The most significant and likely the most challenging responsibility that you have as a supervisor is to offer officials honest feedback on their development and performance.
- To constantly provide positive feedback in areas where the official is doing well is easy and comfortable. However, the good supervisor is also able to assist and coach an official in area where improvement is required and where an official may not be comfortable with this information.
- We owe it to each official to address both positives and negatives; otherwise we are impairing their overall development.

TEAMWORK

- You must remember that officials are taught that a supervisor is there to assist them and that you are an important part of the “team”.
- With this said, you must also realize that many officials will be uncomfortable with your presence. You must work hard to instill and enhance a positive working relationship with officials towards you and the supervision process.
- Attempt to reinforce wherever possible, that you are there to coach and assist them. They must know that you want them to do well and that you will provide them with helpful tips to assist them.

LISTENING AND OBSERVING

- Your listening and observation skills as a supervisor will often determine your overall success. To be effective, a supervisor must always be aware of “the big picture”. No one else in the rink has this responsibility.
- You must observe many different things and people, under varying conditions and circumstances. The mood in the officials’ dressing room, lobby, stands and ice. You are watching the coaches, players, scoreboard, and the officials.
- An official is observing many of these same areas and trying to manage the game as best as possible. You, however, must be able to keep everything in perspective and in the end offer the official direction. You must be alert and mentally ready for your role.

COMMITMENT

- It is important that individuals get involved in supervising for the right reasons. Some consider it for the financial benefit. Some think that it is the thing to do in order to move ahead in their own officiating career. If these are your reasons you may want to reconsider.
- The financial rewards are very limited. Even though active officials can learn much from watching others work, if you are not putting everything into it for the people you are supervising, someone is likely being short changed.
- Our goal is to have individuals who are dedicated to assisting others develop. You have to care and want to make a difference. If you really care and take the time, the rewards are great.
- An example is when a Level II’s eyes light up like a bulb and you realize that the words you used clicked. They had likely heard the advice a hundred times before in different ways, but you know that you were the one to finally help them understand. As you leave the rink, they wave and say “thanks for coming out”, you then know of the REWARDS!

TIME

- Support of officials through supervision is so important that we would like to see each supervisor in the rinks on a regular basis. Ideally, if each individual could be out at least one night a week and maybe supervise two games per night, it would have an incredible impact. We realize that at times this will be a hardship for some, others may be able to contribute more.

TRAINING

- To be effective as a supervisor it is important that you stay as current as possible on the playing rules, technical guidelines, rules emphasis and the fundamentals of game management. Serious consideration should be given to attending a Hockey Canada Officiating Program clinic and as many Branch supervisor meetings as possible.
- Your peers in supervision are an excellent resource for knowledge and experience. Please do not hesitate to ask for advice, feedback or support.

SUPPORT

- Supervisor support is a priority within the Branches and in the Officiating Program. Your time and effort is very much appreciated. We want to keep you involved and enjoying your experience.

THE GAME

- As with on-ice officials, supervisors must have certain guidelines and procedures, which are the foundation for any potential success of the supervision program.
- You are encouraged to protect the integrity of the Officiating Program and all supervisory personnel by consistently applying this information.
- Remember that you are a member of the team. Supervisors are expected to make contact with the game official, in their dressing room, prior to the game. Proper introductions should be instigated by the supervisor, as well as the establishment of a comfort zone with the officials.
- While in the dressing room you should be aware of the conversation and mood. Are the officials preparing themselves mentally to do the job? Mention to the officials that you may make contact with them between periods to offer some helpful tips and support. We are there to coach them! Prior to leaving the room, wish each official good luck with a handshake.
- Supervisors must support the rule of no visitors in the official's dressing room. The working officials and the supervisor should be the only occupants, unless the scorekeeper makes contact for a specific reason. It is the official's responsibility to enforce the rule. However, should it not be followed, the supervisor must address it and document it following the game.
- Attempt to sit somewhere in the rink that offers you a good view of the ice surface that is reasonably private. We are not there to advertise, or to be the center of attention. We are there as a professional support and coaching mechanism for the officials.
- A trained supervisor should be able to observe and supervise a three official officiating crew in the same game. If the referee is your main focus, you can still observe the linesmen enough to complete the forms and offer helpful tips.
- Towards the end of the game a supervisor should be asking himself the following questions:
 - ◆ Overall did the officials do the job, taking into consideration all factors?
 - ◆ Was it a difficult, routine or easy game and did the officials contribute in a positive way?
 - ◆ Was the game safe and fair?
 - ◆ Did the officials support the technical and procedural guidelines?

