

**SPRINGFIELD  
RINGETTE  
ASSOCIATION**



**HANDBOOK**

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## Purpose of this Handbook

The purpose of this Handbook is to provide members with information on some of the important issues, guidelines, rules and responsibilities that comprise the Springfield Ringette program. The Springfield Ringette Association (SRA) recognizes the importance of communication and encourages members to contact the SRA President or any Executive member for additional information when the need arises or when you have concerns about Springfield Ringette.

### 1. Governance

- Ringette Canada
- Ringette Manitoba (RM)
- Winnipeg Ringette League (WRL)
- Eastman Ringette Association and Eastman Ringette League (ERA, ERL) – Members include Lorette, Steinbach, Grunthal, Red River Rage, Red River Wild, Beausejour, and Springfield.
- Springfield Ringette Association – [www.springfieldringette.com](http://www.springfieldringette.com)

### 2. Springfield Ringette Association Composition

Contact information for the positions below can be found on the Springfield Ringette Association website.

#### Springfield Ringette Association (SRA) Executive Committee

President  
Past-President  
Vice-President  
Treasurer  
Secretary  
Registrar  
Ice Scheduler  
Player-  
Development

#### SRA Standing Committees

Corporate Sponsorship	Referee Scheduler
Tournament	Timekeeper Scheduler
Fundraising Equipment	Website Manager
Coach Development	Merchandise
Player Development	R4U Representative

#### Oakbank Community Club

[www.oakbankcc.com](http://www.oakbankcc.com)

**SRA is part of OBCC.** SRA Members are required to work in the Oakbank One Insurance Arena Canteen. Canteen shifts are to be selected at time of registration. Members are required to find replacements for their shift if they are not able to work it. A list of people willing to work canteen shifts for payment will be posted in the arena. **Any member transferred out to another community club will be exempt from canteen duty in OBCC but may need to satisfy volunteer commitments at their team's club.**

OBCC contact – [OBCC@mymts.net](mailto:OBCC@mymts.net)

### 3. Practices

Basic practice ice costs are included in registration fees. The amount of practice ice available is directly correlated to the total registration numbers. SRA usually has practice ice on Mondays and Thursdays at 5:15, 6:30 and 7:45 pm (subject to change based on number of teams and ice availability).

Parents and coaches are to refer to the monthly ice schedule for practice ice times scheduled by SRA. In an attempt to increase “full-ice” practices while keeping registration costs manageable, teams will be rotated through the various ice slots, i.e. one team is not assigned a specific practice slot for the season. The SRA Ice Scheduler ensures that ice is allocated to each team as fairly as possible throughout the season.

Team practices run approximately from the first part of October (evaluation skates may occur during the first sessions, based on need) until the end of February. \*Regular practice ice does not continue into March. \*Regular practice ice is normally available over the on non-statutory holidays over the Christmas Break (exception if a tournament is being held).

Depending on the SRA financial status following registration, teams MAY be allocated funds to go towards additional practice ice or tournament(s). Team managers will be contacted by October 15 to advise if additional ice funds will be made available to each team and the process to use these additional funds. Funds, if available, will only be forwarded for the purposes of purchasing additional ice time for the team or for home tournament entry. No exceptions.

**Teams are welcome to locate and purchase additional ice times for practices at the team’s expense. Should a team determine that it wants additional practice ice or more full-ice practices over and above that provided by SRA, the team (coach or manager) is to locate and purchase additional ice times for practices at the team’s expense (at Oakbank ONE Insurance Arena or any other available location).**

**Please note:** No additional ice slots are currently available at the Oakbank ONE Insurance Arena. However, from time to time, the Springfield Minor Hockey Association will have open ice on weekends and will make ice slots available to SMHA teams on a first-come, first-served basis. SRA can request that SRA coaches be included on the email distribution list for these open ice slots. Should a team take any of this additional ice, it would be billed back to the team.

### 4. Games

- a) **League Games** – SRA teams participate in Eastman League Games and Winnipeg Ringette League Games. WRL Schedules are normally available in the last week of October.
- For ERL – Games can be scheduled as early as mid-October. Teams will play the other ERL teams in their appropriate loop (i.e. U10 B will play U10 B, U12 B will play U12 B) in a home and away series. All ERL games are to be completed by January 31.
  - For WRL – The first half of the season starts at the end of October. A WRL schedule comprises a total of 16 games, and is completed in late February.

- b) **Playoff Games** – ERL will have a playoff weekend for U10 and older on the Louis Riel Holiday weekend in February. Games normally are scheduled from Thursday night to Monday night. WRL City playoffs start in late February and extend to mid-March.
- c) **Home Game Ice** – Game ice times are on Saturday and Sunday at 9:00 am, 10:15 am and 11:30 am at the Oakbank ONE Insurance Arena and will be rotated amongst the SRA teams. (Game times may be modified depending on team formations at the beginning of the season.) Any game slots that do not have games scheduled, will be made available to SRA teams for practice/exhibition on a rotation basis at no extra cost.
- d) **“Opt-Out” Dates for League Play** – Teams may request to be omitted from the ERL and WRL league schedules, for a maximum period of 7 days **once per half**. This is usually requested if a team is entering a tournament. The process for making the request is provided below. All requests should be copied to the SRA ice scheduler. Both WRL and ERL will set deadlines for opt-out requests.
- **WRL Opt- out process can be found in the WRL rulebook**
  - A similar process must be completed for the ERL. Opt out requests for ERL should be forwarded to the ERL League Coordinator.
  - **In the second half of the season, Eastman Ringette holds their own Eastman Playoffs. This is traditionally held on the Louis Riel long weekend in February of every season. All SRA teams are highly encouraged to use their 2nd half opt out for this weekend. If SRA teams choose not to follow this directive, SRA will not be responsible for any fines incurred for missed/cancelled/defaulted WRL games during this period.**
- e) **Game Sheets** – Game sheets will be provided by the ERL and WRL at the beginning of the season. Coaches/managers will be responsible for having game sheets prepared for home games. Winning team is responsible for promptly submitting game sheet to the appropriate convenor and for posting game scores on the appropriate website (for U10 and older). For WRL games, sheets are sent to the Loop convenor (contact info will be provided in the info package received at the WRL Town Hall Meeting before the season begins). For ERL games, all game sheets must be sent to the ERL League Coordinator. Electronic form (email) is preferred.
- f) **Length of Games** – Eastman Ringette League shall be two 20 minute period games. WRL games shall be two 18 minute period games. Provincials (U14 and older) shall be two 20 minute period games. Teams **MUST** be ready to go on the ice 10 minutes before game time for all games. Teams must have a minimum of 7 players to play.
- g) **Timekeepers / Scorekeepers** – SRA will schedule all Minor Officials for home league games. **\*\*Team Managers should have back-up trained volunteers for this duty just in case.\*\*** RM holds clinics to provide training.

