

LANGLEY CHRISTIAN SCHOOL ATHLETICS HANDBOOK 2024-2025





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 are also codified in [Langley Christian School Educational Policy and Procedures](#). Some policies reflect other athletic associations' policies that govern sport in our province and region including: 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)

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SECTION 1: Athletics Program Purpose, Goals & Objectives¹

LIGHTNING ATHLETICS is a CORE PILLAR of the school-wide K-12 program that exists solely to serve the mission, vision and values of Langley Christian School and the purposes of the Society outlined in the Constitution.

STATEMENT OF PURPOSE: Lightning Athletics develops student-athletes who are champions in all areas of their life, character and community service.

STRATEGIC ROLE: As a core program, Lightning Athletics strives to maintain a positive public presence, profile and influence in the wider community, and therefore functions in an important role in: promoting the Christian identity and reputation of the school; Christian discipleship and character building; marketing and recruitment of mission-aligned staff and families; community-building; fundraising and alumni relationship building.

LIGHTNING ATHLETICS SERVES THREE CORE GOALS:

1. COMMUNITY BUILDING (CONNECTING)

- a. Key Objective: Create experiences that will educate, inspire and equip student-athletes to selflessly serve others and make a positive impact as leaders and ambassadors of Christ in their community.
- b. Key Objective: Develop relationships, events and teams that facilitate positive school spirit, connection and belonging in the LCS community through athletics and recreation, all students, families and stakeholders.

2. SPIRITUAL FORMATION AND CHRISTIAN CHARACTER (THRIVING)

- a. Key Objective: Provide coaching and discipleship that encourages students to develop as IMPACT ATHLETES.
- b. Key Objective: Equip, coach and inspire volunteers, coaches and students to develop an identity in Christ and to pursue excellence in developing their gifts for God's Kingdom.

¹ See: [LCS POLICY 2400: ATHLETICS PROGRAM PURPOSE, GOALS & OBJECTIVES](#)

3. HEALTH AND WELLNESS (EQUIPPING)

- a. Key Objective: Develop a K-12 strategy and scope and sequence for athletics and recreation that promotes skill development and participation in physical activity as vital contributors to the long-term health and well being of all students.
- b. Key Objective: Provide extra-curricular opportunities for students to authentically develop spiritual, technical, tactical, cognitive, and physical disciplines that support the goals of the LCS LEARNER PROFILE.

IMPACT ATHLETE PROFILE:

- a. The IMPACT ATHLETE PROFILE will be used to inform the selection process for junior and senior athletic teams and the appointments of coaches.
- b. The IMPACT ATHLETE PROFILE outlines the desired characteristics of Langley Christian School student-athletes and provides guidance for coaches to direct their mentoring and discipling activities.
- c. The IMPACT ATHLETE PROFILE will also be used to celebrate the accomplishments and achievements of LCS student-athletes.
 - Integrity of character (Titus 2:7-8)
 - Model excellence on and off the field of competition (2 Corinthians 8:7)
 - Perseverance and hard work (Hebrews 12:1)
 - Ambassadors for Christ in our community (2 Corinthians 5:17-21)
 - Community impact through acts of service (Gal 5:13)
 - Team-first orientation (Romans 12:4-5)