- ◆ Did the officials demonstrate courage?
- ◆ Did the officials demonstrate good game management based on the category of hockey?
- ◆ Did the officials read the game and react accordingly?
- Sensitivity to the game factors and circumstances is an important supervisory skill. We must read and react! Our role is not to nit-pick or overload the crew with areas of improvement. We must look at the “big picture” and ensure development.
- Following the game, and once the supervisor has a plan of how and what to present to the officials, the supervisor should enter the dressing room. Congratulate each official on their efforts and try to get a read of the overall mood before you begin your feedback.
- Feedback should be offered to the crew as a team, with all members listening to each other’s feedback. When the supervisor is addressing specifics to one official, the others should be attentively listening, not adding their own comments or observations.
- When providing feedback, one of our major goals is to ensure that officials hear and understand what we are saying. If the supervisor feels that the officials did well, with a few areas to improve, then the supervisor must be confident that they understand this. If the supervisor was not happy and there are areas requiring immediate attention, then the supervisor must make this clear and ensure that they understand.
- Providing feedback is challenging and takes courage. Remember, we are there to help them. They deserve to hear the good and the bad news. Do not leave the tough information for the next supervisor.
- When mentioning an area of improvement to an official, a supervisor must always provide solutions or tips. Effective supervision is about positive reinforcement and corrective direction.
- In some circumstances a supervisor may choose to speak to an official in private. This method is an option and should be used at the supervisor’s discretion.
- Please do not feel that you as a supervisor must have all the answers. If you do not know a rule or procedure, find out. Do not bluff the officials. If you are not confident in your own technical knowledge, then do not provide technical feedback.
- The official’s copy of the supervision form should be left with the official following your discussion (provided your Branch form allows for this, otherwise ensure you have the officials correct addresses so that you can mail a copy to the officials).

THE FORM

- The supervision form is an important document for both the official and the program. The official should make future reference to it to support improvement and gauge development. The program uses the forms to track each official's progress, as a comparison to other official's skill, to evaluate the supervisor's contribution and to report on the overall program success.
- The following tips and guidelines should be used by all supervisors:
 - Print clearly and firmly.
 - Ensure that the information requested at the top of the form is completed as best as possible. Name, level, referee or linesman, category, date, arena, teams, score, and type of game are compulsory. Type could be easy, routine, difficult easy or routine made difficult, difficult or routine made easy.
 - The two areas of strength and improvement, and the space for comments should be the last sections you fill out at the end of the game.
 - The items listed on the confidential side of the form should be your focus throughout the game. Make written notes on scrap paper or on a worksheet based on the checklist. At the end of the game, transfer your final judgment to the form by way of a score and complete comments sections.
 - When you supervise a game, you should be comparing the referee and linesmen to the best officials that you have seen at this level of hockey. This is your starting point. The same holds true to all categories of hockey.
 - In the two areas of strength and improvement, the supervisor should be identifying the most significant areas from the checklist information. Provide points with specific detail and tips. Ensure that your detail in both areas receives the same attention.
 - Supervisors are requested to sign each evaluation and supply the official with their home telephone number in the space provided.
 - The scoring system provides the program administrators with a basis to compare skill levels between officials. It is not recommended that you provide the officials with a copy of the scoring summary or provide them with the actual score you gave them for this game. Their focus becomes centered on the score rather than on the comments you are providing.