- h) **Temporary Players** – From time to time, a team may need to use temporary players (TP) from a lower **skill**/age category team to fill out their roster for a particular game. **Coaches must first notify the head coach of the team on which the TP plays in order to determine potential conflicts.** Please see WRL and ERL rulebooks for rules regarding TPs.

When temporary players are required to ice a team, the following criteria will be applied in order. Temporary players will be:

- i. From the home Community Club, its next lowest skill division, its next lowest age division, only then.
  - ii. From the Community Club closest to the home Community Club having eligible players.
- i) **Mercy Rule** – ERL, WRL and MR all have their own policies regarding the merci rule. **Team Staff must consult appropriate rulebook for clarification.**

## 5. Tournaments

SRA tries to plan at least one tournament each year. Tournament information will be posted on the SRA website. **Teams are expected to participate and assist in organizing and running these events.\*\***

Teams are welcome to register for and attend other tournaments throughout the year. Please note that costs associated with tournaments are the responsibility of the team. The team must also ensure that scheduling of league games are taken into consideration. Teams are encouraged to “opt-out” from league play if entering a tournament (see 5 d) above for details on Opting Out). For a listing of available tournaments, see the RM website.

## 6. Provincials

**SRA teams may qualify to attend provincials (age level U12A and up).** Teams are responsible for registering and paying for the provincial championship tournament.

## 7. Player Development

SRA provides a pre-season skills and conditioning camp for all players. See the website for more information.

The Eastman Ringette Association offers a skills camp for U10 and U12. The camp is held weekly on Wednesday evenings. Information on the camp is emailed to families and posted on the SRA website once received from SRA. This camp will also include instruction for goaltenders.

## 8. Team Selection Process

### **U10 Team Selection/SRA Amalgamation Process:**

If there is more sufficient registration numbers to form more than one U10 level team, the teams will be formed as fairly as possible, utilizing results of at least one placement/evaluation skate, while taking into account the various request for the girls to play with friends, etc. Please note that while we try to grant as many requests as we can, sometimes it is just not possible to meet all of the demands while keeping the integrity of the team formation process intact.

- a. SRA recognizes the impact of large teams to player development. Whenever possible, SRA will attempt to find solutions with whatever (legal) options are available.

**SRA Amalgamation:** In the event there is an Eastman ASSOCIATION "A" team tryout, any players wishing to attend the association tryout **must** obtain a signed release by the SRA President prior to attending any tryout(s). Failure to obtain a signed release **prior** to the tryout may result in further penalties to this player as assessed by SRA.

SRA will NOT release any players if this will affect/decimate any SRA team for that upcoming season. Releases will **only** be granted if:

- a. There is no team available in SRA for that level, or
- b. There are over 15 players in SRA for that particular level and there will not be any 2nd team formed.

If there is an EASTMAN "A" team tryout, SRA will release any player who is successful with their tryout. Proof of acceptance for this player on the Eastman A team **must** be submitted with the request for release.

For the U12 level, teams will be formed following at least one placement/evaluation skate and will be comprised of players of similar skills within each team. Friend requests will **no longer** be recognized at this level.

For U14 and older, teams will be formed after Tryouts have been conducted.

**\*\*Additional information will be provided to coaches and parents should an evaluation skate be required.\*\***

**NOTE:** Depending on registration numbers, SRA may collaborate with other Eastman region communities to form teams. In those cases, SRA will work with the other community(ies) to coordinate sharing of ice, to the extent possible considering budgetary and league ice policy requirements.

## 9. Age Advancement

While some players may be more skilled at a particular age than others, SRA believes that the overall make up of a player including emotional, social and physical development is best served by having the player progress normally through the established age classifications. SRA realizes situations may arise beyond the normal scope of this policy. Therefore, SRA recognizes a need to implement a written policy regarding Age Advancement in order to provide transparency and clarity to the process.

Age Advancement of a player may be initiated:

- (a) at the request of the SRA Executive, or by a member designated thereof, in order to optimize team numbers, or,
- (b) at the request of a player's parent(s) or guardian(s).

### Procedure

Age Advancement initiated by SRA – A member of the SRA Executive will contact the player's parent(s) or guardian(s) to request consideration of age advancement. The specific circumstances for the request will be reviewed. If all parties, including the player, are in agreement, the player shall be age advanced to the next age group for the current playing year.

Age Advancement initiated by a player's parent(s) or guardian(s) – The parent/guardian will submit a written request to the SRA President, Vice-President and /or Player Development Representative (email acceptable) including the reason(s) for the request. If the request is not submitted – in writing – to either one of the three positions mentioned by September 1<sup>st</sup> for said upcoming season, the request will become null and void. The request will be considered by the SRA Executive. A decision shall be rendered in a timely manner taking into consideration: firstly, optimal number of players on each potentially affected team, and secondly, the player's ability to compete at the higher age level. The SRA Executive will only approve playing up if the move appears to be in the best interest for the development of the player and the move **will not cause irreparable harm** to the lower team. The Executive's decision and reasoning will be provided in writing, upon request.

**Note:** In the event a player is age-advanced to a higher age group where two or more teams have been grouped by skill level (i.e. tiered), the age advancing player must place in the top 5 skater or top goalie position at the higher age level in order to be considered for a position on the higher skill-level team. If the player does not meet the criteria for the higher skill level, then the player will move down to the next skill level in that age division. The player will not return to the younger age division if they do not meet the criteria. The player will then be rostered on the older age level team and will forfeit all rights to play in the younger age level team activities (i.e., practices, games, house league, etc.).

At the end of each season, the player must return to her own age level and re-apply for Age Advancement the following season in order to be considered to play up again.



## **10. Long Term Athlete Development (LTAD)**

LTAD is a training, competition, and recovery framework for individuals at all stages of life, offering equal opportunity for participation and recreation. LTAD is athlete centered, coach driven, officials, administrators, parents, sport medicine & sport sciences and sponsors supported. LTAD focuses on the general framework of athlete development with special reference to growth, maturation, and development. LTAD is a framework for full sport system alignment in Canada, integrating health and education with sport and physical activity.