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

LONG TERM ATHLETE DEVELOPMENT FRAMEWORK²

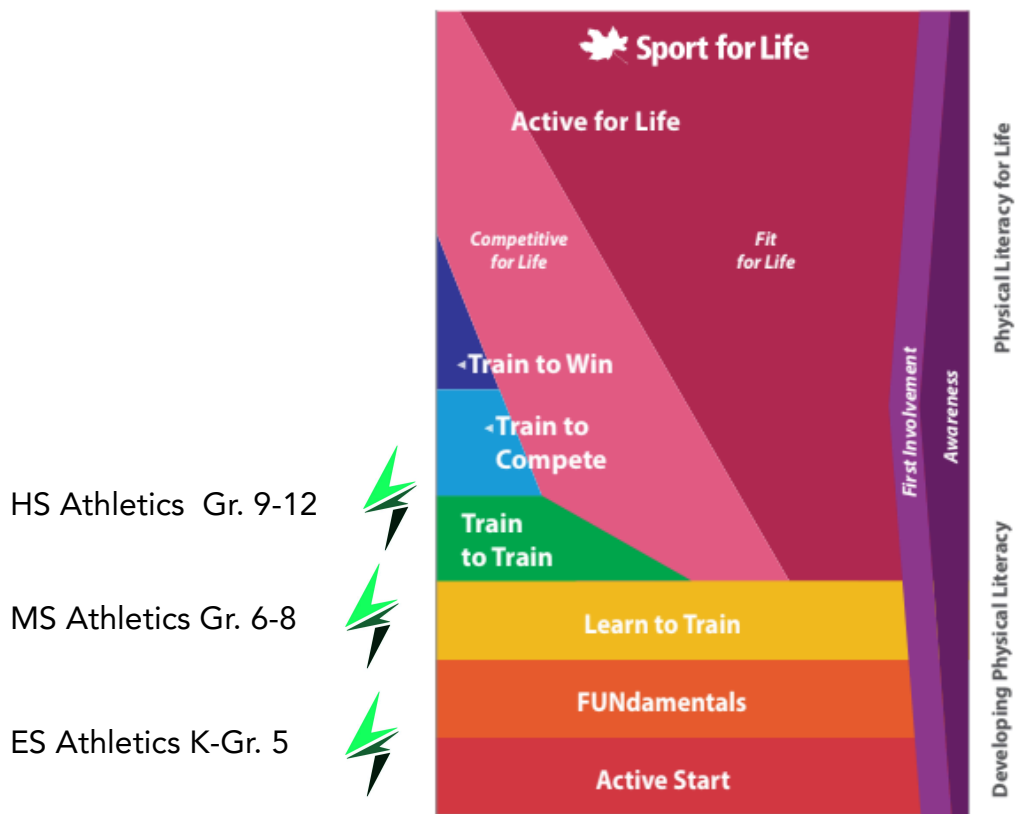
The Long Term Athlete Development frameworks provides an instructive outline and aligns with the athlete development phases of Lightning Athletics on each campus.

The three main goals of Long-Term Development Framework are to:

- (1) support the development of physical literacy,
- (2) strive for excellence
- (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.



² Adapted from Long Term Development in Sport and Physical Activity, 2019 Sport for Life Society

ATHLETIC PROGRAM: ELEMENTARY (K-Gr. 5)

PROGRAM PILLARS

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

- Character building opportunities related to work ethic, perseverance and team first approach.
- 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.
- 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

- Character building opportunities related to commitment, service, coachability and resilience.
- 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.
- 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.

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 as outlined in the Student Harassment & Bully Prevention Policy.³
- Refraining from tobacco, vaping, alcohol, drug, or abuse of other banned substances as outlined in the Substance Use Prevention Policy.⁴

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

- Treat visiting teams, spectators and officials as integral to sport and as honoured 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 ELIGIBILITY POLICY⁵

1. PURPOSE

- a. This policy outlines the eligibility criteria for grade 8-12 student-athletes in the Lightning Athletics Program . This policy aims to ensure that all student-athletes uphold the school's mission, conduct standards, Biblical values and academic expectations.
- b. This policy aims to balance the academic responsibilities and athletic commitments of student-athletes while promoting their overall development within the framework of Christian values.

2. SCOPE

- a. These guidelines apply to all students in grades 8-12 participating in athletics at Langley Christian School.

³ See [LCS POLICY 2204 STUDENT HARASSMENT & BULLYING PREVENTION POLICY](#)

⁴ See [LCS POLICY 2205 SUBSTANCE USE PREVENTION POLICY](#)

⁵ See [LCS POLICY 2430 STUDENT-ATHLETE ELIGIBILITY POLICY](#)

- b. All rules outlined in BC School Sports Athlete Eligibility are in effect.
<https://www.bcschoolsports.ca/parents/student-athlete-eligibility>

3. STUDENT-ATHLETE ELIGIBILITY CRITERIA

a. Academic Standards

- i. Student-athletes must maintain a minimum standard of “meeting expectations” or 60% in all enrolled classes with no outstanding or incomplete assignments.
- ii. Teachers will notify the Athletic Director of any students failing to complete assignments and/or with incomplete assessments.
- iii. Student-athletes will be temporarily suspended from participation until there is evidence of improvement.