SCORING GUIDE

- **Knowledge of the Rules** – Your score should either be 0 or 5, based on whether or not there were rule interpretation errors.
- **Fitness** – The range is 0 to 5. The benchmark is a score of 4. Below 3 definitely needs improvement and possibly requires the official to move to a lower category of hockey until conditioning improves. Over 4 would be the best you have ever seen at this level.
- **Appearance and Presence** – The range is 0 to 5. The benchmark is a score of 4. A score below 3 would be cause for concern. Either this official is sloppy and does not care, or need strong direction as to what is acceptable and expected. Appearance includes both off and on the ice. Presence means, does the official look the part and carry themselves in a professional manner
- **Positioning** – The range is 0 to 10. The benchmark is a score of 8. A score of 8 indicates that the official has a good grasp of the positioning guidelines. Above 8 shows that the official is consistently in good position and uses positioning to his advantage. A score of 7 or 6 would indicate that the official needs work in this area. A score of 5 or below indicates that the official is out of place in this area and end zone positioning, movement with the play, movement to the net, pivot and bumping, and distance from the boards in relation to the position of the play, and positioning after the whistle. For linesmen, watch working the line, off-sides, off-side passes and icing positioning.
- **Signals** – The range is 0 to 5. The benchmark is a score of 4. A 4 is satisfactory, a 3 need some improvement, a 2 or 1 is unacceptable. Signals should be crisp and clear. For the referee you would consider only the penalty signals and not the overall presentation. The presentation should be rated under procedures. Linesmen would be rated for their overall communication regarding signals.
- **Procedures** – The range is 0 to 5. The benchmark is a score of 4. A 4 is acceptable, a 3 needs work and below 3 is out of place at this level. Procedures to consider are penalties, skating backwards to the bow, fights, line change, end of period and Fair Play Initiative. For linesmen, watch the after goal process, fights, checking nets, fixing holes in the ice, broken sticks, escorting players, etc.
- **Attitude – Off Ice** – The range is 0 to 5. The benchmark is a score of 4. Observe and rate the official's attitude toward the game, their partners, their job you as a supervisor and the feedback that you provide. Is the official interested in improving? Does the official brown nose to you, argue, appear overly defensive or aggressive, or give excuses?
- **Reaction to Pressure** – The range is 0 to 10. Rate the official an 8 if there has been no pressure at all. If an official has taken an easy game and made it difficult, then you mark down accordingly. A 5 or 6 indicates that the official had a tough game. Below 5 would indicate that the official is above their head at this level. Above 8 indicates that there was a pressure and that the official reacted very well.
- **Rapport and Communication** – The range is 0 to 10. In this area we are rating with coaches, players and within the officiating crew. Is there too much conversation or not enough? Does the referee try to

officiate by just talking? Do the coaches display respect for the official? An 8 would be the benchmark and you would score up or down from there. Below 6 would alert us that the immediate attention is necessary.

REFEREES ONLY

- **Feel for the Game (penalty Selection)** – A very key area. The range is 0 to 15. A score of 12 is the benchmark. A score of 11 or 10 means the official could improve. Does the official read and react to the many factors in and around the game? If it appears that the official's strategy is to "call every penalty", or at the other end of the scale to, "let the boys play", a score below 10 would be warranted. Many supervisors score this section by period. A score of 5 for each period would be calculated and the total registered at the end of the game. This is an acceptable practice.
- **Judgement/Consistency/Standard** – The range is 0 to 15. The benchmark is a score of 12. Above 12 would indicate very strong, effective and consistent penalty standard and selection. An important issue here is, did the official stay focused and concentrate for the entire game? Were there apparent mental lapses that affected the game? A score of 10 or below would alert us that the individual is not accepting or does not understand the responsibilities of a referee. This game was not safe or fair. In minor hockey, the emphasis should be on calling penalties and control. In junior hockey and above, the concept of game management and its application should be evident. Again, scoring each period out of five would be an acceptable method of evaluation.