LTAD is NOT the removal of competition, but a refocusing in the early years on skill building during the peak learning periods. The science behind LTAD says that this process will result in better athletes.

SRA will adopt the RM implementation plans for LTAD, as described below.

## **11. Coaching**

### **a) Becoming a Coach**

The SRA welcomes new coaches! If you are interested you will need to:

- Sign-up for and complete a “Coaches Application Form” at or before Fall Registration. Any potential coach must complete a Coaches Application Form and submit the form to the Player Development Representative and /or the Coach Development Representative and/or the SRA President, and or SRA Vice President. Word of mouth applications will not be considered.
- Complete the necessary coaching certification level, including Respect in Sport (online) before December 31. Coaching certification courses are run by RM (see RM website for dates). All team staff listed on the official roster must complete the Respect in Sport On-Line Training
- Sign and ensure implementation of the Bench Staff Code of Conduct
- Complete and submit a Child Abuse Registry Check form
- Commit to participating in SRA coaching meetings

Coaching assignments are confirmed after the teams have been selected. The SRA Executive will notify successful coaches. Each coach’s performance is reviewed at the end of each season before coaching status is approved for the next season. The SRA is committed to providing resources to coaches to help them be successful and provides sample practice plans as well as guest coaches to assist in developing our coaching volunteers. \*Coaches will be reimbursed only for coaching clinic fees. \*

### **b) Coaching Certification --- There must be at least 1 certified coach on the bench at all times.**

**To become a R4U facilitator please refer to RM website for details.**

<p><b>U10 (all levels), U12 B/C and U14 B/C</b></p> <p>Head Coach/Assistant Coach(es) require all of the following:</p> <ul style="list-style-type: none"> <li>• Community Sport Initiation (CSI Trained)</li> <li>• Introduction to Coaching Ringette Clinic</li> <li>• Making Ethical Decisions in class</li> <li>• Making Ethical Decisions Online-Community Sport</li> <li>• Respect in Sport</li> <li>• Bench Staff Code of Conduct</li> <li>• Child Abuse Registry</li> </ul>	<p><b>U12 A &amp; U14 A</b></p> <p>Head Coach/Assistant Coach(es) require all of the following:</p> <ul style="list-style-type: none"> <li>• Competitive Initiation (CI Trained)</li> <li>• Introduction to Coaching Ringette Clinic</li> <li>• Making Ethical Decisions in class</li> <li>• Making Ethical Decisions Online-Competition Introduction</li> <li>• Respect in Sport</li> <li>• Bench Staff Code of Conduct</li> <li>• Child Abuse Registry</li> </ul>
<p><b>U16 A &amp; U19 A</b></p> <p>Head Coach/Assistant Coach(es) require all of the following:</p> <ul style="list-style-type: none"> <li>• Competitive Introduction (CI Certified),</li> <li>• Introduction to Coaching Ringette Clinic</li> <li>• Making Ethical Decisions in class</li> <li>• Making Ethical Decisions Online-Competition Introduction</li> <li>• Respect in Sport</li> <li>• Bench Staff Code of Conduct</li> <li>• Child Abuse Registry</li> </ul>	<p><b>U16 B &amp; U19 B</b></p> <p>Head Coach/Assistant Coach(es) require all of the following:</p> <ul style="list-style-type: none"> <li>• Competitive Introduction (CI Trained)</li> <li>• Introduction to Coaching Ringette Clinic</li> <li>• Making Ethical Decisions in class</li> <li>• Making Ethical Decisions Online-Competition Introduction</li> <li>• Respect in Sport</li> <li>• Bench Staff Code of Conduct</li> <li>• Child Abuse Registry</li> </ul>

Note: Teams may also have a “Trainer” on the team roster. The certification for trainers will be medical doctor/student, firefighter, ambulance training, athletic therapist, nurse, St. John’s Ambulance Standard First Aid (12 hours) or equivalent First Aid Course. All first aid certification must be submitted to the SRA Registrar (for submittal to the RM) in order for the individual to be marked down as certified.

c) **Coaching Staff**

- Individuals seeking to coach a Ringette team hosted by the SRA shall only be permitted to be the head coach of more than one team with the SRA Boards permission.
- Head Coaches must select assistant coaches, manager(s) and trainer(s). The head coach is responsible for understanding the rules of ringette, preparing for practices, holding meetings with parents, displaying appropriate behaviour at all times, and determining positions of the players. The Head Coach is responsible for the conduct of bench staff at all times. The Head Coach has the final decision on who will be present on the bench, and can only allow bench staff who have completed the appropriate paperwork (see below). At no time will a parent enter the player bench unless invited by the coach.
- **A maximum of 5 bench staff can be on the bench at one time, and all staff must be listed on the game sheet and team roster. One member of the team staff ON THE BENCH DURING A GAME must be a woman 18 years of age or older.** All bench staff must have filled out a Bench Staff Code of Conduct (once) and have submitted a Child Abuse Registry Check form (annually, RM specific, no exceptions). There is no limit to the number of team staff listed on the official team roster with RM.
- **Dressing Room – The Head Coach must ensure that there is at least one adult female in the dressing room with the players at all times. For U12 and older teams, adult males (team staff or parents) are not to enter the dressing room until all players are dressed and the adult female in the room has granted access.**
- Coaching Meetings – All coaches, assistant coaches, and team managers will be required to attend a SRA coaching meeting prior to the start of the season. Date TBD.

## 12. Team Meeting

Head Coaches must conduct a meeting with the parents from their team at or around one of the first practice sessions. Items to be discussed include:

- Coaching Philosophy (discuss and provide in writing) – for all age groups, coaches must explicitly discuss use of power plays, playing time, etc.
- Team rules / Eastman Code of Conduct / Fair Play Code of Conduct
- Filling of Team Volunteer Roles: Parent Rep, Jersey Rep, Safety Rep / Trainer, On-Ice Help, On Bench Help, Tournament Reps, Fundraising Coordinator and 50-50 Coordinator, Team Manager / Treasurer, Team Coaches
- Whether the team wants to purchase additional practice ice throughout the season at a cost to the team
- Team participation in tournaments (home tournament plus others)
- Parent of players on teams hosted by the SRA who wish to contact the Executive of the ERA, WRL, or the RM shall do so via the head coach or the managers of the subject team and only with the knowledge and/or permission of the head coach and the SRA Executive. Teams may be subject to fines of up to a minimum of \$100 or at the discretion of the board if this rule is not followed.