b. Behaviours and Conduct

- i. Student-athletes must be in good standing with all their teachers and may not participate in athletics for the duration of any disciplinary action deemed necessary by administration according to LCS policies.
- ii. Student-athletes are expected to adhere to all required school and program conduct standards at all times.
- iii. Student-athletes are expected to exemplify Christian values both on and off the field of competition. This includes honesty, integrity, and respect for self and others in all communication, including online and social media.

c. Community Service & Church Attendance

- i. Student-athletes are encouraged to make it a priority to participate in their local church community and may risk eligibility for athletic achievement awards if there is evidence of low commitment.
- ii. All senior athletic teams are required to participate in service projects or trips to foster a sense of responsibility and service to others. Athletes unwilling to participate in service projects or trips scheduled for their team will not be selected to grade 11 and 12 athletic teams.
- iii. All grade 8-12 student athletes must complete a requisite number of athletic service hours as required by Athletic Directors and outlined in the handbook, or will be ineligible for regional and provincial championship participation.

d. Attendance

- i. School Attendance: Student-athletes must maintain regular attendance. Absences must be excused according to school policy. Excessive unexcused absences may result in temporary or permanent ineligibility.
 - ii. Practice Attendance: Regular attendance at all practices and games is mandatory unless excused by the coach for valid reasons (e.g., illness, family emergency).
- e. Health and Wellness
- i. Substance Abuse: Student-athletes under disciplinary action for substance use, including e-cigarette products, are ineligible for participation in school athletics for the duration outlined in the 2205 SUBSTANCE USE PREVENTION POLICY.⁶
 - ii. Injury Management: Student-athletes are required to report all injuries to the coaching staff and seek appropriate medical attention. Clearance from a healthcare professional is required before returning to play.
- f. Parent Conduct
- i. Parents or caregivers in violation of any school policy or code of conduct risk impact on their child's eligibility for participation in athletics, and/or may be subject to a Behavioural Contract restricting physical attendance at school-related events.
 - ii. Communication: Parents are encouraged to communicate regularly with coaches and school staff regarding their child's academic and athletic progress.

4. MONITORING AND ENFORCEMENT

- a. Regular Reviews: The Athletic Director, in collaboration with House Directors and/or administration and classroom teachers, will review each student-athlete's eligibility as needed.
- b. Intervention Plans: For student-athletes who are at risk of losing eligibility, an intervention plan will be developed to support their academic and personal growth.
- c. Disciplinary Actions: Violations of this policy will be addressed by the Athletic Director and may include suspension or removal from athletic participation.
- d. Review Process: Any decision regarding a student-athlete's suspension of eligibility will be reviewed by the Athletic Director and a school administrator.

⁶ See [LCS POLICY 2205 Substance Use Prevention Policy](#)

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 Lightning 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 judgment. 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.

COACHING CERTIFICATION AND ELIGIBILITY POLICY⁷

1. PURPOSE & SCOPE:

⁷ See [LCS POLICY 2410 COACHING CERTIFICATION & ELIGIBILITY POLICY](#)

- a. This policy outlines requirements Athletic Directors and administration are expected to fulfill to ensure that all coaches, including non-staff coaches, are mission-aligned and thoroughly scrutinized to ensure the safety and wellbeing of all students enrolled at the school, and to protect the reputation of LCS in the community.
- b. Applies to all staff, parents, caregivers, volunteers or community members assigned to regular, ongoing coaching of Lightning Athletics teams or individual athletes.
- c. LCS will maintain the same standards for conduct, safety and professionalism for its volunteers and coaches as it does for its employees.

2. REQUIREMENTS & QUALIFICATIONS:

- a. Completion of an application submitted to the Athletic Director that outlines the expertise and qualifications of the coach. Athletic Directors will prioritize coaching assignments to individuals who best fit the following criteria:
 - i. Evidence of Christian character and capacity to guide youth in faith and character development
 - ii. Communication skills
 - iii. Expertise and experience in the sport
 - iv. Certification and coaching training
- b. Upon request from the Athletic Director, a non-staff coach will provide a minimum of 2 character references that have observed the Christian character of the coach or volunteer, and which provide evidence of the individual's capacity to provide Biblical discipleship.
- c. Any coach of a school team registered in grade 8-12 competitions should be enrolled in, or have completed the appropriate provincial or national certification requirements for that sport.
- d. Prior to any practice or competition, all coaches assigned to a school team must complete a criminal records check.
- e. 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 non-staff coach at practice and in competition be conducted by the Athletic Director and/or Administrator.