LINESMEN ONLY

- **Teamwork/Awareness** – The range is 0 to 10. The benchmark is a score of 8. How do the linesmen react to the game? Are they alert, do they hustle? Are they good support for the referee and do they use good discretion? Do they know when to be seen and heard, or are they overbearing? Do they look for trouble, or just focus on doing their jobs?
- **Judgment** – The range is 0 to 10. The benchmark is a score of 8. Consider off-sides, off-side passes, icings, too many men on the ice calls, and the handling of fights. Below 6 shows that the official is out of their element.
- **Face-offs** – The range is 0 to 10. The benchmark is a score of 8. Does the official understand and apply the encroachment guidelines, support his partner on face-offs, show courage, demonstrate a strong, consistent standard? A 6 or below indicates serious problems.

OVERALL SCORE

- 85-100 – Very strong performance, above average when compared against other officials at the same level of hockey. This official really stands out as having excellent skills and potential.
- 80-84 – A good performance for an official at this level of hockey. May or may not have potential to move higher, but did well.

- 75-79 – A satisfactory performance. There are some areas of concern that must be addressed and corrected as soon as possible to go beyond this level of hockey.
- 65-74 – Is not working to the standard based on other officials working this level of hockey. Needs further coaching and help. Future assignments may be adjusted accordingly.
- Under 65 – This official was likely put in a situation that was unreasonable, based on the apparent skill level. Assignments must be adjusted immediately.

Using this system, the supervisor can monitor the official's level of skill development in comparison to officials working the same level of hockey. It is important to an official's development and to coaches, players, fans, and other officials, which games are assigned according to the official's capabilities. The supervisor will evaluate the level of hockey the official is capable of officiating.

SUPERVISION EXERCISE

This branch initiative could be accomplished by coordinating with the head of supervision. Set a date and time of a game in an area where it would be simple for a number of supervisors to gather.

Using the supervision form, all supervisors would be encouraged to conduct an individual supervision and either between periods or after the game the group would gather and discuss openly the strengths and weaknesses of each official.

It is hoped that the ensuing discussion will assist in developing more uniformity amongst the identified branch officials. Active officials ought to be encouraged to be involved in order to give them insight into what the supervisors are looking for amongst their on-ice officials.

SELF- EVALUATION

When a supervisor is not available to assist with the development of an official, you can provide them with a tool that will allow them to self-evaluate. This form is found on page 92 and is to be completed by the official immediately following the game. Leave the option available to the official to submit the evaluations to you or a supervisor for review and comments. It is not recommended that you rely on this method to develop your officials. Many may incorporate bad habits into their game believing that they are performing the procedure or skill correctly based on their self- evaluation form.

SECTION 7



Assigning

SECTION 7 ASSIGNING

This is one of the most important responsibilities that the RIC will have to oversee. This section will identify some of the do's and don'ts that must be kept in mind when preparing officiating assignments.

If possible, the RIC or the Assignor should attempt to be part of the game scheduling committee. Game schedules that have grouped each category of hockey together are easier to assign. Below are two examples of different level categories and a brief explanation of how the officials would have to be assigned.

PROBLEM EXAMPLE:

1. 7:00 AM	Atom game	The schedule at left would cause you the problem of having to assign three sets of officials, as follows:	
2. 8:00 AM	Midget game		
3. 9:00 AM	Juvenile game		
4. 10:00 AM	Novice game		
		Game 1	Junior officials
		Games 2 and 3	Experienced officials
		Game 4	Junior officials

GOOD EXAMPLE:

1. 7:00 AM	Atom game	As you can see, this schedule would reduce your assignments to two sets of officials.
2. 8:00 AM	Novice game	
3. 9:00 AM	Juvenile game	
4. 10:00 AM	Midget game	

Always encourage the game scheduling to block in at least two consecutive games of similar category. Officials are understandably hesitant in accepting a single game assignment in minor hockey.

Working with the schedules and assignment sheet, you should lay out your first month of games. After doing this, you will probably find personnel shortages in specific areas that will necessitate referee promotions, in order to cover the higher category assignments.