Additional meeting(s) throughout the season are encouraged to ensure effective communication with parents regarding the team and coaching strategies, etc. These meetings can be brief, serving as status updates.

**NOTE:** Each team MUST have a Manager/Treasurer to manage team funds. Teams are encouraged to open a short-term bank account for the team (the local credit unions can assist with this). The Manager/Treasurer should provide a brief accounting / statement of the team account mid-season and at the end of the season.

## 13. Player Equipment

A stick made specifically for ringette is required (i.e. cut-off hockey sticks are not allowed). A ringette stick must be tapered and narrow at the end closest to the ice surface. Some brand names of stick are: Stinger (7000, 8000, Junior, Ultra Carbon, X-Treme), Ringjet (500, 700), Tiptech, Powertech (1000, 3000), MYLEC 3500, First Ring, Chance PL 1500. **Note:** maximum length of stick is measured from the armpit to the ground while standing on skates. There can be no tape, etc. on the bottom 1/3 of the stick.

Other mandatory equipment: CSA approved helmet with ringette mask (Type A or B, i.e. not a hockey "cage"), BNQ throat protector, elbow pads, protective girdle for hip, tailbone and genital protection, protective gloves, knee pads with polyethylene, and hockey skates. **Mouth guards are encouraged. Decisions on whether they are mandatory for league play will be communicated to coaches prior to league play.**

Mandatory Goalie equipment: goal stick, helmet with ringette mask, BNQ throat protector, chest protector, protective girdle, goalie pads, hockey or goalie skates, and protective gloves (can use blocker and/or catching gloves). SRA will provide teams with the mandatory goalie equipment. NOTE: SRA will work with teams to provide appropriately sized equipment. However, as players vary in size, there is no guarantee that the team equipment will fit every player. A player always has the option to purchase their own goalie equipment if they choose.

Please refer to the RM website for further details and guidelines regarding equipment requirements.

## 14. Team Equipment

Each team will receive jerseys from SRA to be worn for games only. Players are responsible for ringette pants (track pants or hockey socks depending on preference) and a practice jersey. Players can order and purchase name bars to be sewn onto jerseys but must be removed at the end of the season. All name bars must be sewn on and removed by the Pro-Shop in the arena or an experienced seamstress. Team members are responsible for any fees associated with this service.

Each team will receive rings and appropriate goalkeeper equipment, if required. Questions or comments regarding equipment and team equipment needs should be directed to the SRA Equipment Manager.

Goaltenders wishing to use equipment for off season events (camps and 3 On 3) must leave a \$200 refundable deposit with SRA until equipment is returned in good useable conditions.

SRA suggests that coaches prepare a carry bag to have with them at all times. Suggested items:

- First Aid Kit (to be provided by SRA and returned at end of season)
- Rings
- Emergency Contact Information for each player
- Screwdriver and pliers
- Spare helmet screws
- Whistle

Players must have their own personal water bottles.

## 15. General Program Policies

- a) **Volunteers** – In order for any program to be successful, it requires that its members give of their time at various events and activities. In addition to coaches, managers and Executive members, the Springfield Ringette Association has the need for volunteers. Thank you for helping to make our program a success!
- b) **Playing Time** – Coaches will use their best efforts to give every player equitable playing time.

- c) **Team Commitment** - Parents of players are expected to have their children at scheduled games and practices, dressed and on time, according to the coach's requests (usually 30 to 45 minutes before the scheduled ice time). As required by Eastman and the WRL, players **MUST** be dressed and ready to go on the ice a minimum of 10 minutes before all games. Teams will be penalized in the game if this is not strictly followed. Parents are asked to advise coaches when their children cannot be at games and/or practices, with as much notice as possible.

- d) **Caution to Coaches and Volunteers** – From the U12 age and up – Male adults, including coaches, are not to enter the dressing room unless accompanied by an adult female. Tying skates and assisting with equipment should be done outside of the dressing room.
- e) **Insurance** – The RM carries Third Party Liability Insurance which covers the RM, all sub or local Associations, Coaches, Managers, Trainers, Officials, Sponsors, Volunteers, and all persons associated therewith, while involved in the activities of the RM. All players are urged to obtain adequate accident insurance coverage.
- f) **Conflict Resolution** – All teams are expected to have one or two individuals assigned as a “Parent Rep”. The Parent Rep can act as a liaison between parents and coaching staff in the event that any issues arise. SRA requests, should an issue arise, that parents and coaches wait for at least 24 hours before raising it to the Parent Rep. If necessary, concerns can be brought forward to any member of the SRA Executive Committee who will handle the issue in a professional, respectful and timely manner.
- g) **Springfield Storm Name** – It is the policy of the Springfield Ringette Association that any use of the name “Springfield Ringette Association or Springfield Storm” in any way, shape, or form is strictly prohibited unless prior written consent is received from the Executive Committee of the Springfield Ringette Association.
- h) **Springfield Storm Logo** – It is also expressly written (Minutes of Meeting – November 22, 2007) that any use of the Springfield Ringette Association / Springfield Storm logo, or any facsimile of the logo, is also strictly prohibited on anything (i.e. clothing, team or individual sweaters, promotional items, etc.) unless prior written consent is received from the Executive Committee of the Springfield Ringette Association. “If the logo has been used without our consent then a letter from SRA will be sent and all merchandise with this logo will be requested.” **All post playoff merchandise that is ordered must be ordered through the current seasons supplier.**

## 16. Fundraising (optional)

The Springfield Ringette Association provides an optional fundraising program as a way to offset registration costs to families. You decide whether your family will participate in the program and what options, if any, you would like. There are no minimum sales – you can sell as much or as little as you want.

Contact the SRA Fundraising Rep for more information.

## 17. Annual General Meeting

SRA holds its Annual General Meeting (AGM) in the spring. All members will be notified via email of the date. Any family attending the full meeting will receive a \$25 credit per registrant towards registration for the upcoming season.

## 18. SRA Merchandise

SRA will provide opportunities to purchase SRA logo merchandise throughout the season. All orders, including team orders, are to be co-ordinated through the SRA Merchandise chair. A wide variety of merchandise choices are available. Watch for details on order dates!

## **19. SRA Corporate Sponsorship Program**

Please see the brochure on the SRA website. All SRA members are encouraged to look for opportunities!

