
Governance & Operational Policies

Meridian Soccer Association

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1 INTRODUCTION

This document sets forth the *Governance Policies* of the Meridian Youth Soccer Association (hereinafter referred to as the Association, MYSA or Meridian Soccer), which define the role that the Board of Directors shall play in the affairs of the Association.

Good governance is vital to the effective and efficient operation of the Association. In a pure governance model the Board's primary role is to govern and provide leadership and direction for the Association in pursuit of the Mission.

However, being an operational board, the Board also plays an active role in the management of the day-to-day operations of the Association.

The purpose of this policy is to clarify the authority, policies and processes that guide the management of the Association including and primarily the functioning of the Board.

MYSA shall be affiliated with the Saskatchewan Soccer Association (hereinafter referred to as SSA), and the Canadian Soccer Association (hereinafter referred to as CSA).

The territory over which MYSA has jurisdiction shall be the City of Lloydminster and an area within 80 kilometers in the province of Saskatchewan.

The objectives of MYSA are to promote, govern and improve soccer in Lloydminster and the surrounding areas.

1. To foster among its members, supporters and teams a general soccer community spirit.
2. To maintain and increase the interest in the game of soccer.
3. To have and exercise a general care, supervision and direction over the playing interests of all soccer players.
4. To foster the development of qualified soccer coaches to serve the sport.

MYSA operates Meridian Soccer, which is made up of recreational soccer, travelling soccer teams, performance; this includes programming for kinder soccer through to U18.

2 THE BOARD OF DIRECTORS

2.1 Role and Responsibilities of the Board of Directors

2.1.1 Role of the Board

- a) The Board of Directors is vested with full powers to govern the affairs of the Association (as per Association bylaws).
- b) To maintain authority over, and responsibility for, the structures and operations of the Association;
- c) To develop policies and strategies that guide the Association and provide direction for staff;
- d) To ensure that an operational plan for the Association is in place that outlines the authority of those tasked with management the affairs of the Association;
- e) To ensure that there are sufficient and appropriate human and financial resources for the Association to accomplish its work;
- f) To meet all legal requirements that pertain to the Association;
- g) To remain attentive to the changing needs of the Association's membership and key stakeholders;
- h) To operate as a corporate body, speaking with one voice through formal motions adopted at its meetings.

2.1.2 Responsibilities of the Board

- a) Accountability
 - i. Is accountable to maintain the trust and support of the Association's membership;
 - ii. Ensures that Association operates within applicable laws and regulations and requirements of the SSA and CSA and other governing authorities in the Province of Saskatchewan including, but not limited to, Sask Sport, the Non Profit Corporations Act 1995, and the provincial government;
 - iii. Ensures that the overall organizational and staffing structure facilitates the delivery of the Association's Mission and strategic plan;
 - iv. Approves a set of human resource policies for management, staff, and program and administrative volunteers to be administered by the Executive Director, Board or Volunteer Development Committee;
- b) Planning
 - i. Determines priorities, develops, approves, and ensures the implementation of strategic plans, and monitors performance against plans;
 - ii. Approves annual capital and operating plans and monitors performance against those plans;
- c) Selection, Support and Evaluation of Staff
 - i. Selects the Staff, determines the Staff's compensation, and sets out in clear terms the Staff's authority, responsibilities and accountability.
 - ii. Provides every support to the Staff to enable him/her to carry out his/her responsibilities;
 - iii. Develops and employs effective procedures and processes for the monitoring and evaluation of the staff, and as required for their termination;
 - iv. Conducts a formal evaluation of the Staff on an annual basis;
 - v. Makes provision for the Staff's professional development.

- d) Financial Oversight and Development
 - i. Approves Association's audited year-end financial report, annual operating budget, and other financial reports as required.
 - ii. Approves policies that implement sound financial controls for the Association and ensures policy compliance;
 - iii. Approves the Association's fee
 - iv. Approves major financial decisions and actions as provided for in the Operational Authority section of this policy;
- e) Board of Governance and Development
 - i. Governs in accordance with Governance and Operational Policies and ensures compliance with the Non Profit Corporations Act 1995, Association's Articles of Incorporation and Bylaws, and forwards proposed amendments to the Articles and/or Bylaws to the membership for approval;
 - ii. Approves and updates the Policies of the Association;
 - iii. Approves the members of the Standing, Operational and Special Committees of the Board of Directors;
 - iv. Assesses the performance of the Board and its Committees on an annual basis;
 - v. Develops a recruitment, orientation and training process for new Directors;
- f) External Relations
 - i. Develops policies regarding relationships with external agencies, corporate partners and stakeholders;
 - ii. Develops policies regarding the protection and enhancement of the Association's image and reputation.

2.1.3 Composition and Structure of the Board of Directors

- a) The MYSA is made up of Executive Directors, Directors and Members at Large
 - i. Executive Directors (Executive) – There are four Executive Members which are comprised of the President, Vice President, Secretary and Treasurer.
 - ii. Directors – There are six Board Members in which are comprised of Referee Director, Equipment Director (2), Fundraising and Events Director (2), Media and Advertising Director.
 - iii. Member's At Large – The MYSA Board allows five vacant members at large positions for individuals who wish to help were required.

2.1.4 Meetings of the Board of Directors

- a) The Board of Directors shall meet according to the needs approved in the annual calendar but at minimum 3 times per year.
- b) Meetings may be conducted by conference call or other appropriate electronic means.

2.1.5 Preparations for Board Meetings

- a) The agenda for the Board meetings shall be set by the President in consultation with the Executive and, with requested items from the Directors.
- b) When possible, the agenda and supporting documents shall be delivered to the Directors at least two (2) days in advance of the Board meeting.
- c) All regular Board meetings shall include, at a minimum, an agenda that includes the following items:
 - i. Year-to-date financials;
 - ii. Written Presidents Reports
 - iii. Written Director Reports
 - iv. Written reports submitted by Staff, Standing, Operational or Special Committee;
 - v. Minutes of Board meetings not previously adopted;
 - vi. A status report of action items

2.1.6 Board Meeting Rules and Procedures

- a) The quorum for meetings shall be a majority (2/3) of the Directors then in office.
- b) The rules of procedure for meetings shall be *Robert's Rules of Order*.
- c) The meetings shall be chaired by the President. In the President's absence, the Vice-President shall serve as Chair. If neither is present, the Directors may elect another Director, by majority (50% +1) vote, to serve as Chair.
- d) In chairing the meetings, the Chair shall:
 - i. Guide the discussion so that it proceeds in an orderly and efficient fashion, relates to Motions, respects *Roberts' Rules of Order* and Association Board Meeting Code of Conduct, and deals with Board business;
 - ii. Ensure that all views are heard, that the Board reaches decisions through formal motions, and that the will of the majority prevails;
 - iii. Vote only in the event of a tie;
 - iv. Be responsible primarily for facilitating debate.
- e) The minutes and a list of Board Action items arising out of each Board meeting shall be forwarded to Directors as soon as possible following the meeting.
- f) The agenda for Board meetings shall have the following format: the topic; the presenter; and the desired outcome (e.g., received for information, board discussion, and board decision).

2.1.7 Board Meeting Code of Conduct

- a) Each Director shall attend Board meetings regularly and participate fully in Board deliberations.
- b) Each Director shall conduct himself/herself in Board meetings with a view to furthering the general interests of the Association and not their personal interests or that of other groups or stakeholders.
- c) Each Director shall respect confidentiality of Board business and Board deliberations.
- d) Each Director shall support the majority decisions of the Board and speak with a unified voice to the membership and the community.
- e) Each Director shall conduct himself/herself in Board meetings in a manner exhibiting courtesy, goodwill, objectivity, frankness, openness to new ideas, constructiveness, independent-mindedness, restraint, effective communication, willingness to compromise, and respect for others.
- f) Each Director shall ensure that all business of the Board is conducted at the Board table.

- g) Each Director shall adhere to the conflict of interest requirements as they relate to Board meetings.
- h) Each Director shall notify the President in advance of a Board meeting if he or she is unable to attend.

2.1.8 Email Voting of the Board

- a) The President is authorized to initiate email voting on matters before the Board if one or more of the following circumstances are in place:
 - i. Where a motion has been approved at a Board meeting allowing a vote on a specific topic;
 - ii. For matters that are determined to be administrative or that lend themselves to being resolved by a vote without the need for further in-depth debate;
 - iii. Where it has been determined that timelines must be met that make “all present” debate challenging either electronically or in-person;
 - iv. To resolve motions/topics that have been presented to the Board in advance where discussion has already occurred;
 - v. Where the Directors; unanimously agree to waive their right of further debate.
- b) In order for an email motion to be approved quorum must be achieved through the email vote process.
 - i. Should the number of votes not result in “quorum” by the specified deadline then the vote shall be declared null and void and the matter will be referred to the next Board meeting.
- c) All email votes shall be by “reply to all” or other such electronic means that allow all Directors to see the votes that were registered. In all cases there must be a verifiable record of the votes and the results.
- d) Unless a mechanism is provided in advance all email votes shall occur without further discussion through electronic or other means.
 - i. Should a discussion mechanism be allowed it must ensure that all Directors be able to see all discussion content.
- e) Email vote shall be set up with a specific deadline for completion.

2.1.9 Email Voting of the Standing Committees

- a) The Chair shall be authorized to initiate email voting on matters before any Standing Committee.

3 BOARD OFFICERS AND DIRECTORS

3.1 Role and Responsibilities of the President

3.1.1 Role of the President

- a) To keep the Board focused on advancing the Mission and plans of the Association.
- b) To ensure the Board develops policies and strategies that guide Association.
- c) To ensure the relationship between the Board and Executive Director/Staff remains positive, constructive and professional at all times.
- d) To represent the collective will of the Board in communicating with the Staff/Executive Director.
- e) To represent the Association at all SSA functions including meetings and events.
- f) They shall carry out their duties and responsibilities as a Director and Officer of the Association.

