

**LANGLEY CHRISTIAN SCHOOL
ATHLETICS HANDBOOK
2020-2021**



**LIGHTNING
ATHLETICS**



LANGLEY CHRISTIAN SCHOOL

MISSION

Equipping Students. Transforming Lives.

Our mission is to educate, inspire and equip students in Christ-like discernment, to discover their gifts and to seek their calling so together we can transform lives and communities.

EDUCATIONAL VISION

Greater Purpose. Greater Community.

A thriving Christian learning community, connected outward and inward, serving together as leaders who model the very best practices to empower students to have an impact in a changing world.

CORE VALUES

Connect, Thrive, Equip

Purpose of the Athletic Handbook

This handbook has been developed to facilitate communication and consistency between all individuals associated with Langley Christian School's Lightning Athletics program. This handbook explains the duties, responsibilities, expectations and policies for all stakeholders involved in athletics; student-athletes, parents, community coaches, teacher coaches and administrators. The policies of this handbook refer to applicable Langley Christian School policy and reflect the policy of the following athletic associations that govern sport in our province and region: BC School Sports, (BCSS) Eastern Valley Athletic Association (EVAA), BC Christian Secondary School Athletic Association (BCCSSAA) and the Langley District Secondary Schools Athletic Association. (LDSSAA)

CONTENTS

SECTION 1: Mission, Philosophy, Goals

SECTION 2: Principles of Athletic Development , Athletic Program Pillars, Seasons of Play

SECTION 3: The Role of Student Athletes, Coaches, Parents

SECTION 4: Athletics Policy

SECTION 5: Athletic Awards & Recognitions

Appendices: Forms

SECTION 1: Mission, Philosophy, Goals

MISSION

Our mission is to educate, inspire and equip student athletes to discover their GIFTS, build their CHARACTER, selflessly SERVE others and make a positive IMPACT in their community.

PHILOSOPHY OF LIGHTNING ATHLETICS

Athletics serves as a significant part of the total educational program at Langley Christian School. Students are offered the opportunity to be a part of a team, to serve their school, to build relationships, and to develop intellectually, physically, and emotionally. Educational athletics provides a unifying influence within our student body and between our school and greater community. School sports offers opportunities for teachers and community coaches to connect with and invest in LCS students and serve as mentors throughout their athletic journey. Being a Lightning Athlete is to contribute to and experience a positive, formational, enriching opportunity.

Our aspirations for all Lightning Athletes is that they develop into IMPACT athletes-student-athletes who glorify God through perseverance and work ethic, serving their community as ambassadors, and pursuing excellence and achievement in sport and life, both on and off the field of competition. These aspirations are best reached when success is a measure of an individual using their God-given gifts to the best of their ability. It is best pursued in a positive environment by dedicated coaches who model integrity, professionalism and care. Our purpose is to inspire our student athletes to pursue excellence, exemplify high character and build the foundation for physical activity for life.

GOALS OF THE K-12 LIGHTNING ATHLETIC PROGRAM

- To practise gratitude and give glory to God for our God-given gifts and talents.
- To realize the benefits of physical activity as vital contributors to the health and well being of all students.
- To broaden student experiences by providing activities that meet the needs, interests and capacities of all students.
- To develop habits and attitudes needed for an individual's healthy self concept.
- To be an ambassador and positively represent our school in the community.
- To generate and cultivate leadership qualities and provide challenges for individuals.
- To build and practice the character skills of resilience, selflessness, integrity, humility and loyalty.
- To serve selflessly, work collaboratively and play joyfully with others in a team environment.
- To develop school spirit, a positive school identity and community connections.
- To present and reinforce positive attitudes towards competition and sport.
- To courageously take risks, demonstrate grit and to learn from mistakes and failures.
- To be coachable and open to feedback in order to affect personal and athletic growth.
- To appreciate the value of a strong worth ethic, standards and accountability.
- To build community between LCS campuses, students, teachers, parents, the Langley community, and the broader Christian school community.
- To inspire our student athletes to pursue both excellence and physical activity for life.

SECTION 2: Principles of Athletic Development , Athletic Program Pillars, Seasons of Play

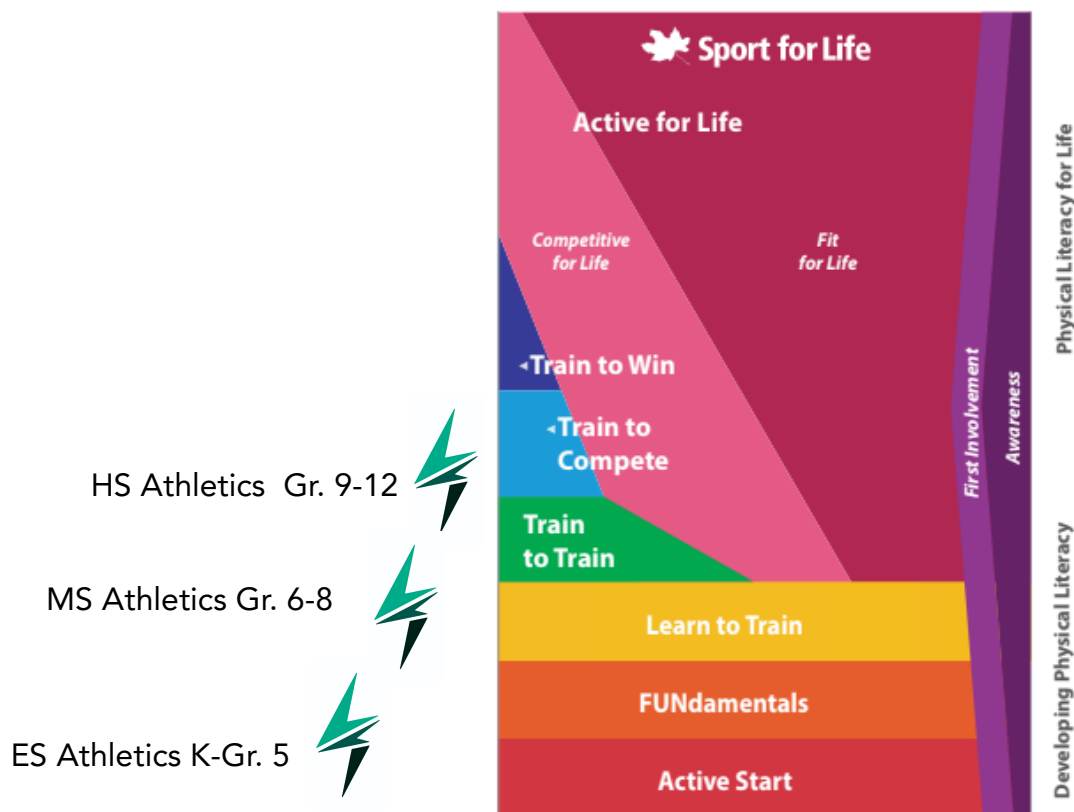
LONG TERM ATHLETE DEVELOPMENT FRAMEWORK¹

The Long Term Athlete Development frameworks provides an instructive outline and aligns with the development phases of Lightning Athletics on each campus.

The three main goals of Long-Term Development Framework are to (1) support the development of physical literacy, (2) strive for excellence, and (3) empower individuals to be active for life.

Guiding Principles

- Athletic long term development is a process that takes time, and that sport and physical activity should look very different, based on the individual's stage.
- Long-term development is important both in sport performance and for life-long engagement in physical activity for health.
- To develop a well-rounded individual, it is important that they participate in many activities and multiple sports. Parents must not be pressured to choose a single sport for their child too early.



¹ Adapted from Long Term Development in Sport and Physical Activity, 2019 Sport for Life Society

ATHLETIC PROGRAM: ELEMENTARY (K-Gr. 5)

PROGRAM PILLARS

- Athletics integrated with the development of physical literacy through Quality Physical Education program.
- Inclusive and fun exploration of movement, games and sport.
- Character skills building opportunities related to respect, sportsmanship and teamwork.
- Emphasis on participation and building blocks of fundamentals sport skills.