- f. As mandated by BCSS, all community coaches must complete their Concussion Awareness Training Tool (CATT) online certification prior to working with student-athletes.

3. COACHING ORIENTATION, CONTRACTS & CODE OF CONDUCT

- a. All non-staff coaches will complete an orientation session delivered by the Athletic Director which outlines the goals and key objectives of the Lightning Athletic Program as outlined in LIGHTNING ATHLETICS PURPOSE & GOALS.
- b. All non-staff coaches will sign a Coaching Contract outlining their obligations to uphold standards established by the Athletic Director and enforceable by the school administration. The contract will reference other Athletic Policies and the Athletics Program Handbook.
- c. All non-staff coaches will review the 2412 Coaching Code of Conduct.

4. POLICY COMPLIANCE:

- a. Prior to the first practice, all non-staff coaches will sign off on their agreement to uphold the following LCS policies. Employees who have completed their annual safety orientation do not have to complete any review of these policies but are contractually required to have knowledge of them and follow them.
- b. The coaching contract will indicate the coach's review and understanding of each policy.
- c. Non-compliance or disagreement with any of the policies will result in immediate dismissal and replacement, and/or ineligibility to coach any school team.
 - [3203 Child Abuse & Reporting Protocol](#)
 - [3204 Harassment & Bullying Prevention](#)
 - [3205 Violence & Threat Risk Assessment](#)
 - [3209 Suicide Prevention Guidelines](#)
 - [2400 Lightning Athletics Purpose & Goals](#)
 - [2412 Coaching Code of Conduct](#)
 - [2430 Student-Athlete Eligibility](#)

- [2203 Student Conduct Policy](#)
- [2204 Student Harassment & Bullying Prevention Policy](#)
- [2205 Substance Use Prevention Policy](#)
- [2206 Student Technology Use](#)

5. DUTY TO REPORT:

As a representative of Langley Christian School, all coaches and volunteers assigned to responsibilities in the Athletics Program have a duty to report all instances of verbal, emotional or physical abuse or disrespect of athletes, participants, spectators, coaches or officials.

COACHING CODE OF CONDUCT (adapted from BCSS Handbook Section 412.0)⁸

The coach/student-athlete relationship is one of privilege. 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 and must sign off on their understanding of these obligations prior to their first practice.

STANDARDS

1. Recognize that school sport is an extension of the classroom, and shall conduct themselves accordingly when performing coaching duties;
2. Observe the Bylaws and Policies of BCSS and those of their local athletic association;
3. Observe the rules of the sport, the spirit of the rules of the sport, and shall encourage student-athletes to do the same;
4. Fulfill all competition, invitational, playoff and championship competitive and event obligations;
5. Treat all participants fairly regardless of gender, race, sexual orientation, religion, physical or mental abilities, political belief or economic status.
6. Respect the rulings of officials without gesture or argument, and shall require student-athletes to do the same;

⁸ [See LCS POLICY 2412: COACHING CODE OF CONDUCT](#)

7. Shall not use foul, profane, harassing or offensive language or gestures in the conduct of coaching duties;
8. Shall not use the media, social media or networking forums to criticize or threaten student-athletes, coaches, officials, school teams, spectators or BCSS.
9. 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;
10. Shall not use tobacco products and alcohol while in the presence of student-athletes, and shall discourage their use by student-athletes;
11. 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;
12. 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;
13. Shall not, under any circumstances, start pre-season tryouts or practices to the detriment of any in-season sport.
14. Uphold and comply with all policies of Langley Christian School.

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 & SPECTATOR CODE OF CONDUCT⁹

Prior to the season of play all parents are expected to sign and agree to uphold the Lightning Athletics Parent Code of Conduct. A zero tolerance policy is in effect for any comment directed toward an official or athlete before, during or after competition.