3.1.2 Responsibilities of the President

- a) Leadership of the Board
- b) Ensures that the Board carries out its responsibilities as defined in Association's Bylaws and Governance Policies and other policies of the Association;
- c) Ensures that the Board provides orientation of new Board Members
- d) Ensures the Board evaluates its own performance;
- e) Shall recommend to the Board; the appointment of Committee chairs and members.
- f) Receives copies of all reports from Board committees in advance of Board meetings, except as may be determined by the Board;
- g) Serves as one of the Association's Signing Officers;
- h) Remains familiar with all policies and procedures of the Association;
- i) Prepare the agenda and related documents for meetings of the Board of Directors and for General Meetings of the Association.
- j) Evaluates the Performance of the Staff and delivers the Staff's performance review as prepared by the Board of Directors.
- k) Chairing Meetings
 - i. Chairs meetings of the Board of Directors, the Emergency Committee, and General Meetings of the Association;
 - ii. Ensure that meetings of the Board are conducted in accordance with *Robert's Rules of Order*, the Board Meeting Rules and Procedures, and the Board Meeting Code of Conduct.
- l) Exercise the power of the Executive in case of an emergency.
- m) Suspend clubs/teams, players or referees, subject to ratification at the next following meeting of the Executive.
- n) The President shall ensure that our partnerships with Saskatchewan Soccer Association, Lakeland College, and Lakeland Rustlers United Soccer Program (Known as LRUSP) are maintained.
- o) Shall perform such duties as shall be necessary for the good and welfare of the Association.

- p) External Relationships
 - i. Serve as the Association's official contact with Saskatchewan Soccer.
 - ii. Speaks and votes on behalf of the Association at SSA and other external meetings always in a manner that is consistent with the will of the Board of Directors.
 - iii. Ensure that decisions reached by SSA that are applicable to the Association are brought to the attention of the Board of Directors for consideration.

3.2 Role and Responsibilities of the Vice-President

3.2.1 Role of the Vice-President

- a) They shall work closely with the President in providing, leadership and direction for the Association.

3.2.2 Responsibilities of the Vice-President

- a) They shall carry out their duties and responsibilities as a Director and Officer of the Association.
- b) To carry out the responsibility of the President should the President be absent or unable to act.
- c) They shall be one of the individuals with signing authority for the association.
- d) They shall ensure that each new Director receives a full orientation to the Board.

3.3 Role and Responsibilities of the Secretary

3.3.1 Role of the Secretary

- a) They shall work closely with the President in providing, leadership and direction for the Association.
- b) They shall keep document records for the board and provide the information as required.

3.3.2 Responsibilities of the Secretary

- a) They shall carry out their duties and responsibilities as a Director and Officer of the Association.
- b) They shall work with the President to prepare board meeting and AGM agenda's.
- c) They shall be one of the individuals with signing authority for the association.

3.4 Role and Responsibilities of the Treasurer

3.4.1 Role of the Treasurer

- a) They shall work closely with the President in providing, leadership and direction for the Association.

3.4.2 Responsibilities of the Treasurer

- a) They shall carry out their duties and responsibilities as a Director and Officer of the Association.
- b) They shall be one of the individuals with signing authority for the association.
- c) Shall keep a record of all monies received and disbursed through MYSAs accounts following accepted accounting practices.
- d) Shall provide updated financial statements at each board meeting.
- e) Shall provide recommendations for the annual budget and present to the Board for approval.
- f) Shall present at each Annual Meeting, a report of the year's operations duly examined and audited.
- g) To process bank deposits and manage payment of invoices on a weekly basis.
- h) To pay staff and referees on a monthly basis.

3.5 Role and Responsibilities of a Director

3.5.1 Accountability of a Director

- a) Each Director and Officer of the Board, in exercising his or her powers and discharging his or her duties, shall:
 - i. Act honestly and in good faith while demonstrating the highest ethical standards with a view to the best interests of the Association; and
 - ii. Exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
 - iii. Submit their signed Directors Code of Conduct and Disclosure of Interest form as soon as possible, but no later than one week after the Annual General Meeting
 - iv. Acknowledge that decisions of the Board are not appealable outside of the Board;
 - a. Shall respect, support and abide by the majority decisions of the Board; except when there are reasonable grounds to believe that the Board has acted without full information or in a manner inconsistent with its fiduciary obligations; in such circumstances, asks for a review of the decision by the Board.
 - v. Resign if unable to respect, support and abide by the majority decision of the Board.

Responsibilities of a Director

- b) As guided by the expectations outlined in 3.4.1 (a)(i & ii) each Director and Officer of the Board, to the best of their abilities:
 - i. Take every measure to ensure that Association is governed effectively and, in particular, that the Board of Directors carries out those responsibilities with which it is entrusted;
 - ii. Ensure that Association's financial affairs are conducted with due regard for all fiduciary and operational responsibilities;
 - iii. Contribute skills, knowledge, influence and other assets that allows Association to carry forward with its priorities, plans and policies;
 - iv. Keep generally informed about the activities of the Association and about general trends and issues that affect the sport community;
 - v. Demonstrate high ethical standards and integrity as a Director of the Association.

3.5.2 Roles of a Director

a) Referee Director

- i. The Referee Director shall train and supply sufficient referees to satisfy the demands of the Association.
- ii. The Referee Director shall provide opportunities for the referees to develop through evaluations, meetings, and clinics.
- iii. Shall provide regular and on-going communication with referee's within the association
- iv. Shall communicate regularly with Saskatchewan Soccer Association to ensure up-to-date information and opportunities are provided to referee's.
- v. Shall have the authority to recommend dismissal of a referee deemed incompetent or unreliable to the board.
- vi. Shall perform such duties as shall be necessary for the good and welfare of the Association.
- vii. To Submit referee hours to the Administrator by the 15th of each month.

b) Equipment Director (2)

- i. Shall arrange for the handling and storage, repairing, cleaning and inventory of equipment at the end of each season.
- ii. Shall arrange for the distribution and collection of equipment.

- iii. Shall recruit volunteers to support the management of equipment, as needed.
- iv. Shall perform such duties as shall be necessary for the good and welfare of MYSA.
- v. Shall be responsible for procurement of new equipment (jerseys, training kits, balls, nets, etc.) as required approved by the board.

c) Fundraising/Events Director (2)

- i. Shall organize and oversee the fundraising for MYSA.
- ii. Shall apply for the Lottery License on behalf of MYSA.
- iii. Shall assist with the distribution and collection of lottery tickets.
- iv. Shall assist with the reconciliation of the tickets for the draw and coordinate the draw/presentation to the winner.
- v. Shall file the reports to the Lottery Board following the draw.
- vi. Shall seek out and assist with other fundraising opportunities as they arise and work with the Administrator to ensure adequate volunteers are available for fundraising opportunities.
- vii. Responsible for the financial management of fundraising activities and will work in cooperation with the Treasurer.
- viii. Will work in cooperation with the Treasurer to determine fundraising needs for the year.
- ix. Shall organize and oversee club events such as awards night, club BBQ's, etc.
- x. Shall perform other duties as shall be necessary for the good and welfare of the Association.

d) Media/Advertising Director

- i. Shall work with the Head Coach, Administrator and Board to create media interest in MYSA.
- ii. Shall work with the local media to engage them in the events and activities of MYSA.
- iii. Shall submit articles/photos to the local media to promote MYSA programming, team success, player success, and member success (Head Coach, Referees, coaches, board members, etc.).
- iv. The media director will be an administrator on the MYSA Facebook and Twitter pages so that they can update and provide information in a timely manner.
- v. Shall be an administrator of the Club Website, ensuring it stays up to date.
- vi. Shall work with the Club Administrator to ensure that registration nights and other special events are advertised in an effective matter.
- vii. Shall perform other duties as shall be necessary for the good and welfare of the Association.

3.5.3 Misconduct of a Director

- a) In accordance with the Bylaws of the Association (BYLAW ARTICLE 12.0), a Director may be removed from participation at the Board for:
 - i. A breach of Association Bylaws, Policies and Procedures, and/or Governance Policies; or
 - ii. Conduct that is deemed by the Board to be detrimental to Association; or for
 - iii. Lack of fulfillment of their responsibilities as a director. This includes a lack of participation (without notice) in three consecutive Board meetings.
- b) The investigation and determination of Misconduct of a Director are handled internally by the Board.
- c) In the event of an allegation of misconduct (as per 3.4.3 a.), the Board:
 - i. Shall advise the Director in writing of the nature and extent of such allegations and provide the Director with an opportunity to make representations. They shall also advise the Director in writing of any step or measure the Board might take if it determines that the allegation is valid.
 - ii. May investigate and determine the validity of such allegation upon receipt of the Director's response and/or in the absence of the Director's response by the specified deadline. As warranted by the investigation, may take such steps or measures as it determines appropriate, including and

without limitation, declaring that a Director has breached these guidelines and is no longer qualified to actively serve as a Director and is required to provide his/her resignation.

- iii. If the Director does not provide their resignation according to the terms outlined by the Board, the Board may release the findings of the investigation to the Members and make a recommendation that the Members approve a resolution to remove the Director at a Special Meeting of Membership.

3.5.4 Participation in Board/Committee Meetings

- a) Plans time prior to Board/Committee meetings to review the meeting agenda and accompanying documents and thus be prepared to engage in an informed discussion on the matters before the Board/Committee.
- b) Participates in Association events and activities when required.
- c) Respects Association Board Meeting rules and Procedures (2.1.6) and Board Meeting Code of Conduct (2.1.8) at all times.
- d) Asks questions when the information provided at a meeting is inadequate or the question before the meeting is unclear, and voices clearly and explicitly any opposition to a decision being considered at the meeting.
- e) Takes every measure to ensure that the Board remains attentive to the Association's priorities and plans and informs the President of identified failures as these become apparent.
- f) Reads and understands Association's financial statements and financial reports and otherwise helps the Board fulfill its fiduciary responsibilities;
- g) Helps develop and maintain a spirit of collegiality and positive interpersonal relationships within the Board.