SEASONS OF PLAY

Fall Season (Sept to Nov)

- Grade 4 & 5 Cross Country
- Grade 3 – 5 Intramural Indoor Soccer
- Grade 3 – 5 Running Club

Winter Season (Dec- March)

- Grade 4 & 5 Volleyball Club (Nov – Dec)
- Grade 3 – 5 Intramural Volleyball, Handball
- Grade 3 – 5 Running Club
- Grade 4 & 5 Basketball Club (Jan – Feb)

Spring Season (April-June)

- Grade 4 – 5 Track and Field
- 19200 Meter Relay
- Grade 3 – 5 Intramural Floor Hockey, Softball
- Grade 3 – 5 Running Club

ATHLETIC PROGRAM: MIDDLE SCHOOL (GR. 6-8)

PROGRAM PILLARS

- Athletics integrated with the development of physical literacy through Quality Physical Education program.
- In Gr. 6-7 all athletes are given the opportunity to participate in team sport offerings.
- Character building opportunities related to work ethic, perseverance and team first approach.
- Gr. 8 marks beginning of tryouts selection process for team sports.
- Emphasis on the development of athletic and general sport skills

SEASONS OF PLAY

Fall Season	Winter Season	Spring Season
Cross Country Running	Grade 6 Girls Basketball	Track & Field Gr. 6-8
Grade 6 Girls Volleyball	Grade 7 Girls Basketball	Grade 6-7 Girls Badminton
Grade 7 Girls Volleyball	Grade 8 Girls Basketball	Grade 6-7 Boys Badminton
Grade 8 Girls Volleyball	Grade 6 Boys Basketball	Grade 6-7 19200 m Relay
Grade 6 Girls Volleyball	Grade 7 Boys Basketball	Grade 6-7 Ultimate Frisbee
Grade 7 Girls Volleyball	Grade 8 Boys Basketball	
Grade 8 Girls Volleyball		

ATHLETIC PROGRAM HIGH SCHOOL (GR. 9-12)

PROGRAM PILLARS

- In Gr. 9-10 athletes are encouraged to build their athleticism and sport skills through multisport participation.
- Athletes are committing more hours to a given sport and understanding what it takes to train and compete at a high level.
- Character building opportunities related to commitment, service, coachability and resilience.
- Athletes pursue excellence and strive to make an IMPACT through their actions on the field of play, in the school and in the community.
- Emphasis on the development of high performing athletes and sport specific skills within a competitive environment.

SEASONS OF PLAY

Fall Season

Cross Country	Grade 9 Girls Volleyball	Junior Boys Volleyball
Gr. 9-12 Boys Senior Soccer	Junior Girls Volleyball	Senior Boys Volleyball
	Senior Girls Volleyball	

Winter Season

Junior (Gr. 9-10) Girls Basketball	Grade 9 Boys Basketball	
Senior Girls Basketball	Junior Boys Basketball	
	Senior Boys Basketball	

Spring Season

Track & Field (Gr. 9-12)	Junior Boys Badminton	Boys Ball Hockey
Senior Girls Soccer (Gr. 9-12)	Senior Boys Badminton	Senior Golf
	Junior Girls Badminton	
	Senior Girls Badminton	

SECTION 3: The Role of Student Athletes, Coaches, Parents

THE ROLE OF STUDENT ATHLETES

It is a tremendous opportunity and privilege for our student-athletes to represent LCS in athletic competitions. As ambassadors of our school, the actions of student athletes leave an impression on others about our school. As such, a student athlete is responsible for their actions inside and outside of the school as a representative of the school and an image bearer of God. We therefore expect higher standards from our athletes than we do the general student body. We expect a Lightning Athlete to display positive leadership at all times, striving to high levels of achievement in all areas of their lives.

Lightning Athletics Student Athlete Code of Conduct

1. Strive for personal achievement and excellence through full honest effort

- Compete with intensity but maintain perspective. Do not let any situation deter you from your responsibility to model Christian ideals.
- Compete to reach your God-given potential regardless of discouragement or complacency.
- Recognize your athletic gifts as God-given and direct the glory received from these gifts to God's glory.

2. Compete with integrity

- Learn, understand, and adhere to the written rules of the sport.
- Do not manipulate the rules to gain an unfair advantage over the other team.

3. Win with humility, lose with dignity.

- Give the other team full credit if they win. Refrain from excuse and accusation. Be determined to learn and grow from the experience.
- Accept both victory and losses with pride and compassion, being neither boastful nor bitter.

4. Personal Conduct

- Exercise self-control at all times in your reactions towards the other team, spectators, officials and yourself. Self-control must be demonstrated verbally as well as non-verbally.
- Recognize violence, physical intimidation, verbal abuse, gestures and taunting are unacceptable.
- Refraining from tobacco, vaping, alcohol, drug, or abuse of other banned substances as outlined in the [LCS Banned Substance Policy](#).

5. Honor the other team members, officials and spectators.

- Treat visiting teams, spectators and officials as integral to sport and as honored guests. Conduct yourself with honor and dignity.
- Believe in the honesty and integrity of the other team and in the honesty, integrity, and interpretation of game officials.
- Accept peacefully and without improper questioning the decision of the official.
- Seek to build-up other participants so that all involved can improve and experience success and fulfillment in the competition.
- Recognize and applaud honestly and wholeheartedly the efforts of your team regardless of circumstances.

STUDENT ATHLETE RESPONSIBILITIES

1. The student athlete is responsible to maintain the Lightning Athletics code of conduct and the BC School Sports Athlete Code of Conduct.
2. Is responsible for their actions inside and outside of the school as a representative of the school and an image bearer of God.
3. Is responsible for all equipment and uniforms, which are property of Langley Christian School.
4. Is responsible to maintain academic eligibility including:
 - punctual and in attendance for all classes.
 - demonstrate initiative in completing assignments and tests that they have missed due to scheduled games and tournaments.
 - recognize that athletes must have clear and consistent communication with teachers to

ensure that their academic requirements are upheld.

5. Is responsible to be at and on time to all team practices and games, unless a coach has been notified of the absence within an appropriate amount of time (at least a day unless there are extenuating circumstances).
6. A Student athlete selected for a team is responsible to stay on that team to the end of the season of play.

CONSEQUENCES FOR STUDENT ATHLETE VIOLATIONS

1. Athletes that violate the academic eligibility requirements will meet with the teacher, coach, house director, and athletic director to determine the appropriate course of action. Possible actions may include but are not limited to:
 - A contract to detail an individual's action plan to ensure a student-athlete's specific academic eligibility is met.
 - Suspension for a defined period of team from the team or individual sport
2. Athletes that violate the school's code of conduct could face the following consequences based on the severity or regularity of the violation. The athlete will meet with the coach, athletic director, and administrative representative to determine the appropriate course of action. Possible course of actions may include, but are not limited to:
 - A behavior contract to outline an individual student-athlete's specific requirements to continue participation in the Lightning athletic program.
 - Suspension for a defined period of time from the team or individual sport
 - Expulsion from a team
3. Athletes that decide to quit a team during a season of play must talk with the coach and athletic director. Unless extenuating circumstances exist, the student will not be permitted to participate on any other Lightning Athletics team in that given school and calendar year.

Related School Policy and BCSS Athlete Code of Conduct

An LCS student athlete is responsible to maintain (1) the [LCS Student Code of Conduct](#), LCS [Harassment & Bullying Prevention Policy](#) (2) the Lightning Athletics Student Athlete Code of Ethics (3) [BC School Sports Athlete Code of Conduct](#).

THE ROLE OF COACHES

Coaching is not simply about developing sport skills and games strategy in our student-athletes. Coaching has the capacity to impact student athletes' lives much more than winning a game or a championship will ever do. Lightning Coaches serve a critical role in the physical, mental, emotional, social, and spiritual development of our student athletes. Coaches are in a position of trust in which they have the opportunity to mentor and serve as a role model for the student athletes in their care. Coaches positively impact our student athletes, their families and by extension the LCS community.