## **20. Fair Play Code of Conduct**

### **For Players**

- I will participate because I want to, not because my parents or coaches want me to.
- I will play by the rules and in the spirit of the game.
- I will respect my opponents.
- I will do my best to be a true team player.
- I will remember that winning is not everything. Having fun, improving skills, making friends and doing my best are also important.
- I will acknowledge all good players and performances, those of my team and of my opponents.
- I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

### **For Parents**

- I will never force an unwilling child to participate in sports. I will always remember that our children play sports for their enjoyment, not for mine.
- I will encourage my child to always play by the rules. An honest effort is as important as a victory.
- I will never ridicule, criticize or yell at any child for making a mistake, particularly during competition. I will show respect and applaud for my child's team and their opponents.
- I will support all efforts to remove verbal and physical abuse from children's sporting activities.
- I will condemn the use of any violence.
- I will respect the Officials and never question their judgment or honesty in public.
- I will maintain a high standard and appreciation for the sport. I will ensure to have my child arrive for games and practices on time.
- I will recognize the value and importance of team volunteers and volunteer Coaches. I will support the coaches, recognizing that they are volunteers, and will respect their decisions and not question their judgment or honesty at the rink or at other public places.
- Parents who are not official bench staff are not permitted to approach the players or the coaches at any time during games.



### **For Coaches**

- I will be reasonable when scheduling games and practices, remembering that young athletes have other interests and obligations.
- I will teach my athletes to play fairly and to respect the rules, officials and opponents.
- I will ensure that all athletes get equal opportunity for instruction, support and playing time.
- I will not ridicule or yell at my athletes for making mistakes or for performing poorly.
- I will remember that children play to have fun and must be encouraged to have confidence in themselves.
- I will make sure that equipment and facilities are safe and match the athletes' ages and abilities.
- I will remember that children need a coach they can respect. I will be generous with praise and set a good example.
- I will obtain proper training and continue to upgrade my coaching skills.
- I will follow the principles of Long Term Athlete Development (LTAD).

### **For Spectators**

- I will remember that children play sport for their enjoyment; they are not playing to entertain me.
- I will respect the officials' decisions and I will encourage participants to do the same.
- I will never ridicule an athlete for making a mistake during a competition. I will give positive comments that motivate and encourage continued effort.
- I will condemn the use of violence in any form and will express my disapproval in an appropriate manner to coaches and league officials.
- I will show respect for my team's opponent, because without them there would be no game.
- I will not use bad language, nor will I harass athletes, coaches, officials or other spectators.



### **Respecting the Ref (On-Ice Official)**

Coaches and officials should never see one another as adversaries. They must view one another as colleagues in support of the endeavors of young people.

Everyone generally wants the same thing: A well-played, safe game where the winner is determined fairly and honestly.

Due to increasing amounts of abuse from players, coaches and fans, many refs are discouraged and may not continue to officiate. You can play a part in keeping them around by ensuring you are a good role model for your players.

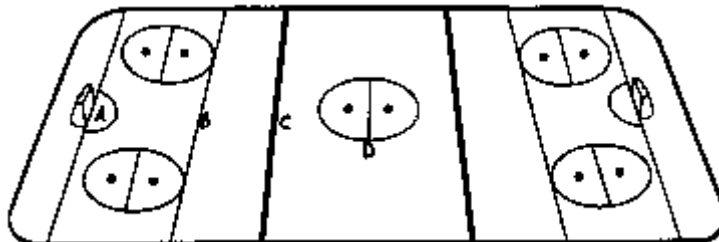
Use the following guidelines to “respect the ref”

- Greet the official personally
- Avoid confrontation, if you have a question about a call or a rule, you should only request information – not argue. Remove any emotion from your discussions with the ref during and after the game.
- Never complain about a call that doesn’t go your way. Normalize your players’ feelings, call your next play and move on. Let them see that you are not discouraged by it.
- Ensure you know the rules of the game. Read the rule book, ask questions and if you need clarification, get it.
- Show appreciation and courtesy. Thank the ref for their efforts after the game.

As the coach, you must set the example and show your team that you respect the official’s authority and don’t see him/her as an adversary.

## 21. The Game Rules

**Rink Markings** The lines listed on the rink are used in the game of ringette.



- A. Goaltenders Crease
- B. Free Play Line
- C. Blue Line
- D. Free Pass Circle

The game consists of two 18 (WRL) to 22 (Eastman) minute periods.

There shall be six players on the ice during a game: 1 goalkeeper, 2 forwards, 2 defense & 1 center.

- The two defense may play only in their own defensive zone, the center zone and up to the opposing team's free play line.
- The two forwards may play only in the offensive zone, the center zone and up to their own free play line.
- The center may play in all three zones.
- To speed up the game any three positional players are allowed to play in the offensive and defensive zones below the free play lines. This "first three in" means that defense can go forward for a portion of their shift and vice versa.

### **Blue Line Rules**

- The ring **MUST** be passed or shot over each blue line. The player passing or shooting the ring across the blue line may not touch the ring until it has been touched by another player.
- The ring may not be received by a teammate if, on a pass or shot, it crosses the two blue lines consecutively.

### **Free Pass Rules**

- To begin the game the visiting team receives the first free pass at center ice. To start the second period the home team receives the first free pass.
- The referee places the ring on the half of the center circle farthest from the opposition goal.
- When the referee blows the whistle, one player from the team in possession places her stick in the ring and must pass the ring out of the circle and into play within 5 seconds. In the event of this not occurring, the whistle shall be blown and the ring given to an opposing player in her section of the same circle.
- This procedure shall take place on all free passes in the circle nearest to the point of any violation or penalty, and the center circle after each goal. The team scored against receives the ring.
- No other players shall enter the circle during a free pass. The player in the circle may move to any position within her half of the circle after the whistle has been blown.
- To begin the game the visiting team receives the first free pass at center. To start the second period the home team would receive the first free pass.

### **Goaltenders Ring**

- To speed up the game and decrease the stoppage of play with a free pass. This is a form of possession for the defensive team.
- When a violation occurs against the offensive team in their offense zone, the referee will blow the whistle and signal it is a goalie's ring. The player in possession of the ring passes it to the goalie and the goalie has (5) five seconds to throw or pass the ring to a teammate.

### **Violations**

- Entering a circle on a free pass.
- Shooting the ring out of bounds.
- Deliberately holding the ring out of play.
- Any player entering the goal crease.
- Goal keeper interfering with players.
- Carrying the ring over the blue line.