3.5.5 Communications

- a) All communications at all times are expected to meet the standards of conduct outlined in the Association Bylaws, Policies and Governance policies.
- b) Never speaks for the Board of Directors or Association unless authorized to do so.
 - i. Discussions will occur between Directors, with Members and with staff outside of the Board Room. However, it must be understood that this is not official Board business.
 - ii. Discussions with staff should not include directives so that the lines of accountability, Board to Executive Director and Executive Director to Staff, remain clear.
- c) Fosters and promotes a positive image of the Board and Association with its stakeholders and in the community.
- d) Represent the Association in the community effectively by focusing on the accomplishments, needs, and challenges.
- e) Online communications, unless authorized to do so, should:
 - i. Not include reply to all emails
 - ii. Not encourage online debate outside of the Board;
 - iii. Ensure that requests for additions to the Agenda, clarification or further discussion on topics are directed to the President and/or Executive Director and not the Board as a whole.

4 Operational Authority

4.0 Documentation of Authority

- a) This policy section intends to outline the authority granted to individuals and/or committees by the Board so that the work of the Association can be managed without the need to convene Board meetings.

- b) It is understood that not all situations are covered; therefore, this policy describes the protocols in place when this occurs.

4.1 Director of Player and Coaching Development (DPCD)

Note: The title “Director of Player and Coaching Development” and acronym DPCD shall be used interchangeably throughout the document.

Note: The title “Meridian Youth Soccer Association” and acronym MYSA shall be used interchangeably throughout the document.

4.1.1 Roles and Responsibilities of the DPCD

a) Programs and Services

- i. This position reports directly to the President who is accountable to the Board.
- ii. Assist the Registrar as required with providing information about the registration database.
- iii. Work as required with the MYSA Board for programming and player development.
- iv. Oversee all programming and schedules for MYSA including practices, games and tournaments for Recreational, Grassroots, Travelling and High-Performance Athletes.
- v. Provide the President with regular technical reports for inclusion in monthly reporting to the Board of Directors.
- vi. Review and update the MYSA Technical Manual on a yearly basis.
- vii. Other ad-hoc tasks as agreed upon by the President and DCPD.

b) Coaching and Technical Development

- i. Recruit, develop and directly manage the performance of the coaching staff, and technical matters of the Club.
- ii. Provide Support for all coaches on technical components.
- iii. Directly manage education and development opportunities for the club’s coaches and coaching staff through the training policy.
- iv. Paid or honorarium soccer positions within MYSA will report directly to DPCD.

c) Player and Technical Development

- i. Liaise with SSA and CSA as required to develop optimal player development pathways for the Club’s player base.
- ii. Continue to develop and encourage the advancement of the club's soccer talent to a higher level or further opportunities.
- iii. Work with MYSA to develop and run a Performance Development Center within the organization.

- d) Communications
 - i. Communicate to the Membership, SSA and other stakeholders as required to perform your duties for the club on club-level technical development matters,
 - ii. Provide a report for the MYSA Annual General Meeting.
 - iii. Treat all players, parents, staff and board with integrity and respect.
 - iv. Work with other staff.
 - v. All player and parent information collected at registration is the property of MYSA and should not be used without consent of the club.
 - vi. All technical material (except the Technical Manual which is the property of MYSA) and information collected is property of DPCD and should not be used without consent of the DPCD.
 - vii. Social media, web site, promotion, email correspondence will now fall under the DPCD to oversee regarding programming and soccer promotion.

- e) Budget
 - i. Assist the club in budgeting through the development and sharing of ideas with the President including technical items or overall club procedures to which may assist in becoming more viable and economically efficient.

4.2 Club Head Coach (CHC)

Note: The title “Director of Player and Coaching Development” and acronym DPCD shall be used interchangeably throughout the document.

Note: The title “Meridian Youth Soccer Association” and acronym MYSA shall be used interchangeably throughout the document.

4.2.1 Roles and Responsibilities of the Club Head Coach

- a) Programs and Services
 - i. This position reports directly to the Director of Player and Coaching Development (DPCD) who is accountable to the President of MYSA.
 - ii. Work with the DPCD, as required, to review and update the MYSA Technical Manual.
 - iii. Other ad-hoc tasks as agreed upon with the DPCD.
- b) Coaching and Technical Development
 - i. Recruit, develop and directly manage the performance of the coaching staff, and technical matters of the Club as Directed by the DPCD.
 - ii. Provide Support for all coaches on technical components as directed by the DPCD.
 - iii. Help recruit Coaching staff for all programming under DPCD recommendations.
- c) Player and Technical Development
 - i. Continue to develop and encourage the advancement of the club's soccer talent to a higher level or further opportunities.
 - ii. Work with DPCD as requested to run a Performance Development Center within the organization.
- d) Communications
 - i. Communicate to the Membership, SSA and other stakeholders as required to perform your duties for the club on club-level technical development matters, as requested by the DPCD.
 - ii. Treat all players, parents, staff and board with integrity and respect.
 - ii. Work with other staff.
 - iii. All player and parent information collected at registration is the property of MYSA and should not be used without the consent of MYSA.
 - iii. All technical material and information collected is the property of DPCD and should not be used without the consent of the DPCD.

- e) Budget
 - iv. Assist the DPCD as required.

4.3 Technical Coach/Travelling Team Administrator

Note: The title “Director of Player and Coaching Development” and acronym DPCD shall be used interchangeably throughout the document.

Note: The title “Meridian Youth Soccer Association” and acronym MYSA shall be used interchangeably throughout the document.

4.3.1 Roles and Responsibilities of the Technical Coach/Travelling Team Administrator

- a) Programs and Services in the Technical Coach Role
 - i. This position reports to the Director of Player and Coaching Development (DPCD) who is accountable to the President of MYSA.
 - ii. Work with the DPCD as required, to review and update the MYSA Technical Manual.
 - iii. Other ad-hoc tasks as agreed upon with the DPCD.
- b) Programs and Services in the Travelling Team Administrator Role
 - i. This position reports to the DPCD, who is accountable to the President of MYSA.
 - ii. This position will book facility and field times as required/requested by the DPCD.
 - iii. Complete required admin work as directed by the DPCD and/or Club Head Coach.
 - iv. Act as travelling teams Manager.
 - v. Register all travelling teams for tournaments as requested by the DPCD.
 - vi. Provide information to travelling players and parents as directed by the DPCD and/or Club Head Coach.
 - vii. Collect Travelling Team Fees and Bonds as directed by the DPCD and Club Head Coach.
- c) Coaching and Technical Development
 - i. Support coaches on technical components as directed by the DPCD and Club Head Coach.
- d) Player and Technical Development
 - i. Continue to develop and encourage the advancement of the club's soccer talent to a higher level or further opportunities.
 - ii. Work with the DPCD as requested to run a Performance Development Center within the organization.
- e) Communications
 - i. Communicate to the Membership, SSA and other stakeholders as required to perform your duties for the club on club-level technical development matters, as requested by the DPCD.
 - ii. Treat all players, parents, staff and board with integrity and respect.
 - iii. Work with other staff.
 - iv. All player and parent information collected at registration is the property of MYSA and should not be used without the consent of MYSA.
 - v. All technical material and information collected is the property of DPCD and should not be used without the consent of the DPCD.
- f) Budget
 - i. Assist the DCPD as required.

4.4 Registrar and Fund Development

Note: The title “Director of Player and Coaching Development” and acronym DPCD shall be used interchangeably throughout the document.

Note: The title “Meridian Youth Soccer Association” and acronym MYSA shall be used interchangeably throughout the document.

4.4.1 Roles and Responsibilities of the Registrar and Fund Development

- a) Registrar Role
 - i. This position reports directly to the President, who is accountable to the Board.
 - ii. The Registrar shall provide information about the registration database to the Director of Player and Coaching Development (DPCD) as required.
 - iii. Collect, administer, registration and fundraising fees.
 - iv. Provide the President with regular reports for inclusion in monthly reporting to the Board of Directors.
 - v. Other ad-hoc tasks as directed by the President or requested by the DPCD.
- b) Fund Development
 - i. Create a fully sustainable Board Approved Fund Development Model which will incorporate (at a minimum) the following events:
 - a. A 50/50 Raffle for each Season.
 - b. A major fund development event for each season.
 - c. Development of a Sponsorship Plan and Package.
 - d. Other potential Fund Development Initiatives.
 - ii. Advertise, prepare, administrate and oversee all registration sessions for MYSA.
 - iii. Apply for all grants as they are made available for the club.
 - iv. Prepare reports as required and requested for MYSA to send them to SSA.
- c) Communications
 - i. Communicate to the Membership, SSA and other stakeholders as required to perform your duties for the club on the Fund Development and Registrar Roles.
 - ii. Communicate as requested to the Membership or Key Stakeholders as requested by the Club President and the DPCD.
 - iii. Treat all players, parents, staff and board with integrity and respect.
 - iv. Work with other staff.
 - v. All player and parent information collected at registration is the property of MYSA and should not be used without the consent of MYSA.
- d) Budget
 - i. Provide fiscally beneficial fund development options in order to assist MYSA in being economically efficient.
 - ii. Work with the Treasurer and Club President in the budget planning to allow the club to grow and reach its financial and project goals.