Given the significance of this role, the responsibilities of Lightning Coaches include:

- 1. Purpose Driven** Coaches are to understand that the primary purpose of LCS athletics is to promote personal growth and build character in every student athletes' life. A coach's role is to develop in their student athletes a positive self-image, personal and social responsibility, and healthy attitudes towards sport and competition.
- 2. Respectful** Coaches are to treat all student athletes, coaches, officials and spectators with respect. As a position of authority, a coach is to require all LCS student athletes to do the same.
- 3. Ambassadors** Coaches are to recognize that they are representatives of the LCS community and that the example they provide will reflect our school to the community. Coaches are expected to model Christ-like behavior; act graciously, practice patience, and display humility.
- 4. A Model of Integrity & Fair Play** Coaches are to act with integrity, adhering to the values of fair play; ensuring their words and actions reflect the ideals of sportsmanship, ethical conduct, and sound judgement. Coaches are to act with integrity in relation to others; making coaching related decisions with objectivity and impartiality; keeping confidentiality when appropriate and avoiding deriving personal advantage from a situation or decision.
- 5. Overseer** Coaches are to act and take responsibility for the supervision of student-athletes under their care. Coaches are to wisely use the authority of the position and make decisions in the best interest of student athletes and in upholding the values of the LCS community.

As a member school of BCCSSAA and BCSS the following coaching code of conducts outline expectations for all Lightning coaches.

BCCSSAA CODE OF ETHICS FOR COACHES

1. Ambassador: Recognize that you are representing Christ, your school, and the association and that the example you provide will have a tremendous bearing on everyone involved in the athletic contest. Recognize that the purpose of athletics is to educate and promote growth in each area of the participant's life.
2. Competence: Achieve a thorough understanding and acceptance of the rules of the game and seek to wholeheartedly adhere to these values of fair play. Estimate all possibilities which tend to destroy the values of the game by instilling these in your players so they understand the proper ideals of sportsmanship, ethical conduct, sound judgment and fair play.
3. Toward the Athlete: Treat your players with respect. Help to develop in them a healthy attitude towards sports competition, a positive self-image, a loving relationship with Christ and each other, a sense of dignity in all circumstances, and a strong stand against incidents of profanity or intimidation or other unsportsmanlike behaviors. Inspire a love for the game.
4. Toward the other Team and their Supporters: Treat the other teams' coaches, players, and fans with respect while being cordial, trusting, and pleasant. Play hard when winning or losing but in no way intimidate or embarrass the opposition. Develop a positive relationship with and a mutual respect for the ability of the other team.
5. Towards Officials: Accept the letter and the spirit of the rules and accept the role of the officials in providing judgment to ensure that the competitions are conducted fairly and according to the established rules. Accept their decisions without loss of self-control.

BC SCHOOL SPORTS COACHES CODE OF ETHICS (BCSS Handbook Section 412.0)

The coach/student-athlete relationship is a privileged one. Coaches play a critical role in the personal and athletic development of student-athletes. Therefore, coaches are expected to model the fundamentally positive aspects of school sport. Coaches, including community coaches, are expected to uphold the following standards:

- Recognize that school sport is an extension of the classroom, and shall conduct themselves accordingly when performing coaching duties;
- Observe the Bylaws and Policies of BCSS and those of their local athletic association
- Observe the rules of the sport, the spirit of the rules of the sport, and shall encourage student-athletes to do the same;
- Fulfill all competition, invitational, playoff and championship competitive and event obligations;
- Treat all participants fairly regardless of gender, race, sexual orientation, religion, physical or mental abilities, political belief or economic status.
- Respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;
- Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;
- Shall not use the media, social media or networking forums to criticize or threaten student-athletes, coaches, officials, school teams, spectators or BCSS.
- Shall not use physical force of any kind in the conduct of coaching duties; 412.10 Shall not, under any circumstances, endorse, recommend, or suggest the use of performance-enhancing drugs or supplements by any student-athlete;
- Shall not use tobacco products and alcohol while in the presence of student-athletes, and shall discourage their use by student-athletes;
- Shall not, under any circumstances, require, suggest or imply that a student-athlete must be involved in any summer program or club program as part of their responsibilities as a school team member;
- Shall not, under any circumstances, require, suggest or imply that a student-athlete cannot or should not participate in any BCSS-approved sport in the season preceding or following the coach's season of play;

- Shall not, under any circumstances, start pre-season tryouts or practices to the detriment of any in-season sport.

COMMUNITY COACH GUIDELINES (BC SCHOOL SPORTS)

Lightning Athletics implements all recommended guidelines for Community Coaches, as outlined by BC SCHOOL SPORTS.

BC SCHOOL SPORTS understands that Community Coaches are integral to the school sport system, and that they are necessary to ensure further opportunities for student athletes.

The following guidelines are to ensure that the philosophy, objectives and values of the BC SCHOOL SPORTS system are maintained.

1. Community Coaches should complete the Community Coaches Application Form and submit copies to both the Athletic Director and School Administrator. The form will enable School Representatives to determine the qualifications and suitability of the prospective Community Coach to supervise and coach students of school age, and to receive from the prospective Community Coach authorization to conduct a Criminal Records check.
2. It is strongly recommended that the Community Coach have completed a minimum of Level One Theory of the National Coaching Certification Program.
3. The School Administrator and/or Athletic Director should meet with each prospective Community Coach to discuss school athletic policy and school sport philosophy, ensuring that the coach understands the following:
 - a. the expectations for the supervision of students
 - b. emergency protocol within the school
 - c. accountability for equipment, uniforms, finances
 - d. league schedules and deadlines
 - e. practice times, restrictions, policies and access
 - f. school and/or District travel policies and insurance requirements
 - g. the BCSS Coach's Code of Conduct and procedures
 - h. the BCSS Eligibility Policies and procedures
 - i. the decision-making process and jurisdictional boundaries of the School, Athletic Association, and BC SCHOOL SPORTS.
 - j. required paperwork for team and player registration and entry into events
 - k. how and where to register for NCCP clinics

4. The School Administrator and/or Athletic Director should request and check at least two references for each Community Coach candidate. Reference checks should include questions about previous conduct, suspensions or probationary penalties served, technical skill and ability, age group and/or gender previously coached and degree of commitment and interest.
5. The School Administrator and/or Athletic Director should undertake a Criminal Records check on the prospective Community Coach, looking for convictions under the Criminal Code of Canada, the Narcotics Control Act or the Food and Drugs Act.
6. The BCSS Supervision Policies does not require that a Teacher-Sponsor be present with adults who have been approved by the School Administrator. It is therefore strongly recommended that periodic observations of the Community Coach at practice and in competition be conducted by the Athletic Director and/or Administrator.
7. As mandated by BCSS, all community coaches must complete their Concussion Awareness Training Tool (CATT) online certification prior to working with student athletes.

THE ROLE OF PARENTS

Parents serve a critical role in supporting a student-athlete. A parents' role and perspective is the most critical in ensuring and supporting a positive experience for their child.

In order for an athletic program to be truly successful, it takes the cooperation of everyone involved: athletes, coaches, officials, staff, spectators and especially parents. Parents and spectators have the following responsibilities and expectations when participating in Lightning Athletics:

1. Parents have a responsibility to their children to make sure that your child gets the most out of his or her playing experience, parents should show their unwavering support, including positive reinforcement of your child's performance and effort. This is absolutely essential, especially at an early age, to ensure their healthy development. Parents should also be positive role models, including, but not limited to, showing proper sportsmanship at all times and refraining from negativity of any kind.
2. Parents have a responsibility to the coaches. Coaches volunteer their personal time to spend it with your child. They need you to be supportive of their decisions and not undermine their efforts. If you don't agree with a coach, you are expected to tell that coach, but make certain it is done at the right time and place, in a non-argumentative manner and not in front of the students. Parents are also expected to bring their children to games and practice on time.
3. Parents and spectators have a responsibility to the school and the LCS community: Staff cannot be at all games and practices of all teams. Therefore, in order to maintain the positive nature of these programs, it is essential for parents/spectators to report any abusive behavior or any other situation that needs to be addressed to the Athletic Director or school staff. This is the only way that these programs can achieve their intended goals.
4. Parents/ Spectators have a responsibility to other parents: Personal gain and satisfaction should not be derived from a child's poor performance. Competition and taunting between parents is never acceptable, and no parent/spectator should ever feel embarrassed or disappointed by their team or child's performance. Good plays should always be cheered, and disappointments should always be consoled.
5. Parents have a responsibility to themselves: It is your responsibility to watch your child and other children participate and learn. The joy and pride associated with watching children participate in sports should be experienced to the fullest, because a lifetime of memories is being created before your very eyes.