Carefully review your staff with your supervisors before selecting officials for advancement.

ASSIGNMENT RECORDS

As mentioned earlier, individual files or total refereeing records of all associated activities regarding officials should be kept by the assignor or RIC. This information is very important to both you and the official.

The records will provide you with:

- An accurate record of each official's progression.
- A guideline for reference when selecting officials for play-off assignments.
- A current record of the individual's BC Hockey Officiating Program progress and advancement.
- A proper system to document honoraria for officials if this is administered through a league office.

It is generally found that most people who handle assignments, devise a system that suits their own particular needs, however a sample assignment sheet has been included in this section as a guideline.

Some RIC, or assignors, do their initial assignment layout in pencil. When the game assignments have been accepted or confirmed, they then over-write the assignment in ink. Every assignment sheet should have a column for remarks in order to enter such items as: no shows, late book-offs, or games requiring written reports.

NOTE: All members of the officiating staff should be encouraged to keep their own personal records of their assignments as well.

CAUTION: Extreme caution should be taken when transposing games from the game schedule to the assignment sheet. Missed assigning of games is the most embarrassing experience a RIC or assignor can experience.

If your Association office is responsible for distributing officials' honoraria for their games (instead of teams being directly responsible on a game by game basis), then be sure to establish a format for date and method of distribution and make every effort to meet those commitments. Although there may not be much money involved, never the less, try not to disappoint them!

The RIC must inform his staff very early in the season that once they have accepted the obligation of their assignments, the onus is on the official to ensure his/her commitments are met. Some forms of policy and discipline guidelines are necessary when dealing with problems in this area.

Officials must also be made aware that they are only to accept assignments from the RIC or the approved assignor(s). Assignors are authorized by the branch to assign officials to sanctioned games. Officials not assigned to games through the assignor risk being involved in a game that may not be sanctioned by the branch and therefore not be provided with insurance coverage for all participants.

PITFALLS TO AVOID

Be careful:

- Not to assign an official to a level of hockey that is beyond his/her capabilities.
- Not to assign an official just because they have put a lot of pressure on you for advancement.
- Not overlook the importance of having an official supervised when they are being introduced to a new level.



When first introducing a new official to the game, or in the case of advancing an official to a higher level, always confirm that his/her early assignments will be with an experienced official at the level of hockey involved. In most cases the size of the Association and the number of games played will not allow the RIC the luxury of changes or referee movement in regards to assignments. However, the RIC or assignor must be aware that over-exposure can be detrimental to the official. We have all heard the statement "Oh! Not him again". Once this label has constantly been attached, then an official is literally working out of a hole. No matter how hard they work, or how competent their efforts become, recognition of the official's ability will be long time coming if you have over-exposed them through your assignments.

The RIC and/or assignor are continually being observed by the staff for signs of favoritism. This is a situation you can fall into quite accidentally. Every officiating staff has a few individuals that never refuse an assignment, even on short notice. The RIC and assignor will naturally tend to call these people first whenever there is an assignment problem. It is a good habit to review your assignment sheet occasionally, watching carefully for unequal assigning practices.

SECTION 8



Fitness Testing

SECTION 8

FITNESS TESTING

Not only is physical fitness an important ingredient in the development of officials, but fitness testing is mandatory for any Level IV, V, or VI official that wishes to have his or her name considered for regional, provincial, national, and international assignments. For female events, this would also include Level II and Level III officials. Referee Committee Members should inform their officials of the dates of the branch fitness testing. The following is an outline of required tests:

TWO MILE RUN

The basic objectives of the two-mile run are to:

- Evaluate aerobic capacity necessary for officiating.
- Peer comparison.
- Basic assessment criteria in view of preparing a personal fitness program.
- Document selection criteria for championship assignments.

To be really worthwhile, this test should be conducted two or three times during the hockey season so that progress may be monitored.