1. To act in a positive and respectful manner towards all students, student athletes, coaches, referees and other parents and spectators.
2. To act in a respectful manner towards all referees and staff and not to negatively criticize the decisions or judgments of referees or officials.
3. To show appreciation for the coaches who give their time to provide coaching and athletic experiences for your son/daughter.
4. To teach your son/daughter to demonstrate sports etiquette and always play by the rules.
5. 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 emphasize Christian character over performance.
6. To provide your son/daughter with plenty of encouragement and support.
7. To recognize your role as spectator and allow the coach to be one and only instructional voice during competition.
8. 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).
9. To voice any concerns in an appropriate manner to the coach and/or Athletic Director as required.
10. To support the Lightning Athletics Purpose and Goals, uphold all applicable LCS policies and steward carefully the Christian identity and community reputation of Langley Christian School.
11. DUTY TO REPORT. To immediately report to school administration any suspected or observed verbal, physical or emotional abuse of students, officials or participants.

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

² [SEE LCS POLICY 2414: LIGHTNING ATHLETICS PARENT & SPECTATOR CODE OF CONDUCT](#)

remember that attendance at any event entitles you to enjoy an exhibition of skills developed by athletes in an educational setting.

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

In the event of any violation of the code of conduct, any official, coach, or administrator is authorized to remove the parent or spectator from the event and/or report the offense. Repeated violations will result in a temporary or permanent suspension from admission to athletics events, and/or removal of the parent/spectator's child from participation.

SECTION 4: ATHLETICS PROGRAM GUIDELINES & PROCEDURES

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:

1. 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.
2. 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.
3. 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.
4. 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.
5. Tryouts are to be a minimum of 3 hours, taking place over one or two tryout sessions.
6. Parents are not to attend or observe tryouts sessions.
7. 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.

GUIDELINES FOR STUDENT-ATHLETE PLAYING TIME

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)

- Each player (who has been at practice) will have playing time in every league game.
- The head coach shall have the freedom to run his team while keeping within the program guidelines.
- Coaches are expected to develop all of the players on the team.
- Coaches will work to give each player fair playing time over the course of a tournament in an attempt to develop each player's full potential
- A player's playing time can be affected by absences from practices and/or games, injuries, illness, attitude, effort and unwillingness to do as the coach has instructed.
- Guidelines will not be in effect during league playoffs or zone playoffs.

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 PROCEDURE

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.

1. In determining when this exception is permissible there are many factors including:
 - a. the athlete will experience success playing against potentially bigger, stronger, more skilled athletes;
 - b. 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);
 - c. there is the opportunity for a similar amount of playing time on the Senior Team;

- d. the team dynamics will support a Junior athlete playing a significant role on the Senior team;
 - e. the athlete is mentally strong and emotionally mature to handle adversity;
 - f. there is an identified need for more players for a team or a specific skill set for a team;
2. Consideration should also be given to the real potential positive and negatives outcomes of an athlete playing up:
- a. What are the positive aspects of athletes playing up?
 - i. The athlete rises to the challenge, adjusts to new level
 - ii. The athlete's progress at new level meets or exceeds progress expectations
 - iii. The athlete is successful and grows in confidence
 - iv. The athlete develops leadership skills
 - v. The Senior team benefits from having the athlete play up
 - vi. The athlete playing up may vacate spots on Junior team for others athletes
 - b. What are the negative aspects of athletes playing up?
 - i. The athlete struggles against bigger, stronger, more experienced athletes
 - ii. The athlete loses confidence and becomes tentative
 - iii. The athlete regrets the decision to play up and loses trust in the coach
 - iv. The athlete playing up leaves a leadership void for the younger team
 - v. The athlete playing up compromises building a core group of younger athletes, that will have played multiple years together
 - vi. 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.

STUDENT-ATHLETE TECHNOLOGY USE GUIDELINES

Langley Christian School’s [Student 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:

1. 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.)
2. 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.
3. 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).

4. Any exceptions to these guidelines 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 can meet their academic requirements in addition to families finding the balance and margins to meet the demands of other commitments and life priorities. Planning and communicating in advance is critical for all stakeholders. 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 be 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 the 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 trip.
- 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 procedures include:

1. 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.

2. 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

1. Uniforms will be distributed only after all team fees and digital forms have been submitted.
2. 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.
3. All collection of uniforms should take place within one week of the conclusion of the season by the coach or team parent.
4. 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.
5. When all uniforms are accounted for and collected, they are to be returned to the athletic office.