To better understand a sports parent's role, parents should read [Knowing Your Role as a Sports Parent](#) from Let Them Play: The Mindful Way to Parent Kids for Fun and Success in Sports by Jerry Lynch.

LIGHTNING ATHLETICS PARENT CODE OF CONDUCT

Prior to the season of play all parents are expected to sign and agree to uphold the Lightning Athletics Parent Code of Conduct.

- To act in a positive and respectful manner towards all students, student athletes, coaches, referees and other parents and spectators.
- To act in a respectful manner towards all referees and staff and not to negatively criticize the decisions or judgments of referees or officials.
- To show appreciation for the coaches who give their time to provide coaching and athletic experiences for your son/daughter.
- To teach your son/daughter to demonstrate sports etiquette and always play by the rules.
- To teach your son/daughter that an honest effort is as important as winning so that the outcome of a game is given proper perspective.
- To provide your son/daughter with plenty of encouragement and support.
- To recognize your role as spectator and allow the coach to be one and only instructional voice during competition.
- To allow your son/daughter to speak on their behalf in discussions that are most appropriate between a coach and student athletes. (role, playing time).
- To voice any concerns in an appropriate manner to the coach, following the 24 hour rule following a competition.

SPECTATOR CODE OF CONDUCT

Spectators, both students and adults, are welcomed and encouraged to attend athletic competitions and events. Spectators serve to validate the positive values learned through athletic experiences, and to support the personal efforts and successes of individual athletes and the team. It is critical to remember that attendance at any event entitles you to enjoy an exhibition of skills developed by athletes in an educational setting.

Spectators should:

- Be courteous and respectful to other spectators, all competitors, coaches, event organizers and officials.
- Cheer and be encouraging in your approach to all competitors.
- Respect the decisions of officials and scorekeepers.
- Do not interfere with the play or competition.
- Exercise self-control at all times.
- Respect the rules and regulations of the facility.
- Refrain from the use of foul or profane language.
- Refrain from the use of physical force of any kind.
- Refrain from 'coaching' players during competition.

SECTION 4: Athletics Policy

TEAM SELECTION & TRYOUTS: Gr. 8-12

It is important that all Lightning athletics tryout policies include commonly held best practices modeling the values of fairness, transparency and impartiality in making team selections. To this end the following standards of team selection and tryout includes:

- Coaches are to communicate to athletes at the beginning of the tryout the criteria they will use to assess athletes. The criteria may include, but is not limited to: athleticism, sport specific skills, decision making, game play and fitness level, in addition to other factors; habits of character, work ethic, coachability, leadership and communication.
- A committee of 3 experienced coaches are to be part of an evaluation team. The evaluation team is to document the use of criteria to assess all athletes. In making final selections for Junior and Senior teams, coaches will also make decisions based on the skill set an athlete possesses to play a specific position.
- Coaches will conference with the Athletic Director about the composition of a team roster at the conclusion of tryouts, prior to communicating with student athletes.
- When communicating final selections, coaches are to have a face to face meeting with all student athletes to discuss their strengths and areas to further develop.
- Tryouts are to be a minimum of 3 hours, taking place over one or two tryout sessions.
- Parents are not to attend or observe tryouts sessions.
- After team selections are completed, any additions to the roster during the season of play will only take place with the approval of the Athletic Director and school administration.

DUAL SPORT PARTICIPATION POLICY

As a general guideline, High school student athletes are encouraged to participate in only one sport per season (i.e., fall, winter, spring). However, in recognition that a multisport athlete may be capable of, and/or interested in, participating in two sports during the same season, the following procedures are to be followed:

1. Communication between the athletic director, both coaches from each respective sport and the student athlete's parents must happen prior to the beginning of the season. The goal of communication is to review the specific commitments required for each sport and discuss the feasibility of the student athlete participating in both sports. The final approval will be determined by the athletic director.
2. Prior to participation in either sport, the athlete will be required to designate a primary sport. This means that the athlete must attend all practices and contests of the designated primary sport before participating in the secondary sport.
3. The athlete must be in good academic standing and continue to be during the course of dual sport participation. If the athlete's academic performance noticeably decreases from their normal performance, and can be attributed to the dual participation, the student may be required to withdraw from the secondary sport.
4. If the athlete wishes to participate in the non-primary sport when there is a conflict, it may only be done with the approval of both coaches and the athletic director.
5. If it is apparent that the athlete cannot fulfill the obligations of the primary sport or that by participation in the secondary sport a question of the ability to safely participate is raised, the student athlete may be required to withdraw from the secondary sport.
6. A student athlete who withdraws from one sport (in good standing) may join another team during the same athletic season if it is done prior to the first athletic contest. Both coaches and parents must recommend the transfer between sports teams to the athletic director. The key factor in the decision will be if the change is in the best interest of both the team and the athlete.

PLAYING TIME FOR STUDENT ATHLETES (September 2021 Draft Policy)

A coaches' decision about playing time should align with the philosophy and goals of our Lightning Athletic Program. These decisions should take into consideration the Long Term Athlete Development Model while at the same time subscribing to the tenet that good coaches find opportunities in a season of play to get all student athletes into competition.

GRADE 6-7 TEAMS

Grade 6-7 teams participate in leagues that focus on inclusion of all athletes in a fairplay philosophy. All sports at this level will be focused on exposure to competition, sportsmanship, fundamentals of sport specific skills, and sport rules and regulations. Coaches are expected to follow the philosophy of the organizations we belong to and support all students in their development.

GRADE 8 TEAMS

At this level of play, the focus is on learning athletic skills and game rules, fundamentals of team play, social-emotional growth, physiologically appropriate demands on the adolescent body, and healthy competition. For some athletes, it is their first introduction to competitive sports and a practice schedule, different from recreational pursuits in its demands and philosophy. Gaining experience through training and competition should be paramount, not the win/loss record of a team.

Numerous studies researching why kids leave sport identifies playing time as one of the top three reasons children quit playing. It is critical that athletes be given the opportunity to play and develop early in their development as any one of them, regardless of their ability, could be a future star. Fairplay participation guidelines with mandatory, structured substitutions ensure that every athlete participates in every game.

All players in Grade 8 will receive playing time in volleyball and basketball as outlined in the Fairplay Participation Guidelines.

Coaches have the discretion to make expectations to fairplay participation guidelines taking into consideration an athlete's commitment to the team (attendance at practices and games) and positive participation and student conduct. For example, if an athlete is absent from practices, is serving a consequence for his or her actions or has failed to give effort or engagement towards their development, their playing time may be revised by the coach. Communication regarding exceptions to the guidelines should take place between coach and athlete prior to a competition.

FAIRPLAY PARTICIPATION GUIDELINES GRADE 8 (Volleyball)

- All players listed on the score sheet must start the first or second set.
- Substitutions are not permitted in the first or second set. In the case of injury, mental health, or a break within the player code of conduct an exceptional substitution may be made.

- Any line up can be used at the start of the third, fourth or fifth set and substitutions are permissible.
- Where teams exceed 12 athletes, the third set would have those athletes that have not played; playing for the entire set
- These guidelines apply to league and tournament play throughout the season.
- Fairplay guidelines will not be in effect during league playoffs or zone playoffs.