4.5 Authority to Manage Between Board Meetings

- a) Between meetings the President, Staff and/or Committees shall manage the activities of the Association within the scope of their authority.
- b) When circumstances arise that are outside of any of these individual or group's authority a Board meeting shall generally be convened to manage that matter.
- c) Should a decision be required which does not allow for a Board meeting to be convened, the President or designate shall take what action is determined by them to be in the Association's best interest at that time. For learning purposes, urgent decisions shall be reviewed at the next available Board meeting as per Article 4.4.
- d) The individuals or committees authorized to make decisions and carry out Association activities shall do so without interference. Individual Directors shall not interfere or engage in matters between Board meetings that are not assigned to them.

4.6 Review of Decisions

- a) All decisions that are made provide learning opportunities for the Board and Staff. Should decisions be made that warrant further discussion once implemented, these matters can be added to a Board agenda.
- b) The purpose of any review is educational, not critical, to improve policy, process or assignment of authority.
- c) Staff are held accountable for their decisions and actions through formal performance review processes initiated by the Board and will be acted on by the President and Executive.

5 COMMITTEES

5.1 General

5.1.1 Purpose

- a) The Board of Directors shall establish Standing and Special Committees to assist it with its work.
- b) Committees of the Board may contain volunteers who are external to the Board that provide expertise and increase the Board's capacity to manage the Association's activities.
- c) Standing Committees of the Board are permanent and have a governing function: they assist the Board in carrying out its responsibilities, including oversight, planning, risk management, policy development, Director Recruitment and Board self-evaluation. Standing Committees make recommendations which require Board approval.
- d) Operational Committees of the Board are in place to undertake the day-to-day activities of the Association according to the authority that has been granted to them by the Board.
- e) Special Committees of the Board are struck periodically to undertake a specific task or project that is to be completed within a defined period of time; they have such authority as approved by the Board and are dissolved after they have completed their work.

5.1.2 Authority

- a) Standing Committees are advisory to the Board. Except where so authorized, they do not have the authority to make decisions or act for the Board.
- b) Operational Committees generally have the authority to carry out their mandate without requiring additional approval from the Board;
- c) Committees are to operate within their approved budgets.

5.1.3 Meetings

- a) Background information for committee meetings is to be forwarded to committee members in advance

- of the meetings in a timely fashion.
- b) Committee members are expected, before meetings, to review all background information sent to them.
 - c) Committee members are expected to notify the committee chair in a timely fashion if they cannot attend or participate in a meeting.
 - d) At meetings, the committee chair shall:
 - iv. Guide the discussion so that it proceeds orderly and efficient.
 - v. Respect *Robert's Rules of Order* and Association Board Meeting Code of Conduct and deal with committee business.
 - vi. Ensure that all views are heard and the committee formulates recommendations reflecting the majority's will.
 - e) All members of Committees must abide by the principles of the Association Board Meeting Code of Conduct.
 - f) Committees report to the Board by means of written reports, which should be forwarded, together with any committee meeting minutes, to the President at least ten days before a Board meeting for inclusion with the Board meeting materials.
 - g) Committees may establish sub-committees to assist them with their work.
 - h) Committees may invite individuals who are not committee members to meetings to assist them with their work.
 - vii. Should Committees require additional staff support, staff may be assigned by the President.
 - i) Committee meeting minutes should be approved by the Chair and forwarded President within one week of the meeting.
 - j) Standing Committees, except Emergency Committee, are expected to prepare an annual work plan to be forwarded to the Board for approval.

6 Standing Committees

6.0 Governance – Standing Committee

6.0.1 Composition and Eligibility

- a) Comprised of no fewer than three voting members, which include the President a second Executive member (or designate), and one director.
- b) Committee may include members who are not Directors to expand its expertise.
- c) Committee Chair must be a member of the Board.
- d) Committee members should possess an understanding of the committee's terms of reference and also should have a basic understanding of the requirements of effective Board governance and related issues of organizational effectiveness.

6.0.2 Role of the Committee

- a) Assist the Board in developing, implementing and reviewing the Bylaws and governance policies of the Association.

6.0.3 Responsibilities of the Committee

- a) Host a committee meeting to develop an annual work plan for Board consideration.
- b) Reviews and proposes amendments to the Bylaws of the Association.
- c) Develops reviews and updates Association *Governance Policies* for the approval of the Board and other policies as assigned by the Board.
- d) Develop an orientation process for new Directors.
- e) Assist the Board in conducting an annual evaluation of the Board's performance and other Board evaluation processes as required.

6.0.4 Procedures

- a) A Quorum will be a majority (50%+1) of the voting members of the Committee.
- b) Decisions to be made by a majority vote (50%+1), of the eligible voting members, with the chair having a vote only in the event of a tie.
- c) Committee members are to be appointed by the President with the approval of the Board of Directors within one month of the Annual General Meeting.
- d) In the chair's absence or inability to act, one of the other committee members shall serve as chair.
- e) When necessary, a meeting may be held by conference call, with decisions made by either an oral or email vote.
- f) Meeting minutes shall be taken and made available at the next meeting of the Board.

6.1 Emergency Committee

6.1.1 Composition and Eligibility

- a) Shall comprise the President and two Executive Directors of the board.
- b) Committee members should understand the committee's terms of reference.

6.1.2 Role of the Committee

- a) Exercises specified powers of the Board of Directors in critical emergency situations where it is impossible for the Board to be convened either in person or using teleconferencing or other comparable means of communication.

6.1.3 Responsibilities of the Committee

- a) Makes decisions in critical emergency situations except in relation to any of the following matters:
- b) Dissolution of the Association.
- c) Negotiation of contracts or approval of mergers or partnerships.
- d) Changes to the organizational structure of the Association.
- e) Approval or alteration of a Board-approved budget.
- f) Adoption or elimination of major Association programs.
- g) Appointments and/or nominations to external bodies.
- h) Selection of the Association representatives to the Association National Team competitions.
- i) Purchase or sale of the Association property.
- j) Amendment of the Bylaws and the Rules and Regulations of the Association.
- k) Amendment of the Association policies that require Board approval.
- l) Discipline which includes; suspension or removal of any member or persons holding an official position in the Association.

6.1.4 Procedures

- a) A quorum shall be all Committee voting members.
- b) All decisions shall be made by unanimous vote of the Committee.
- c) Meetings may be held by conference call.
- d) Minutes of the meeting shall be taken and made available at the next meeting of the Board.
- e) All decisions or actions by the Committee must be ratified by the Board of Directors by a majority (50%+1) vote within seventy-two (72) hours.

6.2 Discipline Committee

6.2.1 Composition and Eligibility

- a) Shall be comprised of, the Executive Directors.

6.2.2 Role of the Committee

- a) Exercises specified powers of the Board of Directors in critical emergency situations where it is impossible for the Board to be convened either in person or using teleconferencing or other comparable means of communication.

6.2.3 Responsibilities of the Committee

- a) Makes decisions about discipline within the Association, including but not limited to:
- b) Discipline includes suspending or removing any member or persons holding an official position in

the Association.

- c) Discipline, including suspending or removing any of the following: player, parent, guardian, or coach.

6.2.4 Procedures

- a) A quorum shall be for all Committee voting members.
- b) All decisions shall be made by unanimous vote of the Committee based on the SSA Discipline Policy.
- c) Meetings may be held by conference call.
- d) Minutes of the meeting shall be taken and made available at the next meeting of the Board.

6.3 Technical Committee

6.3.1 Composition and Eligibility

- a) Comprised of the President (or designate), Vice-President (or designate), MYSA Club Head Coach and the LRUSP Director.

6.3.2 Role of the Committee

- a) To perform a yearly review of the Technical Manual and update it as required.

6.3.3 Responsibilities of the Committee

- a) Review the MYSA Club Technical Manual.
- b) Update the manual as required.
- c) Provide the updated documents to the Club Admin to back up the manual on a server.

6.3.4 Procedures

- a) A quorum shall be for all Committee voting members.
- b) All decisions shall be made by unanimous vote of the Committee.
- c) Meetings may be held by conference call.

7 OPERATIONAL COMMITTEES AND ADVISORY GROUPS

7.1 General

7.1.1 Purpose

- a) The general purpose of Operational Committees and Advisory Groups is to bring together the leadership of the Association and the expertise and knowledge of the Association's program volunteers to develop and deliver programs that further the mission, vision and priorities of the Association Strategic Plan.
- b) The Board/President shall form such Operational Committees and Advisory Groups as are required to fulfill the mandate of the Association.

7.1.2 Authority

- a) Operational Committees and Advisory Groups shall operate only under the authority granted to them by the Board.
- b) Operational Committees and Advisory Groups have no authority to make decisions or act for the President.
- c) Operational Committees and Advisory Groups shall have a stated role or purpose that shall be approved by the Board.

7.1.3 Meetings

- a) Background information for committee meetings is to be forwarded to committee members in advance of the meetings in a timely fashion.
- b) Committee members are expected, before meetings, to review all background information sent to them.
- c) Committee members are expected to notify the committee chair promptly if they cannot attend or participate in a meeting.
- d) At meetings, the committee chair shall:
 - viii. Guide the discussion so that it proceeds in an orderly and efficient fashion, respects *Robert's Rules of Order* and the Board Meeting Code of Conduct and deals with committee business. Ensure that all views are heard and that the committee formulates recommendations that reflect the majority's will.
- e) All Operational Committees and Advisory Groups shall keep meeting minutes and produce written reports for the President promptly.

7.2 Operational Committees

could include, but are not limited to:

- a) Team Selection – Player Evaluation Committee
- b) Tournaments Committee
- c) Strategic Planning Committee
- d) Audit and Finance Committee

8 FUNCTIONING POLICIES

These policies are implemented to ensure transparency, accountability, fairness, and efficiency within the soccer organization. They serve as a framework for managing various aspects of the sport, both on and off the field, and help maintain the integrity of the game.