### **Penalty for Violations**

- The play will be stopped as soon as the team with the penalty gains possession of the ring.
- Possession of the ring will be given to the team clear of the penalty or violation at the nearest circle to which the infraction occurred.

**Minor Penalties** (The offending player will be given a 2-minute penalty)

- To body check an opponent.
- To interfere with a player not in possession of the ring.
- To play with a damaged illegal stick.
- To board check an opponent.
- To trip an opponent.
- To slash an opponent.
- To deliberately put a ring out of play.
- To raise any part of the stick above shoulder height.

**Team Penalty Regulations**

- A minimum of three players must be on the ice.
- In the case of a remaining player being penalized, she will be replaced by an unpenalized player and the penalized player's time will not start until there are three unpenalized players on the ice.
- Out of the three unpenalized players on the ice, one player must stay out side of the defensive zone as a forward above the free play line.

## **22. Coaching Tips – Positive Coaching Guidelines – Example Drills – Info for Coaching Staff**

### **A. Coaches Tips / Guidelines**

Adapted from Bonivital Ringette Association. To be used as general guidance only.

#### **R4U**

Players at this level may be anywhere from 4 years of age to 8 years of age. Some will be first-year players who have never skated and others may be in their 2nd or even 3rd or 4th season of ringette, therefore you will experience a discrepancy in the level of play for your team.

At this level you will want to have at least 2 or 3 stations for players to work at and divide your team into groups. You will have to conduct 2 or 3 different practices at one time to ensure you address all skill levels and therefore will need about 3 coaches/assistants to help you while on the ice.

It is important to remember the oldest player on your team will be just seven years old. All players need to feel they are an important part of the team. The key is FUN while still ensuring that there is some teaching going on.

#### **Guidelines for learning:**

- Teaching skating skills (forward skating, backwards skating, stopping, getting up and what to do when sliding into the boards)
- Teaching the rules of the game. Emphasizing skating, positions and ring play and the object (shooting at the net) of the game.
- Teaching basic ring skills (how to hold the stick, how to give a target for a pass, keeping their eye on the ring to receive a pass, and passing the ring to another player).
- Teaching checking techniques, proper checking and how not to get checked (ring movement)
- Emphasis should be on FUN! It is important at this level to give a lot of encouragement and to ensure fair play.

### **U10:**

Players at this level are age 8-9 years old. They may or may not have played ringette before. You will still have to review even the most basic rules of the game. This can also be achieved by providing something in writing that players can review with their parents regarding the basic rules of the game.

You may still have to use stations to some extent to assist some of the weaker players as well as enhance the skills of the stronger players. It is advisable to have 2-3 coaches assisting on the ice during practices. So you will have to adjust your practices based on your team's experience, level of play and skill.

Dryland practices are recommended for this age level (particularly if you have a strong "B" or an "A" team.) It is cheaper than booking ice, and highly effective for teaching plays, new techniques and positioning.

Pre-game talks are important to have with your team, parents are usually still required to be in the change room assisting their child prior to game so assign a time when you can speak to your players prior to the game. It is important to discuss goals, review new tactics/plays from last practice(s) and to motivate your team. This also gives the girls time to bond (players usually cannot even see one another when their parent is standing in front of them).

It is important to have these girls push through hard workouts, and learn to adapt outside of their "comfort zones". However, a gentle, supporting demeanor should be used so they can be proud of themselves, and rewarded by their accomplishments. Ensure players feel proud of themselves as well as letting them know that you are impressed and proud of them.

#### **Guidelines for learning:**

- Continue to teach skating skills with some more emphasis on backward skating and crossovers. You should also begin to encourage the "hockey start" (jump start) as well as stopping both directions.
- Continue to work on passing techniques (delivering a pass and receiving a pass – i.e. giving a target when receiving and passing to the target when delivering).
- Teaching shooting techniques – i.e. forehand, backhand, flip shots, wrist shot etc. Techniques should be incorporated into practices and encourage the players to use the shots in games.
- A triangle technique (and/or other defensive techniques) can be taught at this level. It should be addressed prior to the first game and should be executed well by the second half of the season.
- A centre free pass play should also be taught prior to the first game and should be well executed by the second half of the season (dumping the ring should not be encouraged). Teaching should also extend to incorporating other pass options at this level (forehand, backhand, bounce/board pass, drop pass, etc.).
- A breakout play (i.e. breakout from the defensive zone) should be taught and players should be able to execute this by the second half of the season.
- Your team should have a specific "goaltender ring" play to use during the games, everyone needs to be aware of it.
- A specific Warm up drill should be taught to use prior to each game.
- Players should learn a position and learn all aspects of that positional play, when the game allows, these players should still be encouraged to play other positions.
- A permanent goalie (or 2) should be trained (see goaltender recruitment information)

## **U12 and U 14**

You will still have some discrepancy in the level of play particularly on a B team. Usually an A team will have some girls that need to get “up to speed” – particularly if they were a U10 player the prior season. It is advisable to have an offensive and defensive coach.

If possible, it is recommended that players stick to a position they are best at (always encourage a “switch” when the game allows it). A permanent full time goaltender is a benefit at this level; however, many teams must rotate at this position. It is important to provide specific goaltender instruction at practices.

It is important again to motivate players and have them understand what their role is on the team and encourage commitment and flexibility (attendance at practices, working hard, etc).

### Guidelines for learning:

- Skating is very important at this level. Players should be pushed to see how fast, accurate, and proficient they are at all aspects of skating, including quick stops and changes in direction. Conditioning is important as well.
- Ring handling skills still need to be emphasized and developed so passing becomes crisper and faster. They also need to be able to receive the fast, crisp passes.
- Dryland practices can be a useful tool as well, particularly at the “A” level. They should be used to teach centre ring plays, breakout and free ring passes, as well as goalie ring passes. After taught on dryland, it will help to better utilize the ice time to practice the play(s). Conditioning can also be done on dryland (aerobic training etc (make it fun!)).
- It is important to include all the skill teachings from the U10 level (kick it up a notch!)
- Players should be perfecting their skills as well as working on some more advanced skills/plays. Players need to be encouraged to use more advanced skills to take them to their next level of play (perhaps A or AA next season) and you should give them the tools to do this.
- Pre-game talks are mandatory to discuss goals, motivate, emphasis on the particular game. It is useful to have goals that are not only to “win” the game. Focus on improving weaknesses.

## **B. Positive Coaching Checklist**

Adapted from Bonivital Ringette Association. To be used as general guidance only.