FAIRPLAY PARTICIPATION GUIDELINES GRADE 8 (Basketball)

- Substitutions are structured around dividing up the total playing in a game (4 quarters of 8 mins for a total of 32 mins) into 8 shifts of 4 mins each
- A shift change will occur as closely as possible to the 4 min mark of each quarter and at the end of each quarter.
- Each player must play a minimum of one 4 minute shift per half.
- A player who leaves a shift due to injury or medical reasons shall not return to the game during the same shift.
- In the event a player fouls out or is injured and unable to return to play, a team is permitted to substitute, provided no player is permitted to play any more than one shift than any other player.
- The sequence of shifting is not relevant as long as each player receives the minimum number of shifts, does not exceed the maximum, and plays at least one shift per half.

Minimum Shifts Required Per Player (Basketball)

Number of Players	Min Shifts per Player	Max Shifts per Players
15	2	3
14	2	3
13	3	4
12	3	4
11	3	4
10	4	4

GRADE 9 AND JUNIOR TEAMS (GR. 9-10)

This level of competition has an increased emphasis upon team play, physical conditioning, and refinement of basic skills. Although being successful as a team at the Junior level is important, winning is not the sole objective. This is the level at which the athlete displays his/her readiness for the execution of skills at game speed. Athletic abilities, commitment, and mental resilience will be tested in competitive game situations.

At the Junior level, playing time will be based on an athlete's performance of a specific role and position, degree of effort, skill improvement, team commitment and overall ability to compete and execute skills at game speed. These competencies need to be demonstrated by a student athlete in practice and during competition. Coaches will work towards finding opportunities during the season for as many student athletes as possible to play but not all student athletes will play equally.

VARSITY TEAMS (GR. 11-12)

Varsity competition is the culmination of many years and hundreds if not thousands of hours of development for a Lightning student athlete. Being a varsity athlete requires a significant commitment, a sound attitude and advanced level of skill. The dedication and commitment needed to make a contribution to a successful varsity program is significant.

The number of student athletes on any given team is a function of the number needed to conduct effective and purposeful practices and to field a team for competition. The number of roster positions is relative to the all team members' acceptance of their individual roles in pursuit of the team's goals. It is vital that varsity coaches inform each team member of his or her role and its importance to the goals and aspirations of the team.

While participation in competition over the course of a season is desirable, a specified amount of playing time at the varsity level is never guaranteed. It is the coach's responsibility to make clear to the student athlete his or her role is on the team and the opportunities this role will have for playing time.

Resources

[Good Coaches Get Players Into Games](#), Positive Coaching Alliance

STUDENT ATHLETE PLAYING UP POLICY

Lightning Athletics supports the Long Term Athletic Development (LTAD) principle that athletic development is a process that takes time, and that sport and physical activity should look very different, based on the individual's age, developmental stage, maturity and acquired skill. In general, applying this principle means student athletes should continue to participate on teams with their peer group. However, there are exceptions where a Junior athlete is permitted to play up on a Senior team for a portion or entirety of a season of play.

In determining when this exception is permissible there are many factors including:

- the athlete will experience success playing against potentially bigger, stronger, more skilled athletes
- the athlete will be an significant asset for the team they will play up for (must be a projected starter, or is receiving starter type playing time)
- there is the opportunity for a similar amount of playing time on the Senior Team
- the team dynamics will support a Junior athlete playing a significant role on the Senior team
- the athlete is mentally strong and emotionally mature to handle adversity
- there is an identified need for more players for a team or a specific skill set for a team

Consideration should also be given to the real potential positive and negatives outcomes of an athlete playing up:

What are the positive aspects of athletes playing up?

- The athlete rises to the challenge, adjusts to new level
- The athlete's progress at new level meets or exceeds progress expectations
- The athlete is successful and grows in confidence
- The athlete develops leadership skills
- The Senior team benefits from having the athlete play up
- The athlete playing up may vacate spots on Junior team for others athletes

What are the negative aspects of athletes playing up?

- The athlete struggles against bigger, stronger, more experienced athletes
- The athlete loses confidence and becomes tentative
- The athlete regrets the decision to play up and loses trust in the coach
- The athlete playing up leaves a leadership void for the younger team
- The athlete playing up compromises building a core group of younger athletes, that will have played multiple years together
- The athlete playing up may lead to less success for Junior level, resulting in more athletes leaving the program prior to SR level

APPLICATION FOR PLAYING UP

1. The athlete should attend tryouts for both the Junior and Senior teams.
2. The Athletic Director, School Administration, and respective coaches, weighing all the factors articulated above, will make a final determination as to whether the athlete: (a) participates with their peer group on the Junior team (b) participates for a specific time period or portion of the season with both Junior and Senior teams (c) participates only with the Senior team.
3. The "[Application for Playing Up](#)" form is to be completed by the student athlete and parent articulating his or her rationale for playing up *only after* the final determination has been made and the student athlete has been formally selected to participate in some capacity on the Senior team.
4. If the Junior athlete is selected for the Senior team or is playing up for a portion of the season, the athlete and parent(s) are to meet with the Athletic Director and senior coach shortly after tryouts.
5. Only in exceptional circumstances, will this decision be revisited part way through a competitive season.
6. The "Application for Playing Up" should not be used to have a junior athlete play up on a Senior team for only a district playoff, zone playoffs or a provincial tournament.
7. At a Senior coach's discretion and in consultation with the Athletic Director, a Junior athlete that has played the season on a Junior team may accompany a Senior team and sit on the bench for a provincial tournament.
8. A Grade 8 Athlete is ineligible to play up on a Senior Basketball or Volleyball team

STUDENT ATHLETE ATTENDANCE & EDUCATIONAL REQUIREMENTS

At the beginning of each season of play, student-athletes will be responsible for communicating with each of their teachers regarding implications on the class. It is the expectation of the Athletic Department that teaching staff and/or house directors will communicate any problems to the student-athlete, coach, and parents. In the event that a student-athlete is failing to meet behavioral and academic requirements, all parties will work together to create possible solutions, including possible suspension from participation until the student-athlete can meet expectations.

The following expectations apply to classroom attendance. Any exceptions to these expectations and accompanying consequences are to be determined by the Athletic Director in consultation with the student athlete, parent and school administration.

ATTENDANCE

- A student athlete must attend all classes the day of a game or practice, or until the designated time of departure in the case of an away game.
- A student athlete must attend all classes the day before an away trip in which they will be absent for an entire day of school. If they do not attend all classes the day before a trip, they may not travel the next day.
- A student athlete absent from the school on Friday, is not eligible to participate in competition in a Saturday tournament.
- Any athlete "skipping" a class will not be eligible for competition on that day. If he/she "skips" a class on a Friday he/she will be suspended from play the entire weekend.
- Participation in Physical Education class is a requirement of student athletes, regardless of training or competition schedule.
- Athletes suspended from school may not participate in practices or competitions until they are reinstated.
- Early dismissals are for the purpose of allowing students to get to competitions on time, as well as properly and safely warm-up.
- All early dismissals will be communicated by the coach or Athletic Director to the school office and educational staff.
- Student athletes who utilize early dismissal should leave immediately from their class and assemble at a pre-arranged meeting point without delay
- Student athletes must not be disruptive of any students or classes in session

TECHNOLOGY USE POLICY

Langley Christian School's [Technology Use Policy](#) outlines the rationale and parameters for student use. This policy also applies to Lightning athletic teams as specified below. Teacher and coaches are to communicate to student athletes and their parents and put in place the following practices:

- Cell phones or personal devices should not be used by student-athletes for a specified time prior to a competition (eg. 30- 45 mins prior when the team's focus is on game preparation.)
- Student athlete cell phones or personal devices are to be collected by the coach or staff sponsor on overnight trips by a specified time in the evening (eg. 8 pm) and returned to student athletes by a specified time in the morning.
- Coaches are to define time periods when cell phones and personal devices do not need to be present (eg. portions of the team travel, team meetings, team meals, events or activities that have the purpose of team building).
- Any exceptions to this policy are on a case by case basis to be approved by the Athletic Director and school administration.