8.1 Codes of Conduct

It is the intention of this pledge to promote fair play and respect for all participants within the soccer club. All coaches, volunteers, players and parents must sign this pledge stating that they will observe the principles of the Code of Conduct before being allowed to participate in soccer in the soccer club.

- 8.1.1 Code of Conduct in Sport – Appendix A
- 8.1.2 Code of Conduct: Social Media: Players and Coaches – Appendix A
- 8.1.3 Code of Conduct: Players – Appendix A
- 8.1.4 Code of Conduct: Parents and Guardians – Appendix A
- 8.1.5 Code of Conduct: Coaches, On-field Support & Volunteers – Appendix A

8.2 Policies

- 8.2.1 Mandatory Reporting of Child Abuse Policy – Appendix B
- 8.2.2 Reporting Inappropriate Conduct Policy for Parents, Coaches, and Team Personnel – Appendix B
- 8.2.3 Conflict of Interest Policy – Appendix B
- 8.2.4 Education/Training Policy – External – Appendix B

- 8.2.5 Refund Policy – Appendix B
- 8.2.6 Weather Policy – Appendix B
- 8.2.7 General Expense Policy – Appendix B
- 8.2.8 MSA – Meridian Soccer Association – General Expense Form – Appendix B
- 8.2.9 Meridian Soccer Anti-Bullying / Anti-Discrimination Policy – Appendix B

8.3 Guidelines

- 8.3.1 Rule of Two – Appendix C
- 8.3.2 Guideline to Sport Accessibility – Appendix C
- 8.3.3 Canada Soccer Guide to Accessibility & Inclusion

8.4 Resources

- 8.4.1 [Coaching Association of Canada](#)
- 8.4.2 [Responsible Coaching Movement \(RCM\)](#)
- 8.4.3 [Coaching Athletes with a Disability](#)
- 8.4.4 [Coaching Kids of All Abilities](#)

Appendix 'A'
Codes of Conduct

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CODE OF CONDUCT TO PROTECT CHILDREN IN SPORT

Effective Date: July 1, 2023

Introduction

Meridian Soccer Association has developed the following Child Protection Code of Conduct to guide our employees/ volunteers in their interactions with children. The safety, rights and well-being of the children we serve are at the core of our daily programs. We nurture supportive relationships with children while balancing and encouraging appropriate boundaries.

Designates for Meridian Soccer Association:

President: registrar@meridiansoccer.ca or 306-830-8030

Treasurer: treasurer@meridiansoccer.ca

Why a Child Protection Code of Conduct is important?

Our organization is committed to ensuring all children are protected and safe. A Code of Conduct is an important part of creating safe environments for children. The safety, rights and well-being of children participating in our programs is a priority in our daily operations.

The intent of the Code of Conduct is to guide our staff/volunteers in developing healthy relationships with the children involved in sport programs delivered by our organization and to model appropriate boundaries for children.

Treating Children With Dignity and Maintaining Boundaries

All staff/volunteers must:

- Treat all children with respect and dignity
- Establish, respect, and maintain appropriate boundaries with all children and families involved in activities or programs delivered by the organization

It is important to monitor your own behaviour towards children and pay close attention to the behaviour of your peers to ensure that behaviour is appropriate and respectful and will be perceived as such by others.

All of your interactions and activities with children:

- should be known to and approved by the board, where applicable, and the parents of the child
- tied to your duties, and
- designed to develop the child's skills in the sport program.

Always consider the child's reaction to any activities, conversations, behaviour or other interactions. **If at any time you are in doubt about the appropriateness of your own behaviour or the behaviour of others, you should discuss it with the designated person within your organization.**

Examples of unacceptable behaviour toward a child:

- embarrassing
- shaming
- blaming
- humiliating
- putting them down

General Rules of Behaviour

Staff/volunteers of the organization must not:

- Engage in any sort of physical contact with a child that may make the child or a reasonable observer feel uncomfortable or that may be seen by a reasonable observer to be violating reasonable boundaries.
- Engage in any communication with a child within or outside of duties with the child, that may make the child uncomfortable or that may be seen by a reasonable observer to be violating reasonable boundaries.
- Engage in any behaviour that goes against (or appears to go against) the organization's mandate, policies, or Code of Conduct to Protect Children, regardless of whether or not they are serving the organization at that moment.
- Conduct their own investigation into allegations or suspicions of potentially illegal or inappropriate behaviour – it is a staff/volunteer's duty to report the matter to the designated person, Child Welfare Agency, or law enforcement, not to investigate.

What Constitutes Inappropriate Behaviour

Inappropriate behaviour includes:

1. **Inappropriate Communication.** Communication with a child or his/her family outside of the context of duties for the organization, regardless of who initiated the exchange. For example:
 - Personal phone calls not tied to duties with the child.
 - Electronic communications (email, text message, instant message, online chats, social networking including "friending", etc.) not tied to duties with the child.
 - Personal letters not tied to duties with the child.
 - Excessive communications (online or offline)
2. **Inappropriate Contact.** Spending unauthorized time with a child outside of designated duties with the organization.
3. **Favouritism.** Singling out a child or certain children and providing special privileges and attention. (for example, paying a lot of attention to, giving or sending personalized gifts, or allowing privileges that are excessive, unwarranted or inappropriate.)
4. **Taking Personal Photos/Videos.** Using a personal cell phone, camera or video to take pictures of a child, or allowing any other person to do so, as well as uploading or copying any pictures you may have taken of a child to the Internet or any personal storage device. Pictures taken as part of your job duties are acceptable, however, the pictures are to remain with the organization and not be used by you in a personal capacity.

Inappropriate behaviour also includes:

5. Telling sexual jokes to a child, or making comments to a child that are or is in any way suggestive, explicit or personal.
6. Showing a child material that is sexual in nature, including, signs, cartoons, graphic novels, calendars, literature, photographs, screen savers, or displaying such material in plain view of a child, or making such material available to a child.
7. Intimidating or threatening a child.
8. Making fun of a child.

Inappropriate behaviour will not be tolerated, especially as it relates to the well-being of the children involved in activities or programs delivered by the sport organization.

Whether or not a particular behaviour or action constitutes inappropriate behaviour will be determined by the organization having regard to all of the circumstances, including past behaviour and allegations or suspicions related to such behaviour.

Reporting Requirements

All staff and volunteers must report suspected child sexual abuse, inappropriate behaviour or incidents that they become aware of, whether the behaviour or incidents were personally witnessed or not.

Where to report:

1. All allegations or suspicions of **potentially illegal behaviour** (for example, child sexual abuse) that a staff/volunteer witnesses first-hand, must be promptly reported to police and/or child welfare.
2. To ensure the protection of all children in our care, all allegations or suspicions of **potentially illegal behaviour** that a staff/volunteer learns of must also be promptly reported to police and/or child welfare. Police and/or child welfare will make the determination as to whether the allegation or suspicion requires further investigation.
3. All allegations or suspicions of **inappropriate behaviour** (see above examples), that a staff/volunteer learns of or witnesses first-hand, must be reported to the designate for the sport organization.

Keep in mind that you may learn of potentially illegal or inappropriate behaviour through the child or some other third party, or you may witness it first-hand. Examples of the type of behaviour you may learn of or witness and that you must report as set out above includes:

- a. Potentially Illegal behaviour by a Staff/Volunteer of the organization.
- b. Potential Illegal behaviour by a third party, such as a Parent, Teacher, Babysitter, Coach.

If you are not sure whether the issue you have witnessed or heard about involves potentially illegal behaviour or inappropriate behaviour, discuss the issue with the designated person within your organization who will support you through the process. Remember: You have an independent duty to report all suspicions of potentially illegal behaviour directly to police and/or child welfare.

Follow up on Reporting

When an allegation or suspicion of potentially illegal behaviour is reported, police and/or a child welfare agency will be notified. The sport organization will follow up internally as appropriate.

When an allegation or suspicion of inappropriate behaviour is made, the sport organization will follow up on the matter to gather information about what happened and determine what, if any, formal or other disciplinary action is required.

In the case of inappropriate behaviour, if:

- multiple behaviours were reported,
- inappropriate behaviour is recurring, or
- the reported behaviour is of serious concern

the organization may refer the matter to child welfare agency or police.

I agree to comply with the Code of Conduct to Protect Children for Meridian Soccer Association.

Signature (Coaches/Staff/On-Field Support/Volunteer's)

Date

Social Media Policy: Players and Coaches

See section 8.0 of the MYSA Governance and Operational Policies document. The Code of Conduct is included in registration and is agreed to as part of registration.

Do not use information technology to make or post inappropriate comments against players, clubs, club officials, or match officials which is discriminatory or offensive. Information technology includes but is not limited to email, instant messaging, text messages, phone messages, digital images, and website postings (including social media such as Snapchat, Instagram, TikTok, Facebook, Twitter, YouTube and blogs).

SOCIAL MEDIA GUIDELINES FOR COACHES AND ATHLETES set out by Meridian Soccer Association (MSA). The Social Media Guidelines for Coaches and Athletes is a document within our MYSA Governance and Operational Policies.

1. The following term has this meaning in these Guidelines: "Social media" shall be used moving forward in this document - The catch-all term that is applied broadly to new computer-mediated communication media such as email, instant messaging, text messages, phone messages, digital images, website postings (including social media such as Snapchat, Instagram, TikTok, Facebook, Twitter, YouTube and blogs).
2. These Guidelines provide coaches and athletes with tips and suggestions for social media use. Coaches and athletes are strongly encouraged to develop their own strategy for social media use (either written down or not) and ensure that their strategy for social media use is acceptable pursuant to the guidelines set forth by Meridian Soccer Association (MSA)
3. Given the nature of social media as a continually developing communication sphere, Meridian Soccer Association trusts its coaches and athletes to use their best judgment when interacting with social media. These Guidelines are not hard and fast rules or behavioural laws; but rather ideas that will inform coaches' and athletes' best judgment.