As coaches, we should all have a common goal. It is to motivate youth to be all they can be. We should all be using positive means to achieve this goal.

- Look for positives and make a big deal out of them
- Stay calm when a player makes mistakes and help them to learn from them
- Have realistic and reasonable expectations
- Treat players with respect, avoiding put-downs, sarcasm, and ridicule
- Remind your players to not get down on themselves
- Maintain a fun attitude with laughter and a sense of humour
- Emphasize "TEAM"

### Guidelines for Motivation

- To be a good motivator, players must feel that your opinion matters. The key here is mutual respect. Coaches who demonstrate respect for athletes will have their attention and earn their respect.
- Female athletes are especially sensitive to criticism. Some types of comments roll off the backs of male athletes whereas a female athlete may be devastated.
- It is essential to be a good listener, know what makes the players of your team "tick" and you will be viewed as "being on their side".
- Have parents join in on your efforts to motivate your players/team.
- If you are regular source of positive feedback you will gain the attention of your team.

### Look for positives and make a big deal out of them:

- All players do good things some of the time. Catch them doing something positive and make a big deal out of it. It may be an athletic achievement or something such as showing consideration to a teammate. If you want them to do it again, let them know you appreciate it.
- Helping a player notice her specific progress is a way of noticing positives. i.e. – "Jenny, your skating has improved a lot over the last few practices, you should be proud of that"
- Give the players positive reinforcement by being specific. "Nice try" and "good game" are not specific enough. i.e. – "Kim, I really was impressed with your shooting today, your practice at home really paid off"

### Stay calm when a player makes a mistake and help them learn from them:

- Wait until you are calm before discussing performance. Players do not need your exasperation and despair in the middle of the game. Nobody performs their best when they are being yelled at, or made to feel bad.
- A coach's success is entirely secondary to the success of your team and/or players.
- Use objective methods such as reviewing video, dry land practices and focusing on the positives to make your points.
- Know your role as a coach and essentially at the end of day it is just one game.
- Practice is the better time for instruction, become a cheerleader during the game and focus on enthusiasm and cheering the team on. This is where they reward you by showing you what they have learnt.

#### **Have realistic and reasonable expectations:**

- Set realistic short-term goals. Goals that can be reached with a reasonable amount of effort in a short time period are key.
- Set goals so that you can gradually raise the bar to achieve the ultimate goal.
- Easily attainable goals will encourage the team/players to feel good about their progress and make them feel like they want more.

#### **Treat players with respect, avoiding put-downs, sarcasm and ridicule:**

- A successful coach knows his players well and recognizes their plateaus in performance. This can be frustrating for a coach. It is important to remember this will be more frustrating for your players so find a way to work through it.
- Ensure your positive interactions far outweigh the negative interactions each and every practice, with each and every player.
- Coaches must earn respect, not expect it. This can be achieved by several methods such as, listening to them (both their suggestions and their opinions), positive reinforcement, NEVER criticizing in front of other players, parents or coaches. Any criticism should be done gently and privately.

#### **Remind your players not to get down on themselves:**

- When a player (or your team) gets down on themselves you have a situation where the morale is down. This can lead to dissension within your own team.
- Set a small, achievable goal to ensure some excitement and positive outcomes. i.e. – Linda is upset because she know they are never going to beat the team from Boston. “we have played them 3 times and they have beat us every time, they have a boy in net, its not fair!”
- Your response should be “ Lets ensure we score just one goal on the boy and we make him work hard, that is our goal today!”
- Get the players excited about getting just one goal this game, no matter how many goals the team from Boston gets.
- Goals can be set that are not just to “WIN”.

#### **Maintain a fun attitude with laughter and a sense of humour:**

- No matter how competitive a team you are coaching, players still want to have fun.
- Players come out to be with their team, enjoy the game and have fun. Everyone loves to laugh. Ensure this happens a lot and you will have a team that will achieve their best every time.

#### **Emphasize Team:**

- It is important for a team to bond. This can be achieved better off the ice than on.
- Plan some off-ice activities to get the girls to bond, without helmets!
- Team spirit will help the team to succeed.
- Explaining that a team is made up of all players and each player has a contribution to make towards the team’s success.
- Emphasis on the importance of all positions helps to ensure all players feel a valued and integral part of the team regardless of the position they play.
- Ensure all players are aware of their role and that not only “goal scoring” is important. Help players to set personal goals that will measure their successes in other ways rather than just a goal.
- Encourage all players to respect one another, their coaches, parents, referees and their opposition. Hand shaking and cheering after a game etc should be enforced.



## C. Coaches Info - Example Drills

### Skating Drills

#### Line Jumps:

- Students line up across the ice and do a two footed jump over the ringette line and then the blue line; stop at the red line and do the same on the way back.

If you have the whole sheet of ice you can go down from one goal line to the other goal line.

Purpose: for balance.

#### Ice Walk:

- Have the players start from the side boards and walk (do not skate) across the ice.

Purpose: to challenge the player to control her movement.

#### Shuttle Skate:

- Distribute some rings on the blue line (or ringette line for ½ ice practices)
- Have players skate to the line, pick up a ring and place it (not drop it) on the next blue line (or first blue line for ½ ice practices).
- When all the rings have been placed have them line up on the goal line and retrieve the rings... the person with the most rings wins.

Purpose: increases balance, dexterity and endurance

#### Knee Drop:

- Have skaters drop to their knees and get up quickly (using their hands to break their fall)
- Have skaters use their stick to assist them in getting up
- Have players skate up the ice, fall on knees and get up quickly

Purpose: to increase balance/agility

#### Snow Man:

- Have players skate up the ice and slide on their stomach with stick out in front of them and get up quickly.

Purpose: increases confidence, agility and balance.

#### Chair Drill:

- Have 2 teams of players line up at the goal line in opposite corners
- Have each player push a chair around the free pass circle back to her line where she is to hand off the chair to the next player.
- Last player is to push the chair to the middle and sit on the chair.
- First team done wins the race!

#### Stick Drill:

- Have players skate holding their stick with both hands out in front of their body at shoulder height. Players should not move the stick and then the strength to skate will come from the legs.

Purpose: to improve leg control, strength/coordination.

Peter Zezel Skating Drill: (FULL ICE – 8 skaters)

- Divide into 4 groups, one in each corner of the ice
- Player one skates to the blue line
- Player two skates to the blue line upon P1's return
- Player one skates to the red line upon P2's return
- Player two skates to the red line upon P1's return
- Player one skates to the far blue line upon P2's return
- Player two skates to the far blue line upon P1's return
- Player one skates from one end to the other AND around the net upon P2's return
- Player two skates from one end to the other AND around the net upon P1's return.