PARENT AND TEAM MEETINGS

PARENT/STUDENT-ATHLETE ORIENTATION

(a) At the start of each season of play, Athletic Directors will provide an in-person or online, asynchronous parent/student-athlete orientation outlining the following:

(i) Purpose, Key Objectives and Goals of the Lightning Athletics Program

(ii) Overview of scope and sequence of athletics progress from elementary through high school

(iii) Expectations of spectators, parents and student-athletes; codes of conduct

(b) Parents and student-athletes will sign a code of conduct or contract indicating their understanding of expectations and responsibilities.

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.

PARENT/STUDENT-ATHLETE ORIENTATION

- 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 GUIDELINES

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):

1. 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.

2. Never use social media to discuss conflict or emotionally charged issues. This is a recipe for disaster in relationships and in the community.
3. It is suggested that parents avoid speaking with a coach about potential issues at the following times:
 - a. Either prior to or immediately following an athletic competition.
 - b. During an active practice session.
 - c. During a time when other students are present or when it would be obvious to others that the discussion is taking place.
 - d. When there is not sufficient time to allow for a complete discussion.
4. 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.
5. 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.
6. 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

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

8. 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 GUIDELINES

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 suspend 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 suspended 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 PROCEDURE

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 PROCEDURES

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

In order to ensure student safety related to transportation to and from athletic events and promote communication between 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. All documentation including driver abstract and insurance documents must be handed into the office, prior to a student driver being permitted to drive another student.
4. Parents and students are to sign the [Student Driver Consent Form](#) prior to driving to athletic events.
5. During school hours, the Athletic Director and/or coaches are to confirm that students are in a vehicle that they have consented to be in, based on documentation provided.
6. 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.

TEAM FUNDRAISING AND CORPORATE SPONSORSHIP GUIDELINES

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 guidelines and procedures are to be followed:

1. Any team fundraising initiatives or sponsorship must be approved by the Athletic Director and School Administration.
2. The fundraising initiative or corporate sponsorship must be aligned with the mission and values of Langley Christian School
3. Fundraising may be considered by running a for profit tournament connected with the school.
4. All financials and accounting of fundraising initiatives or corporate sponsorship should be accessible and shared with the Athletic Director.
5. The fundraising initiative or corporate sponsorship should not be in competition with other school development projects.
6. The fundraising initiative or corporate sponsorship should not provide personal financial gain to a teacher, coach or student-athlete's family.
7. 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 GUIDELINES

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 Langley Christian School and the Athletics program.
 - a. Provides a tangible opportunity for a qualified coach to mentor and invest in the lives of student-athletes.
 - b. Is a means for our student-athletes to develop character, faith and leadership through a positive growth-oriented sports experience.
 - c. Fits with the overall strategic direction of the school and its positioning of athletics as a representation of our school in the broader community.
 - d. 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
 - a. Qualified, experienced coach that encompasses the expectations of a Lightning coach as outlined in the Lightning Athletics Handbook.
 - b. 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.
 - c. Financial capacity: an investment in capital and operating expenses: uniforms, team equipment, supplies, coach reimbursements and honorarium from the athletics budget.
 - d. Administrative capacity: oversight, scheduling, forms, fees, communication, liaison with school administration.
 - e. 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
 - a. Team Expenses are not prohibitive of any student having an opportunity to participate or funds are available to subsidize fees.
 - b. Does not pull away athletes from currently offered sports, negatively impacting existing athletic programs.

GUIDELINES FOR INCLEMENT WEATHER & 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 or in the event of inclement weather. 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.

1. Each situation will be dealt with on a case-by-case basis.
2. 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 canceled or dismissed early, the athletic teams will follow the procedures below as they relate to practice and scheduled athletic events.
 - a. When school is canceled because of inclement weather, practices or competitions will not be permitted unless the Athletic Director and/or campus Principal grant permission.
 - b. If school is canceled for reasons that are not weather related, practices or competitions are canceled unless the Athletic Director grants permission.

SECTION 5: STUDENT-ATHLETE AWARDS & RECOGNITION POLICY

The following outlines criteria for Lightning Athletics awards and recognition officially in use at Langley Christian School. The Athletic Director is responsible for selecting a non-biased selection committee to review student-athlete profiles and ensure that the awards and recognition is consistent with these criteria and awarded to individuals who live in accordance with the values of the school.