TOURNAMENT SCHEDULING AND TEAM TRAVEL

Tournament experiences and road trips serve a vital purpose in team building, striving for excellence and creating lifelong memories. At the same time, tournament scheduling and team travel needs to ensure student athletes and their families can find balance and margins in meeting the demands of other commitments and life priorities. Finding this balance and communicating in advance is critical for all stakeholders to plan. Policy and procedures related to tournament schedule and team travel include the following:

1. Tournament scheduling and team travel is the responsibility of the head coach in cooperation with the Athletic Director.
2. For scheduling and budgeting purposes coaches need to submit a tentative copy of their intended tournaments by June 15th of the previous year.
3. Each team, at each level will have a minimum and maximum number of tournaments that they need to be scheduled into each season.
4. Senior and Junior teams may plan for a maximum of 1 overnight trip, excluding the BCCSSAA tournament and provincial tournament. Any Senior team that proposes to exceed 1 overnight trip will require administration approval.
5. Any team travel within the province is to approved by the athletic director and school administration a minimum of 4 months prior to a season of play.
6. Team members are responsible for all associated travel expenses (flights, vehicle rentals, accommodations, meals, ferry).
7. The Athletic Director, coach or team parent are responsible to account for expenses and revenues and are to submit all original receipts to the Athletic Director for reimbursement.
8. The Athletic Director in cooperation with the coach is responsible to ensure all digital consent forms and all fees (through cash online) are completed prior to trip.
9. Student athletes that have not paid for travel expenses or submitted consent forms prior to departure will not accompany the team.
10. Fuel expenses for parents using their personal vehicles for team travel are not covered by the athletic budgets and are not to be included as part of team expenses.
11. Transportation and hotel accommodations for teams should be coordinated and booked through the Athletic Director in order to be paid for with a corporate credit card.

OUT OF PROVINCE OR OUT OF COUNTRY TRAVEL

- Any Senior team may apply for out of province or out of country travel every 2nd year.
- A rotating schedule among different teams will ensure stewardship of the athletics budget in addition to giving families with multiple children or multisport athletes the opportunity to financially plan.
- All proposals for out of province travel will require administration approval a minimum of 6 months in advance of travel. The application process will include travel itinerary, cost projections, tournament schedule and fundraising initiatives.
- The costs for such trips will be detailed in a budget of revenue and expenses.
- All travel and accommodations will be booked through the Athletic Director.
- The following will weigh in any discussion of the proposal: Fundraising required, travel distances, parent support, time away from school for both students and coaches, travel when school is not in session (Christmas or March break) tournament schedule, educational or service oriented aspects of the)
- All Out of Province or Out of Country competition and tournaments must be aligned with BC School Sports sanctioning and policy.

OUT OF PROVINCE ROTATING SCHEDULE (DRAFT)

2021-2022 Seasons	Senior Girls Basketball, Senior Boys Volleyball, Senior Girls Soccer
2022-2023 Seasons	Senior Boys Basketball, Senior Girls Volleyball, Senior Boys Soccer
2023-2024 Seasons	Senior Girls Basketball, Senior Boys Volleyball, Senior Girls Soccer
2024-2025 Seasons	Senior Boys Basketball, Senior Girls Volleyball, Senior Boys Soccer

PROVINCIAL TOURNAMENT TRAVEL

- All Senior and Junior teams that qualify for invitational or BCSS provincial tournaments may participate. The tournament entry fee and coach expenses will be covered by Lightning Athletics. All associated travel, accommodations and banquet fees will be covered by the individual members of the athletic team.

LIGHTNING UNIFORMS AND TEAM APPAREL

Lightning athletes represent Langley Christian School every time they put on the Lightning uniform. As a member of a team, the entire group is recognizable by being and acting as a unit, not just a collection of individuals. Acting like a team also involves looking like a team. This means a common, unifying warmup apparel and uniform. To this end the following policies include:

- To establish recognizable and standard Lightning team apparel and in consideration of the potential cost to student athletes who may play on more than one team, all teams are required to purchase any apparel, jackets, hoodies, warm-ups, and shirts through the Athletic Director.
- Student athletes that are participating or on the bench are to wear Lightning team apparel during warm up and athletic competitions.

DISTRIBUTION AND COLLECTION OF UNIFORMS

- Uniforms will be distributed only after all team fees and digital forms have been submitted.
- After distributing uniforms a roster form is to be completed by a head or assistant coach with all names and uniform numbers of student athletes.
- All collection of uniforms should take place within one week of the conclusion of the season by the coach or team parent.
- Student athletes and parents are responsible to pay a replacement fee for a uniform if any damage or staining is apparent beyond normal wear and tear.
- When all uniforms are accounted for and collected, they are to be returned to the athletic office.

PARENT AND TEAM MEETINGS

Communication between coaches, ADs, parents and student athletes ensures understanding, clarifies expectations and allows for advance planning and scheduling. More importantly, communication fosters a positive parent-athlete and parent-coach relationship. To this end, the following meetings are required for parents to attend. This meeting will take place following team selection and are dependent on the Season of Play: Fall, (early September) Winter (mid November) and Spring (early April).

- Lightning Athletics Meeting
 - Overview, mission, goals of Athletic Program
 - Role of Parents and Student Athletes
 - Policy and procedures
 - Forms and fees

- Team Parent Meeting
 - Coaching Philosophy
 - Aspirations and/or goals for the season
 - Expectations for student athletes and parents
 - Season schedule
 - Communication with parents and student athletes
 - Travel and Road Trips (Itinerary and Costs)

COMMUNICATION POLICY

Athletic involvement can be highly emotional and intense. Conflicts and issues may arise between athletic directors, coaches, staff members, students, and/or parents. This is often the result of poor or ill timed communication between those involved.

Lightning Athletics' communication policy for dealing with these situations and complaints is consistent with the teachings found in scripture (Matthew 18 and Ephesians 4):

- All questions, problems, or complaints should be discussed with the person directly. Resist the temptation to share the issue with others before the issue has been discussed with the appropriate party. This is hard to do and requires the courage to face people with hard conversations. We encourage you to do the hard things. Share truth with love.

- Never use social media to discuss conflict or emotionally charged issues. This is a recipe for disaster in relationships and in the community.

- It is suggested that parents avoid speaking with a coach about potential issues at the following times:
 1. Either prior to or immediately following an athletic competition.
 2. During an active practice session.
 3. During a time when other students are present or when it would be obvious to others that the discussion is taking place.
 4. When there is not sufficient time to allow for a complete discussion.
- Confidentiality regarding these discussions is paramount to the integrity of our relationships. Leave the discussion in the discussion and be careful not to share things which were spoken in confidence.
- It is important to understand that there also may be times when things do not go the way a child or parent expects or desires. This is the opportunity for a student athlete to talk with their respective coach. When a student athlete handles an issue or concern, it gives them a voice, allows them to demonstrate ownership and becomes part of a learning process. While there are certain topics which should be discussed between a parent and coach, it is helpful for all involved to have clarity on those topics that are appropriate and are not appropriate.

Concerns and or issues that are appropriate for a parent to discuss with coaches	Concerns and or issues that are <i>not</i> appropriate for a parent to discuss with coaches
Your child's behaviour and attitude	Team selection or team composition
Your child's mental and physical well being	Your child's or other children's role and playing time
The social dynamics of the team and/or interactions between team members	In game strategy or coaching decisions

- If appropriate discussions between a parent and coach do not lead to satisfactory resolution, the next step is to meet with the Athletic Director.
- If appropriate discussions between a parent, coach and Athletic Director do not lead to satisfactory resolution, the next step is to meet with school administration.

PARENT AND SPECTATOR CORRECTIVE ACTION POLICY

It is the position of Lightning Athletics that parents and spectators should not be a negative factor in a student-athlete's experience of participating in school sports. Parents or spectators who do not follow the parent or spectator code of conduct or meet the responsibilities and expectations outlined in their respective role, will be subject to the Corrective Action Policy. The following steps have been established for addressing parents and spectators:

Step 1: Verbal Warning

Administration, Athletic Director and/or Coach will discuss undesirable conduct with the parent or spectator, emphasizing the specific behavior will not be tolerated. If a Coach completes this discussion, they will document the conversation and give it to the Athletic Director.