The process should be thoroughly explained to all participants before the test takes place. Here are some areas to be considered when preparing for this event:

- The objective for the participants is to run the two mile distance as quickly as possible
- You will require an interior or exterior track with exact measurements (either metric or imperial)
- It is suggested that this test take place early in the morning
- If possible, do not schedule this test on the same day as the skating tests
- Make participants aware that should they wish to eat prior to running, they should eat light
- Allow participants time to stretch and warm up prior to running
- Participants should select (or be assigned) a partner to record their laps
- When the first group has completed the run, they become the recorder for their partners in the second group
- General guidelines:
 - Under 12 minutes – EXCELLENT
 - 12-14 minutes – VERY GOOD
 - 14-16 minutes – ACCEPTABLE
 - 16 minutes and over – NEEDS FURTHER TRAINING

SIT UPS

- Maximum number of unassisted sit-ups completed in one minute. Knees shall be bent with the hands touching the ears at all times. A partner will count the number of sit-ups. Shoulder blades must touch the floor and elbows touch the knees. Feet must be flat on the floor at all times otherwise the sit-up will not be counted. This test measures flexibility and strength.

- General guidelines:
 - 50-60 – EXCELLENT
 - 40-49 - VERY GOOD
 - 30-39 – ACCEPTABLE
 - Under 30 – NEEDS IMPROVEMENT

CHIN UPS

- Maximum number of chin-ups. There is no time limit. Chin to bar and full extension of arms is required. This test measures overall strength.
- General guidelines:
 - 20-30 – EXCELLENT
 - 11-19 – VERY GOOD
 - 5-10 – ACCEPTABLE
 - 1-4 – NEEDS IMPROVEMENT

It is strongly recommended that you offer your officials Section 3 – Fitness and Nutrition of the Hockey Canada Officiating Procedures Manual. Officials must be made aware of the importance fitness has on their overall development.

APPENDIX



FAIR PLAY INITIATIVE

As a result of the BC Hockey's focus on fair play and improved communication between officials, coaches, and players, BC Hockey has implemented the following process:

“In all games, the Captains of both teams and the officials shall meet at the Referee’s crease and introduce each other. The officials shall then approach each bench and meet the Coaches. This process should take not more than 15 seconds and will be completed prior to the game, at the end of the pre-game warm-up. Officials are encouraged to shake hands with the Captains and Coaches where possible.”

This process is supported by the Coaching Program, Officiating Program, and the HockeyCanada Board of Directors.



FAIR PLAY ANNOUNCEMENT

It is recommended that this announcement be made prior to every game.

Good (Evening/Afternoon/Morning) (Ladies and Gentlemen/Hockey fans). Welcome to (Tonight's/Today's/This Mornings') game between _____ and _____.

These are young hockey players who are performing here (Tonight/Today). They are friendly rivals as members of opposing team. They are not enemies.

The coaches for (Tonight's/Today's/This Morning's) game are _____ and _____. They have accepted the challenge of teaching the skills of this great game.

The officials are _____ and _____. These individuals have been assigned to administer the rules of the game. Their training, experience and integrity qualify them for their role in this contest.

On behalf of the (Team/Association) _____ enjoy our great game of skill.

**BC HOCKEY OFFICIATING PROGRAM
RESOURCES**

PUBLICATONS

- BC Hockey Rule Book
- BC Hockey Rule Book / Case Book Combination
- BC Hockey Officiating Program – Officiating Procedures Manual
- BC Hockey Officiating Program Official's Development Guide
- BC Hockey Off-Ice Officials Handbook
- BC Hockey Safety Requires Teamwork
- BC Hockey Constitution, By-Laws, Regulations Handbook

VIDEOS

- Body Contact... The Right Call?
- 2003-2004 New Rules / Rules Emphasis
- Zones, Offside, Offside Pass and Icing
- Two Man System
- Smart Hockey (Mike Bossey – Checking)
- End Zone Positioning
- Hockey Parents
- Linesman / Supervision
- It's Your Call

ACCESSORIES

- Stick Gauge
- Whistles
- Sweaters
- First Aid Kits
- The Hockey Regulator (game)
- Rink Suits
- Program Posters
- Program Brochures