Social Media Guidelines for Coaches

4. The following tips should be used by coaches to inform their own strategy for social media use:
5. Choosing not to engage with social media is an acceptable social media strategy. But you must have good reasons for your choice and be active in other communication media;
6. Despite what Facebook says, you are not actually "friends" with athletes. Resist commenting on athletes' personal activities, status updates, or Instagram Posts;
7. Consider monitoring or being generally aware of athletes' public social media behaviour to ensure compliance with MSA's Code of Conduct and Ethics;
8. Coaches may not demand access to an athlete's private posts on social media;
9. Do not "friend" athletes on Facebook unless they request the connection. Never pressure athletes to "friend" you;
10. If you accept some "friend" requests, or follow one athlete on Instagram, you should accept all friend requests and follow all the athletes. Be careful not to show favouritism on social media;
11. Consider managing your social media so that athletes do not have the option to follow you on social media or "friend" you;
12. Seek permission from athletes before posting pictures or videos of the athletes on publicly available social media like a blog or on YouTube;
13. Do not use social media to 'trap' athletes if they say one thing to you in person but their social media activity reveals they were doing something different;
14. Keep selection decisions and other official team business off social media;
15. Never require athletes to join Facebook, join a Facebook group, subscribe to a social media feed, or join a Facebook fan page about your team or organization;
16. If you create a fan page on Facebook for your team or athlete, do not make this social media site the exclusive location for important information. Duplicate important information in more official channels (like on a website or via email);
17. Ensure that parents are aware that some coach-athlete interactions may take place on social media;
18. Exercise appropriate discretion when using social media for your own personal communications (with friends, colleagues, and other athletes) with the knowledge that your behaviour may be used as a model by your athletes;

19. Avoid association with groups or social media feeds with explicit sexual contact or viewpoints that might offend or compromise the coach-athlete relationship;
20. Never misrepresent yourself by using a fake name or fake profile;
21. Be aware that you may acquire information about an athlete that imposes an obligation of disclosure on your part (such as seeing pictures of underage athletes drinking during a trip);
22. Attempt to make communication with athletes in social media as one-sided as possible. Be available for athletes if they initiate contact via social media - athletes may wish to have this easy and quick access to you - but avoid imposing yourself into an athlete's personal social media space unless explicitly requested to do so. Social Media Guidelines for Athletes.

I agree to comply with the Player Code of Conduct for the Meridian Soccer Association.

Coach/Volunteer Signature

Player Printed Name

Date

SOCIAL MEDIA GUIDELINES FOR ATHLETES

5. The following tips should be used by athletes to inform their own strategy for social media use:
6. Set your privacy settings to restrict who can search for you and what private information other people can see;
7. Coaches, teammates, officials, or opposing competitors may all add you to social media or follow you on Instagram. You are not required to follow anyone or be social media friends with anyone;
8. If you feel harassed by someone in a social medium, report it to your coach, club official, or to Meridian Soccer Association;
9. Do not feel pressure to join a fan page on Facebook or follow a social media feed;
10. Content posted on a social medium, relative to your privacy settings, is considered public. In most cases, you do not have a reasonable expectation of privacy for any material that you post;
11. Avoid posting pictures of, or alluding to, participation in illegal activity such as speeding, physical assault, harassment, drinking alcohol (if underage), and smoking marijuana;
12. Model appropriate behaviour in social media, befitting your status as a) an elite athlete and b) a member of your club and of MSA. As a representative of MSA, you have agreed to MSA's Code of Conduct and must follow that Code when you post material and interact with other people through social media;
13. Be aware that your public Facebook page, Instagram or social media feed may be monitored by your club, coach, or by MSA and content or behaviour demonstrated in social media may be subject to sanction under Meridian Soccer's Discipline Policy and Club Responsibilities.
14. Clubs should not attempt to impose social media restrictions on coaches or athletes. There are many situations where social media contact is desirable and necessary, yet many situations where social media contact is unwanted and risky. Coaches and athletes should be trusted, pursuant to Meridian Soccer Association's Code of Conduct, to navigate social media using their best judgment.
15. Clubs should monitor social media use by its athletes and coaches and should consider regular surveys and reviews to understand how coaches and athletes are using social media. Coaches and athletes may need to be reminded that behaviour in social media is still subject to MSA's Code of Conduct.
16. Complaints and concerns about an athlete's or a coach's conduct or behaviour in social media can be addressed by contacting the Meridian Soccer Associations Board of Directors.

I agree to comply with the Player Code of Conduct for the Meridian Soccer Association.

Player Signature

Player Printed Name

Date

Parent/Guardian Signature

Parent/Guardian Printed Name

Date

Code of Conduct: Players

See section 8.0 of the MYSA Governance and Operational Policies document. The Code of Conduct is included in registration and is agreed to as part of registration.

It is the intention of this pledge to promote fair play and respect for all participants within the soccer club.

Player Code of Conduct: The following code of conduct has been developed to provide players with guidelines outlining the behavioural and procedural responsibilities of playing with the Meridian Soccer Association (MSA).

1. I will play by the rules of soccer and in the Spirit of the Game.
2. I will act in a respectful and responsible manner. Abusive language and disruptive behaviour will not be tolerated. I will be removed from the program if my behaviour is not acceptable.
3. I will respect my opponents and teammates. Acknowledge all good plays and performances - those of my team and opponents.
4. I will do my best to be a true team player and strive to give my best for the good of the team.
5. I will remember that winning isn't everything - that having fun, improving skills, making friends and doing my best are also important.
6. I will acknowledge all good plays and performances - those of my team and opponents.
7. I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.

I agree to comply with the Player Code of Conduct for the Meridian Soccer Association.

Player Signature

Player Printed Name

Date

Parent/Guardian Signature

Parent/Guardian Printed Name

Date

Code of Conduct: Parents and Guardians

See section 8.0 of the MYSA Governance and Operational Policies document. The Code of Conduct is included in registration and is agreed to as part of registration.

It is the intention of this pledge to promote fair play and respect for all participants within the soccer club.

Parent(s) and Guardian(s) Code of Conduct The following code of conduct has been developed to provide parents and guardians with a clear set of guidelines outlining the behavioural and procedural responsibilities when participating with the Meridian Soccer Association (MSA).

1. Let the coaches do the coaching for all team members.
2. Support the program by volunteering to assist the team somehow.
3. Be your child's best fan; support him or her unconditionally.
4. Acknowledge your child's effort, as well as his or her support of team members, adherence to player responsibilities, etc.
5. Support and root for all team members. That fosters teamwork.
6. Be enthusiastic for all kids' efforts, successes, and hard work.
7. Support your team, coaches, players and referees in all situations. Model good sportsmanship at all times during practices and competitions.
8. Orient your child to the enjoyment of participating and his or her responsibility to the team.
9. Encourage direct communication. If your child has difficulties in practice or games or can't make a practice, encourage him or her to speak directly to the coaches.
10. Understand and display appropriate game behaviours (e.g., watch, make positive remarks; don't berate players, officials or coaches). Remember, your child's self-esteem and game performance are at stake. Be supportive.
11. Keep sport in its proper perspective: Sport should be fun for you and your child. Highly skilled children and their parents must be especially careful to maintain a balanced view.
12. If your child's performance produces strong emotions in you, maintain a calm demeanour. Your relationship with your child remains long after competitive sports days are over. Keep your goals and needs separate from your child's experience.
13. Reality test: If your child's team loses but has played its best, help your child see that as a "win." Remind him or her to focus on the "process" and not only "results." Children should derive fun and satisfaction from "striving to win" and playing well and hard.
14. Let other family members and friends who might attend your child's games know what constitutes appropriate and supportive behaviour. You are responsible for their behaviour.
15. Have fun. Remember, children play organized sports for fun, first and foremost.
16. Encourage your child to play by the rules and to resolve conflict without resorting to hostility or violence.
17. Teach your child that doing one's best is as important as winning so that your child will never feel defeated by the outcome of the game. Make your child feel like a winner every time by offering praise for competing fairly and hard.
18. I will remember that children learn by example. I will applaud good plays and performances by both my child's team and their opponents.
19. Never question the referee's or coach's judgment or decision.
20. Respect the official's decision, respect the players, and respect the coaches in all situations.
21. Respect and show appreciation for the volunteers who give their time to soccer for my child.
22. Support your team, coaches, players and referees in all situations.
23. Meridian Soccer wants to adopt a behavioural stance against persons who insult, harass, threaten or assault other persons at any event involving a Meridian Soccer team.
24. If someone is acting in an unacceptable manner, they may be instructed to leave the area immediately. If the behaviour continues in any way, shape, or form during the game and is documented, the MSA Board will take appropriate action toward said person or persons.
25. If the person is identified as a parent, friend or family member of a Meridian Soccer athlete, the parent and possibly their child will be suspended from any and all Meridian Soccer activities for the season or longer if needed and will be subject for a behavioural bond before their child or children are allowed to play again.
26. Upon suspension or any other discipline from the Meridian Soccer Association, there will be no refund provided for any fees paid.

I agree to abide by the principles of the CODE OF CONDUCT as set by Meridian Soccer Association. I also agree to abide by the rules, regulations and decisions of the Meridian Soccer Association.

Parent/Guardian Signature

Printed Name

Date

Only one parent's signature is required. However, this agreement covers all family and friends of the stated player.

Code of Conduct: Coaches, On-field Support & Volunteers

See section 8.0 of the MYSA Governance and Operational Policies document. The Code of Conduct is included in registration and is agreed to as part of registration.

It is the intention of this pledge to promote fair play and respect for all participants within the soccer club.

COACHES, ON-FIELD SUPPORT AND VOLUNTEERS CODE OF CONDUCT THE FOLLOWING CODE OF CONDUCT HAS BEEN DEVELOPED TO PROVIDE COACHES WITH A CLEAR SET OF guidelines outlining the behavioural and procedural responsibilities of coaching with Meridian Soccer Association (MSA).