Purpose: this drill is great for endurance and speed bursts because it allows sufficient skating and rest periods

Slolam:

- Make two lines at the goal line, one on each side of the rink
- Set up a line of 5--6 pylons
  1. Have skaters skate through the pylons: first time forwards
  2. second time backwards
  3. third time forwards WITH a ring
  4. fourth time backwards WITH a ring

Wild Zone: (you need the full ice)

- Divide the players into 3 groups
- Group one does circles 2-3 times each way forwards (adapt for them to skate WITH the ring)
- Group two (at centre ice) practices pivoting backwards (with and without ring)
- Group three does circles 2-3 times each way backwards (adapt for them to skate WITH the ring)

Suicide / Man-makers:

- Players skate the following patterns (adjust for ½ ice)
- Start at goal line, stop at ringette line (go back to goal line) skate to blue line; stop (go back to goal line), skate to blue line, stop (go back to goal line).
- Can be done forwards and backwards and with pivots instead of stopping.

### **Ringette Drills – GAMES**

#### Ring Gather:

- You require one bucket per player and 5 rings per player. You will also need a stopwatch.
- Place rings in a pile across the ice and a bucket beside each player. On whistle player sees how many rings they can retrieve and put in the bucket in 30 seconds (for example, more time for younger players).

#### Ring Line Relay: (you require the full sheet of ice)

- You require 4 rings per pair
- Have players get into pairs
- Players line up on the goal line.
- First player grabs one ring and places it on the blue line, skates back, grabs the next ring, places it on the red line, skates back, grabs the next ring and places it on the next blue line, skates back, grabs their fourth ring and places it on the far goal line – when she returns to the starting point its player 2's turn.
- Player two must retrieve the rings and bring them back to the goal line one at a time, starting with ring four at the far blue line. First pair finished wins!

#### Ringette Baseball: (helps in learning to kick the ring properly)

- Use 2 faceoff dots as bases (2 bases only in ringette baseball).
- The fielders have sticks while the “batters” do not.
- Home plate is the crease.
- The coach blows the whistle and the batter kicks the ring as hard as she can then skates to first base.
- The fielders try to retrieve the ring quickly and pass it to first base while the first baseman must try to catch the ring before the batter arrives and then they are OUT.
- After three outs change fielders/batters

#### Hit the Skate:

- Coaches (as many as are available) will be near the boards between the 2 blue lines with a few rings
- The players start on the goal line at one end of the ice. Coach blows the whistle and they skate as fast as they can down the ice trying not to be hit in the skate by one of the coaches between the blue lines. If you are hit you get one point. Once they reach the other goal line they turn around and come up the ice again.

#### Handball: (best played on a half sheet of ice)

- You will require one large ball
- This is a great game for developing edge control, balance and diminishes fear of contact.
- Have players put their sticks on the bench
- Use pylons as “nets”
- A soccer ball becomes the “ring” players cannot kick or carry the ball; they must use their hands to try to get the ring in the net for a goal.

Everyone must score:

- Have a scrimmage
- The object of the game is to be the first team to everyone score

Barrier Scrimmage:

- Place a piece of wood as a barrier across the bottom of the nets. Basic scrimmage but in order to score the ring must be raised off the ice.
- This is a good game for younger players to have them raise the ring.

Put the rings away:

- All players place their sticks on the bench
- Make 2 piles of rings and 2 groups at one end of the ice
- Place a bucket in the crease at the opposite end of the ice
- Have players race to see which group can get their rings in the bucket first

Scoring relay:

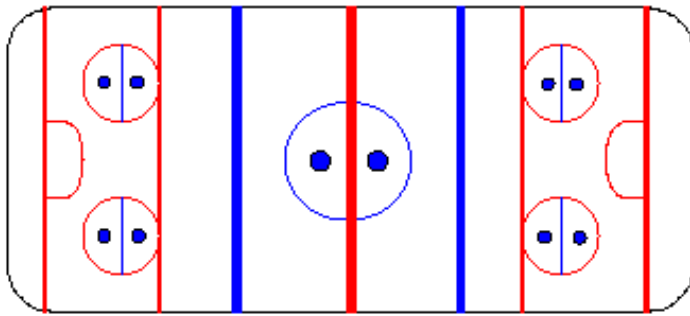
- Pull the nets up to the blue lines
- Divide group into 2 teams (they line up at the face dot in opposite corners of the rink with rings)
- In a relay style the first player on each line must skate to, and score on the goalie who is facing them. If the goaltender stops the attempt the shooter must retrieve the ring and continue trying to score. Once she scores she skates back and tags the next player in line so she can begin her attempt.
- Great stamina builder for both goalie and shooter.

## Ringette Practice Plans Worksheet

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(Circle One)

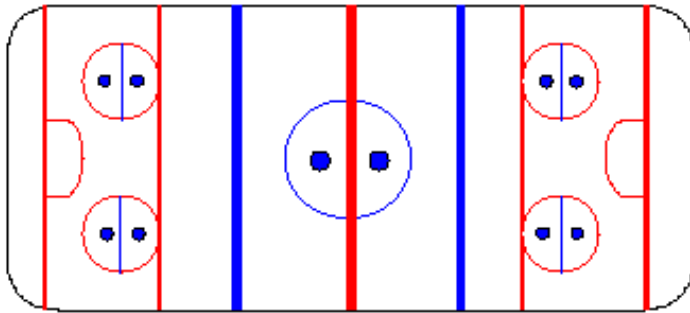
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Skating  $\longrightarrow$  Passing  $\dashrightarrow$



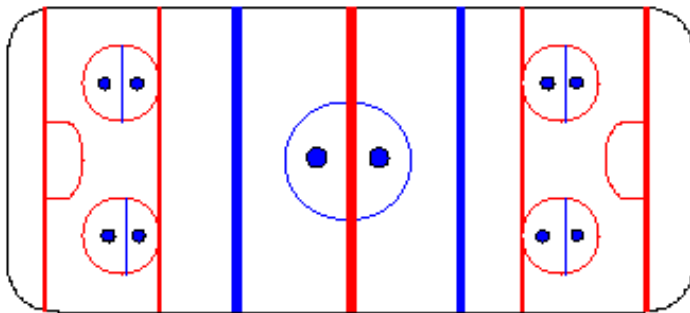
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