Step 2: Written Warning

A Coach or Official will notify the Athletic Director or LCS Administration of a continued breach of Code of Conduct and the Administration will meet with the parent or spectator to discuss actions and what the proper behavior is. Furthermore, there will be a formal letter of reprimand given to parent(s) stating that the next offense will lead to parent or spectator being banned from the athletic facility or from spectating for a specific team for a period of one game.

Step 3: Game Suspension

The LCS Administration will ban the parent or spectator from attending the next scheduled game and another letter will be given to parent(s) stating that the next offense will lead to the parent being banned from all future games. The Administration will inform the Coach of the game suspension.

Step 4: Season Suspension

The parent(s) or spectator will be banned from attending all league games after a 4th offense. The parent(s) or spectator will then have to make a formal request to be reinstated into the program. The parent(s) or spectator will then have to meet with the Administration prior to the start of the season to determine if the parent(s) is capable of behaving within the spirit and letter of the respective code of conduct.

STUDENT ATHLETE AND PARENT SURVEY POLICY

At the conclusion of the season the athletic department will conduct an online survey seeking feedback from student athletes and parents. Listed below are examples of questions asked of parents and students to evaluate their season. The results of the surveys are shared with coaches in order to affirm their work and also reflect on ways to grow and develop.

STUDENT ATHLETE SURVEY:

- The coaching staff helped me develop as a player.
- Players were treated fairly on the team.
- Players on the team respected the team rules.
- Practices were well organized and challenging.
- I feel good about the sport program.
- My coaches were easy to approach and talk with.
- Being on this team was a positive experience.
- My coaches showed professionalism during games and travel.
- I want to participate in this sport next year.

PARENT SURVEY:

- Overall, my child enjoyed playing on this team.
- I feel satisfied with my child's skill development.
- My child learned in the following areas from playing this sport: character, spiritual growth, teamwork, discipline.
- The head coach had strong knowledge of the rules, skills, and strategies our team needed to compete.
- The head coach communicated well with parents.
- The head coach fostered a strong sense of team unity.
- The head coach was on time to practices and games.
- My child's team showed good sportsmanship during both wins and losses.
- My child's coaches displayed fairness and sportsmanship during both wins and losses.
- The head coach communicated his/her expectations and team rules to players and parents at the beginning of the season.

TRANSPORTATION FOR ATHLETIC TEAMS POLICY

Transportation of athletic teams is a shared responsibility between parents of student athletes and the school. While there may be occasions when the school is able to provide transportation by means of the school bus to local competition and games, this is not always possible. Therefore, team parents should equitably do their share of driving during a season. If this is not possible, it may be necessary to have a fee based transportation service as a part of team fees.

Parent Drivers

All parent drivers (and student drivers that may be driving another student) are required to complete an application form, drivers abstract and provide a copy of ICBC Insurance documents. Parent drivers are considered school volunteers and also must have their RCMP Criminal Record Check completed every 5 years.

Students Drivers

On our Senior teams there are occasions when students are able to drive to athletic events. The following protocols govern student drivers during school hours:

1. Only after other transportation options are unavailable (school bus or parent drivers) will student drivers be considered for transportation to athletic events during school hours.
2. Students are allowed to drive themselves to athletic events, provided the school has written signed consent from parents.
3. Students are allowed to drive other students, provided the school has written signed consent of both the driver's parents and the passenger's parents.
4. Parents and students are to sign this [Student Driver Consent Form](#) prior to driving to athletic events.

TEAM FUNDRAISING AND CORPORATE SPONSORSHIP POLICY

In order to defer team costs, especially related to team travel, fundraising initiatives or corporate sponsorship may be undertaken by teams. It is critical that the values of transparency, integrity and stewardship of resources be paramount in engaging in fundraising and corporate sponsorship. The following policy and procedures are to be followed:

- Any team fundraising initiatives or sponsorship must be approved by the Athletic Director and School Administration.
- The fundraising initiative or corporate sponsorship must be aligned with the mission and values of Langley Christian School
- Fundraising may be considered by running a for profit tournament connected with the school.
- All financials and accounting of fundraising initiatives or corporate sponsorship should be accessible and shared with the Athletic Director.
- The fundraising initiative or corporate sponsorship should not be in competition with other school development projects.
- The fundraising initiative or corporate sponsorship should not provide personal financial gain to a teacher, coach or student athlete's family.
- A corporate sponsorship agreement should specify any promises of advertising or marketing to be associated with sponsoring a given team.

THE ADOPTION OF A NEW TEAM OR SPORT POLICY

If there is interest from students, staff or a parent to participate in or coach a new athletic opportunity, the following criteria is to be considered. Upon receiving a proposal for the creation of a new team, the athletic director will investigate the feasibility of a schedule, teacher coach or teacher supervisor, facility, and develop a draft budget for the new sport. The athletic director will present this feasibility study for discussion and potential recommendation to the school administration for final approval. The decision to adopt a new team or sport will be made in consultation with the Athletic Director and School Administration.

1. Aligns with the purpose, values & strategic direction of the Athletics program and School

- Provides a tangible opportunity for a qualified coach to mentor and invest in the lives of student athletes
- Is a means for our student athletes to develop in character, faith and leadership through a positive growth-oriented sports experience
- Fits with the overall strategic direction of the school and its positioning of athletics as a representation of our school in the broader community
- Involves a sports organization and/or league that aligns with our purpose and values; has a positive reputation in the athletics community

2. Capacity to Execute with Excellence

- Qualified, experienced coach that encompasses the expectations of an Lightning coach as outlined in the Lightning Athletics Handbook
- A staff member that will champion the team/sport; taking ownership of its success by making a long term commitment to the new team or sport
- Financial capacity: an investment in capital and operating expenses: uniforms, team equipment, supplies, coach reimbursements and honorarium from the athletics budget
- Administrative capacity: oversight, scheduling, forms, fees, communication, liaison with school administration
- Strong support and interest from a broad cross section of student athletes and our parent community

3. Provides Equity of Opportunity for Families, Balances Athletic Opportunities within the School Calendar

- Team Expenses are not prohibitive of any student having an opportunity to participate or funds are available to subsidize fees
- Does not pull away athletes from currently offered sports, negatively impacting existing athletic programs.

SCHOOL CLOSURES

Lightning Athletics is responsible for creating a safe environment for our student-athletes. Students' safety will be the highest priority when determining whether or not to hold practices or competitions when schools have been closed.

The Head of School is empowered to close the school campuses or dismiss students early in the event of hazardous weather conditions or other emergencies, which threaten the health or safety of students and staff.

There may be times when the school is closed due to inclement weather at the start of the school day, but by mid-day weather conditions may improve permitting practices or games to be held. Each situation will be dealt with on a case-by-case basis. The athletic director and principal will collaborate with the Head of Schools to determine if events can take place. In the event that school has been cancelled or dismissed early, the athletic teams will follow the procedures below as they relate to practice and scheduled athletic events:

- When school is cancelled because of inclement weather, practices or competitions will not be permitted unless the athletic director and/or campus principal grant permission.
- If school is cancelled for reasons that are not weather related, practices or competitions are cancelled unless the athletic director grants permission.

SECTION 5: Athletic Awards and Recognitions

A. Elementary School & Grades 6 – 7

As much as possible recognition of achievement will focus on teams rather than individuals. Public recognition of achievement will be done through the newsletter and in chapels. However, there are no specific athletic awards because they do not reflect the goals of the elementary and middle school athletic program.

B. Grade 8 & High School Athletics Awards Celebration

The athletics recognition evening is typically held at the conclusion of all seasons of play in the first or second week of June. The event is meant to be an opportunity for the community to reflect back on the year and to celebrate team as well as individual accomplishments.

