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SUMMIT

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Richmond, BC

Getting Parents on Your Team:

Setting Expectations Before Problems Begin

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. “What Parent Problem Keeps You Up at Night?”

“Why isn’t my child starting/playing enough?”
“The coach isn’t treating my child fairly.”
“My child says the coach yelled at them.”
“I emailed the coach last night and nobody has responded.”



Which one creates the biggest headache in your school?
Turn-and-talk.

Most parent conflict isn't really about communication. It is about expectations that were never established.

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Before the Season: Prevent the Problem *Clarity Before Conflict*

WHY DO WE HAVE SCHOOL SPORTS?

BC School Sports Mission

“To foster the development of good character through positive and equitable school-based sport experience”

Fulfillment → Growth → Collaboration → Service → Ownership → Sportsmanship → Equity → Safety

Winning matters, but it exists within a larger educational purpose.

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Pre Season Meeting

"What is one expectation you wish every parent understood before the season started?"



Make it clear. Community sports and school sports are not the same.
Context matters.

Coaches Decide: Position, Playing Time, Tactics.
Treat Students with Dignity
Be Consistent

Parents Can Ask about:

Expectations, Development, Safety, their child's well-being, expenses

Support the Team
Encourage their child to advocate

Athlete – Coach
Parent – Coach
Parent – Athletic Director
Parent – Administration

Rule of 2
24-hour Rule
What is urgent?
No parking lot confrontations

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Code of Conduct

SPECTATOR CODE OF CONDUCT

Attendance at this event entitles you to enjoy an exhibition of skills developed by athletes in an educational setting.

Please be respectful and encouraging in your approach to ALL athletes, officials, coaches and fellow spectators.

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SSC SCHOOL SPORT CANADA SPORT SCOLAIRE CANADA

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BE LOUD BE PROUD BE POSITIVE

PARENT/GUARDIAN CODE OF CONDUCT

Our goal is to create compassionate learning communities that are both academically and socially inclusive. Parents and Guardians play an essential role in the achievement of this goal in both physical and online spaces.

EVERY PARENT AND GUARDIAN CAN EXPECT TO:

- be treated with and have their child treated with respect and courtesy.
- have their family's privacy respected.
- be consulted with about their child's educational programming.
- speak to teachers and administrators when they have questions, concerns or need information, and bring along a support person.
- feel safe in receiving services from the school.
- have their concerns listened and responded to promptly and respectfully.
- have their school and community treated respectfully by others on social media platforms.

EVERY PARENT AND GUARDIAN IS EXPECTED TO:

- treat others and their children with respect and courtesy.
- respect the privacy of other students, parents, caregivers and staff.
- consult with teachers and administrators about their child's educational programming when asked.
- communicate with school staff in a respectful manner.
- ensure their actions provide school staff with a workplace free of harassment, intimidation, threats and violence.
- address concerns by following the Guidelines for Reporting an Issue or Concern process.
- use social media platforms responsibly and avoid engaging in discussions that harm the school or community.

Any person who disrupts or interrupts the proceedings of a school may be directed by a principal, or their designate, to leave the school premises. Any person who engages in abusive, threatening, or harassing communication may have their communication with school staff restricted.

Langley Schools

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Difficult Conversations

A Practical Framework

C	A	L	M
• Connect • I hear… • I understand	• Ask • Tell me what happened?	• Listen and Clarify • What I hear is…	• Move Forward • Here are next steps

Key Principle

🟦 **Listen ≠ Agree**

Acknowledge the concern without agreeing with the conclusion.

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Difficult Conversations

A Practical Framework

Become comfortable with the uncomfortable.

Plan for the conversation

- **Pre-think some phrases**
  - **(I understand you see this differently)**
- **Stick to things you can observe.**
- **Avoid comparisons**

👨 Coach ←→ 👪 Parent

🏐 **LISTEN → CLARIFY → EXPLAIN → NEXT STEPS**

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Case Study

What would you do?

A Grade 8 player was playing in a volleyball match while her father watched from the stands. The player was subbed and the father took exception to this. He walked out of the stands and onto the court (near the end of the bench) to chat with his daughter and complained loudly and disrespectfully to both coaches about their decision. The daughter and dad left the game and gym.

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What Next?



Three Things You Can Do Monday

1. Review your preseason communication.
Are expectations clear?

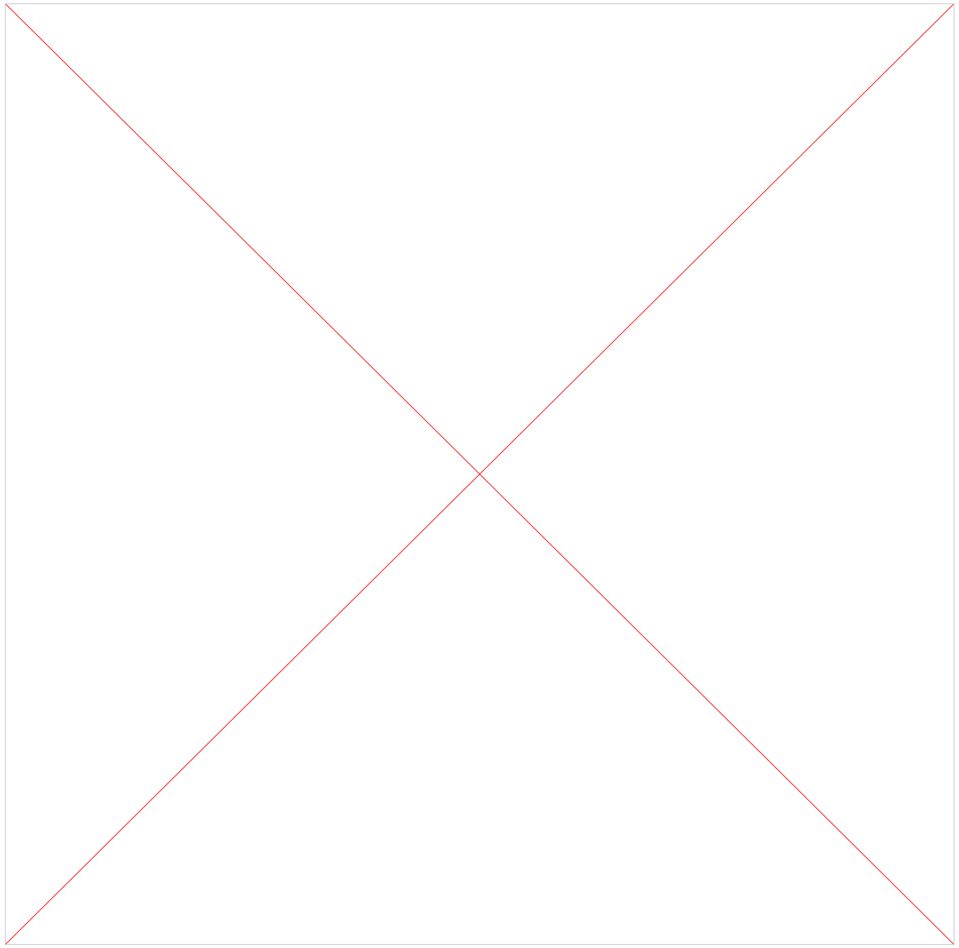
2. Establish one communication pathway.
Athlete → Coach → Parent/Coach → AD

3. Is your BCSS Spectator Code of Conduct visible?

"What's one thing you're going to change before your next season begins?"

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Resources



Password
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