1. I understand that I am representing the Meridian Soccer Association (MSA) as well as my team and will act accordingly at all times. Any inappropriate conduct directed towards members of the MSA Board of Directors, or the representatives of other associations, other volunteers, parents, players and officials will not be tolerated.
2. I understand that coaching is a position of trust and leadership. Therefore, I will be a positive role model for my players and will maintain my personal integrity and dignity at all times.
3. I understand that being a coach means being, first and foremost, a teacher. I will teach my players basic soccer skills, techniques and strategies and will give all my players the opportunity to improve their skills, gain confidence and develop self-esteem.
4. I will not swear, use profanity or make obscene gestures, or engage in any inappropriate behaviour or conduct while acting in a coaching capacity or representing the MSA.
5. I am aware of the Saskatchewan Soccer Association, CSA, and tournament bylaws, policies, rules and regulations and I agree to abide by them and to be bound by them and shall support and uphold them to the best of my ability. I understand I may be disciplined (suspended) if I violate the bylaws, policies, rules and regulations.
6. I will respect the referees and game officials and their authority during every game. I will not dispute, challenge, or excessively argue any decisions made by them or confront any referee or league official at the field before, during or after a game. If necessary, I will take the time to calmly and rationally discuss any situation or call made during a game with a tournament official or by utilizing proper channels with the Director of Soccer for Meridian Soccer Association.
7. I will always display good sportsmanship and fair play and will encourage the same from my players, colleagues, opponents, parents and spectators.
8. I understand that the game of soccer is a team sport, and I will treat all my players in a fair and equal manner.
9. I will have a positive attitude and will always praise my players for trying hard, playing fair and doing their best, regardless of the outcome of the game. I will not criticize or yell at any player for making a mistake or losing a competition. I will not tolerate physical or verbal abuse in youth sports.
10. I will maintain an open line of communication with my player's parents. I will explain my goals and objectives for the team.
11. I shall discuss openly with Parents about items specific to their child's needs. Not other children.
12. I will maintain an open line of communication with the Director of Soccer at all times.
13. I will be humble in victory and gracious in defeat.

I agree to abide by the principles of the CODE OF CONDUCT as set by Meridian Soccer Association. I also agree to abide by the rules, regulations and decisions of the Meridian Soccer Association.

Volunteer Signature

Player Printed Name

Date

Appendix 'B'
Policies

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Mandatory Reporting of Child Abuse Policy

Purpose:

This policy aims to establish a clear and unambiguous requirement that any suspicion of child abuse must be promptly reported to law enforcement authorities. The safety and well-being of children are paramount, and it is the responsibility of all individuals to take immediate action when child abuse is suspected to protect the child from harm and ensure appropriate investigation and intervention.

Policy Statement:

Any individual who, in the course of their professional or personal duties, has reasonable suspicion or knowledge of child abuse must report it to the appropriate law enforcement agency without delay.

Scope:

This policy applies to all staff, coaches, board members, volunteers, and other individuals affiliated with Meridian Soccer. It encompasses any suspected incidents of child abuse that may occur within the organization's premises or activities or come to the attention of individuals while representing the organization.

Definitions:

Child Abuse: Any act or failure to act that causes harm or risk of harm to a child's physical, emotional, or mental well-being. This includes but is not limited to physical abuse, sexual abuse, emotional abuse, neglect, and exploitation.

Reasonable Suspicion: A credible belief based on observations, information, or statements that lead a person to suspect or believe that a child has been or may be subjected to abuse.

Reporting Procedure:

Immediately after becoming aware of or suspecting child abuse, the individual must report the incident to the local law enforcement agency or child protective services as required by law.

If suspected child abuse occurs within the organization's premises or during its activities, the individual must also notify their immediate supervisor or designated authority within the organization.

The individual reporting the suspected abuse must provide as much information as possible about the incident, including details about the child, alleged abuser, and any witnesses or evidence that may assist in the investigation.

Reporting individuals should cooperate fully with law enforcement and child protective services during any subsequent investigations.

Protection of Reporting Individuals:

Confidentiality will be maintained to the extent possible during investigations, and information related to the report will only be disclosed on a need-to-know basis.

Consequences of Non-Compliance:

Non-compliance with reporting laws may subject individuals to legal penalties in accordance with applicable laws and regulations.

Reporting Inappropriate Conduct Policy for Parents, Coaches, and Team Personnel

Purpose:

This policy outlines the steps to be taken if any parent, coach, or team personnel of Meridian Soccer witnesses or becomes aware of any inappropriate conduct within the organization. This policy aims to ensure the safety and well-being of all participants and maintain a respectful and inclusive environment for everyone involved.

Scope:

This policy applies to all parents, coaches, and team personnel associated with Meridian Soccer during any activities, events, or functions related to the organization.

Definition of Inappropriate Conduct:

Inappropriate conduct encompasses any action, behaviour, or communication that is deemed harmful, abusive, or disrespectful towards others. This includes but is not limited to, harassment, discrimination, bullying, physical or verbal abuse, sexual misconduct, and any behaviour that violates the organization's code of conduct.

Reporting Procedure:

Immediate Action: If you witness or experience any inappropriate conduct, take immediate action to ensure the safety of those involved and others at risk. If necessary, remove yourself and others from the situation.

Report the Incident:

a. For Parents: Parents should report the incident to their child's coach or team manager as soon as possible. If the alleged misconduct involves the coach or team manager, the parent should report directly to the Meridian Soccer President, registrar@meridiansoccer.ca or Treasurer, treasurer@meridiansoccer.ca

b. For Coaches and Team Personnel: Coaches and team personnel who witness inappropriate conduct should report the incident directly to the Meridian Soccer President, registrar@meridiansoccer.ca or Treasurer, treasurer@meridiansoccer.ca

Confidentiality:

All reports of inappropriate conduct will be treated with utmost confidentiality to the extent allowed by law. Information will be shared only on a need-to-know basis to conduct a fair and thorough investigation.

Investigation Process:

The Meridian Soccer President and/or Treasurer will initiate a prompt and impartial investigation upon receiving a report of inappropriate conduct.

All individuals involved, including witnesses and the accused, will be afforded the opportunity to provide their account of the incident during the investigation.

The investigation will be conducted with fairness and respect for the rights of all parties involved.

Upon conclusion of the investigation, appropriate actions will be taken, which may include disciplinary measures, counselling, or involving law enforcement, depending on the severity of the incident and in accordance with applicable laws.

Conflict of Interest Policy

Policy

The association recognized the importance of protecting the agency while preserving the rights of employees and board members to participate as private citizens in the life of the community.

Procedures

1. As the employer-employee relationship is founded on trust and commitment to strive for mutual benefits, it is expected that the employee's time/labour/skill and attention will be devoted to the business of the association as specified by the employment contract.
2. The association's property, materials and services will be utilized only as requested or authorized by the employment contract.
3. Participation of the employee in other businesses, organizations or activities that compromise the employment relationship or disadvantage the association will be considered a conflict of interest.
4. Supervisors (President, Vice President, and the MSA Board) shall identify potential conflict of interest activities to employees and board members. The executive director is to be informed when an individual persists in activities that may disadvantage the association. Employees must consult with the board before engaging in any activities that may be seen as a conflict of interest, such as, but not limited to:
 - Having a vested interest in an external business that may provide the association materials or services.
 - Being offered services or materials as a result of employment or position with the association.
 - Making use of a position with the agency to solicit services or materials for personal gain.
 - Utilizing association equipment, services or materials for an external business.
 - Pursuing personal gain over the well-being or needs of people supported.
5. Individuals who fail to honour the provisions of this policy will be considered to be in breach of the employment contract with the Association and may be subject to disciplinary action up to and including termination of employment.

Board members

1. Members of the Board of Directors shall disclose to the Board, prior to engaging in any activities that may be seen as a conflict of interest, such as, but not limited to:
 - Having a vested interest in an external business that may provide materials or services to the Association.

- Being offered services or materials as a result of employment or position with the Association.
 - Making use of a position with the agency to solicit services or materials for personal gain.
 - Utilizing association equipment, services or materials for an external business.
 - Pursuing personal gain over the well-being or needs of people supported.
2. At any time, any non-compliance with this policy and procedures about conflict of interest on the part of the board members shall constitute cause for immediate removal from the board.
 3. Board members shall confirm in writing that they have received and read this policy and procedure at the first meeting of the board of directors that they attend following their election.
 4. The board has the right to dismiss any board member should the said board member not attend two consecutive meetings unless there has been reasonable dialogue with the president or board.
 5. There shall not be more than one married couple on the board at any one time to ensure that the board operates freely and with integrity.

Education/Training Policy – External

The Employee and Volunteer Learning & Development program provides MSA employees and volunteers with opportunities to develop and continue advancing their skills, knowledge, and experience. Assistance is provided through the guidelines and policies that comprise the program. The MSA employee and volunteers development program is designed to enhance individual's skill sets to enable MSA to meet its club objectives better today and in the future.

COURSES, SEMINARS, AND CONFERENCES

MSA reimburses the fees for approved related courses, seminars and conferences conducted by external firms and recognized educational institutions when no comparable in-house courses are available. No extra pay will be provided for the time incurred for attending such sessions.

Eligibility

All employees and volunteers are eligible, subject to specific course restrictions.

All courses, seminars and conferences, along with travel-related to courses and seminars (any learning related), require the prior written approval of the Club President and Director of Soccer, who will have decided with the MSA board.

Participant selection is based on business and operational needs and the criteria outlined by the CSA, SSA and any other governing body to which we adhere to.

All training requests must be submitted in writing at least two weeks prior to the President for it to be raised as an agenda item to the board. The request must include details of what is being attended and a cost estimate of travel, accommodations, training, seminar or conference costs.