1. **Athlete of the Year:** the athlete of the year is awarded to a male and female at the grade 8, junior, and senior levels of sport. The athlete of the year is awarded to a student that has and is making a positive impact on the Lightning Athletics programs. These are individuals that have shown exceptional athletic ability, Christian character and leadership, and possess the ability to motivate and make their teammates better players.
2. **Lightning Athlete:** The Lightning athlete is awarded to a male and female at the grade 8, junior and senior levels of sports. This athlete has made a significant contribution to their team in at least two sports. These individuals are a credit to LCS not only in athletic ability, but also by exhibiting true qualities of sportsmanship. The recipient strives for excellence through full honest effort and seeks to build-up other participants and teammates so that all involved can improve and experience success and fulfillment.
3. **Most Inspirational Athlete:** The most inspirational athlete is awarded to a student that has made a lasting impression on the Lightning Athletics programs. These are individuals that have inspired their coaches and teammates by their passion and tireless work ethic. These are individuals that have faced difficult circumstances and battled through them displaying their drive and love of sport.
4. **Lightning Legacy:** The Lightning Legacy banner is awarded to a team that has had unbelievable success. These teams set the benchmark for success at Langley Christian. These are not handed out every year.
5. **Athletic Heart of Service Award:** Awarded to a graduating student who has been committed to exceptional service and leadership in the area of athletics.

6. Commitment and Perseverance Recognition: Awarded to a graduating student athlete that has demonstrated a commitment of 4 years to a specific sport (track, cross country, badminton, boys and girls soccer).

Lightning Athletics Parent Code of Conduct

- To act in a positive and respectful manner towards all students, student athletes, coaches, referees and other parents and spectators.
- To act in a respectful manner towards all referees and staff and not to negatively criticize the decisions or judgments of referees or officials.
- To show appreciation for the coaches who give their time to provide coaching and athletic experiences for your son/daughter.
- To teach your son/daughter to demonstrate sports etiquette and always play by the rules.
- To teach your son/daughter that an honest effort is as important as winning so that the outcome of a game is given proper perspective.
- To provide your son/daughter with plenty of encouragement and support.
- To recognize your role as spectator and allow the coach to be one and only instructional voice during competition.
- To allow your son/daughter to speak on their behalf in discussions that are most appropriate between a coach and student athletes. (role, playing time).
- To voice any concerns in an appropriate manner to the coach, following the 24 hour rule following a competition.

“By signing this Parent Code of Conduct I acknowledge that I have read and agree to support all of the above statements.”

Parent/Guardian(s) Signature _____ Date: _____

Parent/Guardian(s) Signature _____ Date: _____

Lightning Athletics Student Athlete Code of Ethics

1. Strive for personal achievement and excellence through full honest effort

- Compete with intensity but maintain perspective. Do not let any situation deter you from your responsibility to model Christian ideals.
- Compete to reach your God-given potential regardless of discouragement or complacency.
- Recognize your athletic gifts as God-given and direct the glory received from these gifts to God's glory.

2. Compete with integrity

- Learn, understand, and adhere to the written rules of the sport.
- Do not manipulate the rules to gain an unfair advantage over the other team.

3. Win with humility, lose with dignity.

- Give the other team full credit if they win. Refrain from excuse and accusation. Be determined to learn and grow from the experience.
- Accept both victory and losses with pride and compassion, being neither boastful nor bitter. Establish goals beyond only winning so you can leave with some degree of success.

4. Personal Conduct

- Exercise self-control at all times in your reactions towards the other team, spectators, officials and yourself. Self-control must be demonstrated verbally as well as non-verbally. Refrain from profanity.
- Recognize violence, physical intimidation, verbal abuse, gestures and taunting are unacceptable.
- Refraining from tobacco, vaping, alcohol, drug, or abuse of other banned substances as outlined in the LCS Banned Substance Policy.

5. Honor the other team members, officials and spectators.

- Treat visiting teams, spectators and officials as integral to sport and as honored guests. Conduct yourself with honor and dignity.
- Believe in the honesty and integrity of the other team and in the honesty, integrity, and interpretation of game officials.
- Accept peacefully and without improper questioning the decision of the official.
- Seek to build-up other participants so that all involved can improve and experience success and fulfillment in the competition.
- Recognize and applaud honestly and wholeheartedly the efforts of your team regardless of circumstances.

Student Athlete Responsibilities

1. Is responsible for their actions inside and outside of the school as a representative of the school and an image bearer of God.
2. Is responsible to be prepared and on time to all team practices and games.
3. Is responsible to fulfill their commitment to the team and stay on that team to the end of the season of play.
4. Is responsible to communicate with coaches at the beginning of the season if there are potential scheduling conflicts that will impact their commitment to the team.
5. Is responsible for the use of all sports equipment and uniforms.
6. If responsible to report any medical problems in a timely fashion, when such problems may limit their ability to travel, practice, or compete.

7. Is responsible to maintain academic eligibility by the following:
- being punctual and consistently attending all classes.
 - demonstrate initiative in completing assignments and tests that they have missed due to scheduled games and tournaments.
 - recognize that athletes must have clear and consistent communication with teachers to ensure that their academic requirements are upheld. If academic requirements are not being met, an action plan will be created through conversations with parents, student-athlete, athletic director, teacher(s), and school administration.

Consequences For Student Athlete Violations

1. Athletes that violate the school's code of conduct could face the following consequences based on the severity or regularity of the violation. The athlete will meet with the coach, athletic director, and administrative representative to determine the appropriate course of action. Possible consequences may include:

- A behavior contract could be written to outline an individual student-athletes specific requirements to continue participation in the Lightning athletic program.
- Suspension from a team for a defined number of practices and/or games
- Expulsion from a team

2. Athletes that violate the academic eligibility requirements will sit down with the teacher, coach, and athletic director and together determine the appropriate course of action. Possible solutions and consequences include:

- Missing assignments must be completed before a student can continue participating on the team.
- A contract could be written to outline an individual student-athletes specific academic eligibility requirements.
- Suspension from a team for a defined number of practices and/or games
- Expulsion from a team

3. Athletes that decide to break their commitment to a team during a season of play must talk with the coach, athletic director and a school administrator. If the rationale is not deemed to merit leaving the team, the student athlete will not be permitted to participate on another LCS team in that given school year and/or calendar year.

"By signing the LCS Athlete Code of Ethics I acknowledge that I have read and agree to support all of the above statements."

Student Name: _____ Student Signature _____ Date: _____

PARENT CONSENT FORM FOR STUDENT DRIVERS

In order to ensure student safety related to transportation to and from athletic events and promote communication between staff sponsors, coaches, parents and student athletes, parent consent is required when a student with a valid driver's license is driving to and from school sanctioned athletic events.

The following protocols govern student drivers:

1. Only after other transportation options are unavailable (school bus or parent drivers) are student drivers to be considered for transportation to athletic events during school hours.
2. Students are allowed to drive themselves to athletic or recreation events, provided the school has written signed consent from parents.
3. A student driver is allowed to drive another student, provided the school has written signed consent of both the driver's parents and the passenger's parents.
4. Teachers/Coaches/staff sponsors are to confirm that students are in a vehicle that they have consent to be in, based on documentation provided.
5. Outside of school hours it is the parents' responsibility to ensure that their children have a safe transportation option arranged. These protocols do not preclude parents from making transportation arrangements with other parents that involve students driving other students to practices, tournaments or games outside of school hours.

Each of the applicable boxes must be initialed:

Student as Driver

- I grant permission for my son/daughter to drive him/herself to and from a recreation event.
- I grant permission for my son/daughter to drive **another** student to and from an athletic event.
- The vehicle my son/daughter drives to transport another student has a minimum of \$2 million 3rd party liability insurance.
- My son/daughter has a valid driver's license and has completed an ICBC Driver's Abstract for this given year.

Student as Passenger

- I grant permission to my son/daughter, _____ (print full name) to be driven in the following student(s') vehicle to and from an athletic event.

Print Full Name(s) _____

I have read and fully understand the protocols for student drivers and give consent to the above arrangements.

Parent Signature: _____

Student Signature: _____

Date: _____

Date: _____