1. MAJOR AWARDS

- a. LIGHTNING ATHLETE AWARD recognizes one or more Gr. 12 student-athletes' formational journey, their faith impact, team contribution and leadership. The criteria for selection includes:
 - i. Awarded to graduating student-athletes only. May be awarded to multiple athletes who fit the high standard of the criteria.
 - ii. Must have played a significant performance and leadership role on their high school team in their senior year and recognized by coaches and teammates as an outstanding teammate and positive contributor to the culture of the team.
 - iii. A major contributor to an athletic team or individual sport in Grade 11-12. Preference is for those athletes that have played multiple sports over their Gr. 8-12 athletic career; however, single sport athletes in Gr. 11-12 are eligible.
 - iv. Evidence of exceptional achievement in their sport recognized internally and externally: eg. selection to all-star teams, provincial teams, scholarships, bursaries and/or other external recognition.
 - v. Evidence of commitment and service to the local church, Christian ministry, or the local community; in addition to acts of service within the school. Evidence of consistent excellence in academic course work (honour roll) and positive contributions to learning in the classroom.
- b. MOST INSPIRATIONAL ATHLETE awarded to one Gr. 9-12 student-athlete that has been a model of inspiration to coaches and teammates.
 - i. Willing to share in video or in-person how their faith has impacted their perseverance and resilience to overcome a significant personal obstacle or challenge.
 - ii. The nominees for this award will be compiled from each athletic team's Most Inspirational Athlete
- c. SCHOLAR ATHLETE is awarded to a male and female student-athlete in each grade level who best characterizes what it means to be a scholar by demonstrating outstanding achievement in all academic courses. The criteria includes:
 - i. outstanding commitment to at least 1 Lightning Athletic teams or individual sports.

- ii. achieve the Principal's List in trimester 2 and 3 to qualify for this award.
 - iii. Awarded to each grade level (8 in total)
- d. IMPACT COACH is awarded to a coach who best models the mission and goals of the athletics program. The criteria includes:
- i. Evidence of intentional mentorship and spiritual discipleship of athletes in personal competencies and Biblical disciplines that extend beyond the sport into their personal lives.
 - ii. Evidence of commitment to excellence and personal growth as a coach and in service to the school community.
 - iii. Evidence of leadership in achieving success for their team and building a strong, positive, connected culture for student-athletes to thrive in.
- e. COACHING YEARS OF SERVICE RECOGNITION AWARDS (HS)
- i. Increments of 5 years
 - ii. Must be continuous service

2. MINOR AWARDS

- a. IMPACT ATHLETE AWARD is to recognize athletes who make a significant contribution to their team or the athletic program as outstanding teammates, encouragers and community builders. Preference is for those athletes that have played multiple sports over their Gr. 8-12 athletic career; however, single sport athletes in Gr. 11-12 are eligible. Evidence of leadership among their peers in modeling one or more of the goals of the athletics program in addition to modeling the IMPACT ATHLETE PROFILE.
- i. Integrity of character
 - ii. Model excellence on and off the field of competition
 - iii. Perseverance and hard work
 - iv. Ambassadors for Christ in our community
 - v. Community impact through acts of service
 - vi. Team-first orientation

- b. GRADUATING ATHLETES: Those student-athlete that have participated in Track & Field, Badminton & Cross Country
- c. MOST OUTSTANDING ATHLETE is awarded to a male and female at each grade level, 8-12. The Most Outstanding Athlete is a student-athlete that has represented LCS in an BCSS sanctioned sport and demonstrated excellence in athletic achievement. The criteria includes:
 - i. Outstanding teammate and positive contributor to the culture of the school. Athletes who are involved in any major disciplinary incident during their sport season are disqualified.
 - ii. Must maintain good academic standing in all courses during the school year. Athletes who do not maintain good academic standing are disqualified.
 - iii. Excellence in athletic achievement in individual or team sports includes evaluating the level or performance, level of competition and individual achievements of each student-athlete.
 - iv. Level of Performance: refers to the individual or team's results in performance.
 - v. Level of Competition: highest level of competition the individual or team has competed at (eg. districts, zones, provincials) .
 - vi. Individual Achievements: refers to individual accolades, awards, rankings, post-secondary athletic scholarships.