SAMPLE GAME REPORT

Type of Report	Game Identification	PLEASE PRINT LEGIBLY
Match _____	Date of Game: _____	
Gross _____	Place of Game: _____	
Game _____	Category: _____	
10-Min _____	Novice _____ Atom _____ Pee Wee _____	
Injury _____	Bantam _____ Midget _____ Juvenile _____ Jr _____ Sr _____	
CONTINUATION _____	Visiting Team: _____	
Stop Sign _____	Home Team: _____	

Identification of Officials	PRINT LEGIBLY
Referee: _____ Phone _____	Level _____
Linesman _____ Phone _____	Level _____
Linesman _____ Phone _____	Level _____
Official who made the call _____	

Details of Incident (one incident per report)	PRINT LEGIBLY
Period of Game 1 2 3 OT Time of period	

Indicate to whom and why the penalty was assessed: (provide actual rule number or refer to reverse side)

_____ of the _____ team for rule _____

_____ of the _____ team for rule _____

_____ of the _____ team for rule _____

State what you saw happen, including relevant incidents leading up to and following the penalty (additional sheets may be used). Please print.

Date _____	Signature _____	Print Name _____
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Mailing Instructions

All game reports along with the original score sheet MUST be mailed within **24** hours of incident. Reports are to be sent to the appropriate person based upon the rule violation as indicated on reverse side. If in doubt, contact your local Referee-In-Chief or Referee Committee member immediately

November '01

PART 1 PHYSICAL ABUSE and REFUSING TO START PLAY

- Rule 13(c) Entering official's dressing room
- Rule 71 Physically Abuse/Threaten official
- Rule 78 Refusing to start play
 Withdrawing team
 Player or team official refusing to leave
- Rule 80 Spitting on/at an official

Send to: BC Hockey Officer (Liz Johnston) / BC Hockey District Director

PART 2 MATCH PENALTIES

- Rule 53 Checking from behind
- Rule 49(a) Deliberate injury or attempt
- Rule 49(b) Headbutting
- Rule 49(c) Attempt to/Deliberate kick
- Rule 49(d) Grab hair or headgear to punish or injure
- Rule 49(e) Use of facial protector/blocker as a weapon
- Rule 49(f) Deliberate buttending/Injury by buttending
- Rule 49(g) Attempt/Deliberate/Injury by spearing
- Rule 49(h) Deliberate attempt/Injury by:
 - i) Cross-checking
 - ii) High sticking
 - iii) Slashing
- Rule 80 Spitting

Send to BC Hockey District Director/Divisional Director

PART 3 GROSS MISCONDUCTS

- Rule 59(e) Player/Team official fighting team official
- Rule 33(b) Conduct making a travesty of the game
- Rule 24(c) Removes helmet to fight
- Rule 47(f) Verbal taunts, insults, intimidation

Send to BC Hockey District Director/Divisional Director

PART 4 GAME MISCONDUCTS

- Rule 47(b) Persistence in:

- i) Disrespect of official
- ii) Obscene/Profane/Abusive language
- iii) Shooting puck out of reach of official

Rule 31(c) Second 10 minute misconduct in game

Rule 59(a)(b) Fighting/Roughing

Rule 53 Checking from behind

Rule 50(a)(b), Rule 52(a)(b), Rule 54(a)(b), Rule 56(a)(b), Rule 62(a)(b), Rule 63(a)(b), Rule 64 (a)(b),

Rule 66(a)(b), Rule 79(a)(b), Rule 85(a)(b)

Send to Association/League President or designate

PART 5 10 MINUTE MISCONDUCT and MAJOR PENALTIES

Rule 30(d) Player incurring 2nd major within ten minutes of the game's conclusion

Rule 31(b) 10 minute misconduct assessed within 10 minutes of the game's conclusion

Rule 47(f) 10 minute misconduct - verbal taunts/intimidation/discrimination

Send to Association/League President or designate

Stop Signs

Player not wearing stop sign (after January 1, 2002)