Registration and Costs

To enroll in an external course, seminar or conference, you must:

- receive authorization from the Club President and Director of Soccer.
- register for the course.
- book accommodations.
- attend and complete the course, seminar or conference.

You will be reimbursed for the registration costs and approved expenses after you have successfully completed the course. All receipts, course outline, and course completion certificate must accompany the expense request for payment on the General Expense Form.

Upon course completion, you are responsible for communicating and sharing learnings with appropriate colleagues and the board.

MSA – Meridian Soccer Association– Education/Training Request

(all receipts must accompany the form)

Name: _____	Position Title: _____
Address: _____	Home Number: _____
City: _____	Cell Number: _____
Postal Code: _____	Email: _____

Course Title: _____				
Course Start Date:(yy/mm/dd) _____	Course End Date:(yy/mm/dd) _____			
Offered by: _____	Location: _____			
Course	Training Program	Seminar	Conference <input type="checkbox"/>	Other
Reason for Attending: <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How does this help MSA and its Programming:				

Is Training Required for Certification? Yes <input type="checkbox"/> No <input type="checkbox"/>				
Is this recommended by CSA or SSA? Yes <input type="checkbox"/> No <input type="checkbox"/>				

Estimated Costs:	Course Fees \$ _____	Books \$ _____	Hotel \$ _____
Meals \$ _____	Travel \$ _____	Other \$ _____	Total Estimated Costs \$ _____

Attendee Signature _____	Date (yy/mm/dd) _____	Director of Soccer Approval _____	Date (yy/mm/dd) _____
President Approval _____	Date (yy/mm/dd) _____		

Refund Policy

Once the last day to register for the season has passed (excluding late registration timelines), please note that all fees are non-refundable and non-transferable. By completing your registration, you are making a firm commitment to participate in the activities associated with the season.

The process of evaluations and team setting incurs significant volunteering efforts and substantial operating costs. In extenuating circumstances where withdrawal from a program is necessary, the following course of action will apply:

- Refund requests can be submitted to the Registrar by email @ registrar@meridiansoccer.ca or by mail to
 - MSA Box 2486 Lloydminster, SK S9V 1W5
- Refund requests will be submitted to the Board for final decision.
- A 25% non-refundable administration fee will be assessed on all registrations, regardless of cancellation date.
- Medical Refund: A prorated refund, including any late fee, will be issued if a player is unable to participate for medical reasons. To qualify for a medical refund, a note from a physician stating that the player should not participate in soccer must be submitted with the refund request.
- Please allow 30 days to process the refund once approved.

Weather Policy

Cancellation of soccer due to weather will be posted on the website and/or social media by 4:00 pm. Due to the short outdoor season, NO soccer will be rescheduled due to the weather.

After 4:00 pm, soccer cancellation is at the coach's discretion. Meridian Soccer Association follows the [Canadian Soccer Association Lightning Safety / Severe Weather Policy](#).

CITY OF LLOYDMINSTER INCLEMENT WEATHER POLICY:

Inclement Weather Guidelines

The decision to make a short-term closure of a field and cancellation of permitted play is made when the fields are considered unsafe, and there is potential for long-term damage that could affect other permitted long-term use. The City of Lloydminster makes its best effort to inform user groups by 4:00 pm of a City cancellation.

General Expense Policy

In accordance with our guidelines, significant purchases such as laptops, computers, printers, pizza parties, functions, and similar items must undergo a formal approval process.

Before any purchase occurs, these purchases must be submitted to the MSA President and subsequently reviewed and approved by the MSA Board. This procedure ensures responsible financial management and promotes transparency in our organization's decision-making process.

In adherence to our general expense policy, all purchase requests must be submitted in writing to the president with a minimum of two weeks' notice before the intended purchase date. The request must provide comprehensive details, including the item(s) to be purchased, their respective costs, and a clear rationale for the purchase. The President will raise the request as an agenda item to the board.

Upon receiving approval for the purchase, individuals responsible for the expenditure must complete a general expense form. This form, accompanied by all relevant receipts, should be promptly submitted to the treasurer at treasurer@meridiansoccer.ca. This process ensures accurate record-keeping and facilitates efficient financial tracking within the organization.

The following outlines specific requirements for various expenses, including gas, meals, and hotels. Adhering to these guidelines will help maintain accurate records and streamline the reimbursement process for everyone involved. Please carefully review the following expense reimbursement guidelines.

Gas Expenses: (Receipt required)

- Gas tanks must be filled before departing from Lloydminster and filled again upon returning within the same day.

Meal Expenses:

- For weekend trips spanning Friday to Sunday, the maximum meal reimbursement is \$100.

Hotel Expenses: (Receipt required)

- The maximum allowable hotel expense is \$160 per night, including taxes and fees.

Receipts Requirement: All expenses, except meals, must be supported by valid receipts. Reimbursement requests must have proper receipts to be processed.

By adhering to these guidelines and promptly submitting all required documents, we can ensure a seamless and efficient reimbursement process while maintaining fiscal responsibility within the organization. If you have any questions or require further clarification, please do not hesitate to contact the president or treasurer.

MSA – Meridian Soccer Association – General Expense Form

(all receipts must accompany the form)

Name:		Coach	Assistant	Board Member	DOS	Staff
Mailing Address:						
Email:		Phone:				
Date of Expense:		Expense Type:				
Supporting Documentation Included: (list)						

Please see the policy for maximum amounts and requirements.

EXPENSES	Date	Amount	Details
ie. Meals, hotel, gas	Jan. 1, 2018	\$100.00	SSA Annual General Meeting
	TOTAL	\$255.01	

**** Hand in your completed form with RECEIPTS to Deanna, treasurer@meridiansoccer.ca ****

Signature Date

Gas: Receipt required. Must be filled up before leaving Lloydminster and filled up upon returning within the same day.

Meals: \$100 for weekend Fri-Sun.

Hotels: Maximum \$160/night incl. taxes and fees

No expenses with the exception of meals will be reimbursed without receipt.

For MSA use only:	
Approved by: _____	Signature: _____
Cheque#/Transfer#: _____	Amount: _____
Date: _____	

Meridian Soccer Anti-Bullying/Anti-Discrimination Policy

Purpose:

Meridian Soccer is committed to providing a safe and inclusive environment for all participants, including players, coaches, officials, and spectators. This Anti-Bullying/Anti-Discrimination Policy is designed to foster a culture of respect, fairness, and equality within the Meridian Soccer community.

Policy Statement:

Definition:

Bullying: Bullying is any unwanted, aggressive behaviour involving a real or perceived power imbalance. This behaviour is repeated or has the potential to be repeated over time.

Discrimination: Discrimination refers to the unfair or prejudicial treatment of individuals or groups based on characteristics such as race, colour, national origin, gender, sexual orientation, disability, or any other protected status.

Scope:

This policy applies to all individuals associated with Meridian Soccer, including but not limited to players, coaches, parents, spectators, volunteers, and officials.

Commitment:

Meridian Soccer is committed to creating an environment free from bullying and discrimination. We will not tolerate any form of harassment, intimidation, or unfair treatment.

Responsibilities:

Players: Players are expected to treat teammates, opponents, coaches, officials, and spectators with respect and kindness. Any form of bullying or discriminatory behaviour will not be tolerated.

Coaches: Coaches are crucial in setting the tone for respectful behaviour. They are responsible for promoting a positive and inclusive atmosphere, addressing incidents promptly, and educating players about the importance of treating everyone with dignity.

Parents/Spectators: Parents and spectators are expected to support their children and the teams positively. Bullying or discriminatory behaviour from parents or spectators will not be tolerated.

Officials: Officials have the right to be treated with respect. Any form of bullying or discrimination directed towards officials will not be tolerated.

Reporting Procedures:

Any individual who witnesses or experiences bullying or discrimination is encouraged to report the incident promptly to a coach, team manager, or another trusted adult. The report can be made anonymously if preferred. All reports will be treated with confidentiality to the extent permitted by law.

Investigation and Action:

Meridian Soccer will promptly and thoroughly investigate all reports of bullying or discrimination. Disciplinary actions, including warnings, suspension, or expulsion, may be taken based on the severity and recurrence of the behaviour.

Education and Training:

Meridian Soccer will provide education and training programs for players, coaches, parents, and volunteers to achieve this goal. These initiatives aim to enhance awareness about bullying and discrimination, fostering an environment where individuals are equipped with the necessary tools to prevent and address such behaviours.

Meridian Soccer mandates that all coaches complete the Respect In Sport training and Making Ethical Decisions to reinforce our commitment to respectful conduct. This ensures that our coaching staff is well-prepared to uphold the values of sportsmanship and ethical behaviour.

In addition to internal resources, Meridian Soccer collaborates with the City's Family and Community Support Services (FCSS). FCSS actively engages with local programs to connect individuals with resources, providing valuable support and training to our community. Importantly, all these services are free, addressing various social issues that may impact our community members.

By combining these educational efforts and partnerships, Meridian Soccer strives to create an environment where everyone feels supported and valued, promoting a culture of inclusivity and respect both on and off the field.

Review and Revision:

This policy will be reviewed regularly to ensure its effectiveness. Feedback from the Meridian Soccer community will be considered in the revision process.

Contact Information:

To report incidents or seek assistance, please contact the President at registrar@meridiansoccer.ca or Treasurer at treasure@meridiansoccer.ca.

By adhering to this Anti-Bullying/Anti-Discrimination Policy, Meridian Soccer aims to create a positive and inclusive environment where everyone can enjoy the game of soccer free from fear, harassment, or discrimination.

Appendix 'C'
Guidelines

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RULE OF TWO GUIDELINES

MERIDIAN SOCCER IN COOPERATION WITH CANADA SOCCER

RULE OF TWO GUIDELINES

Purpose

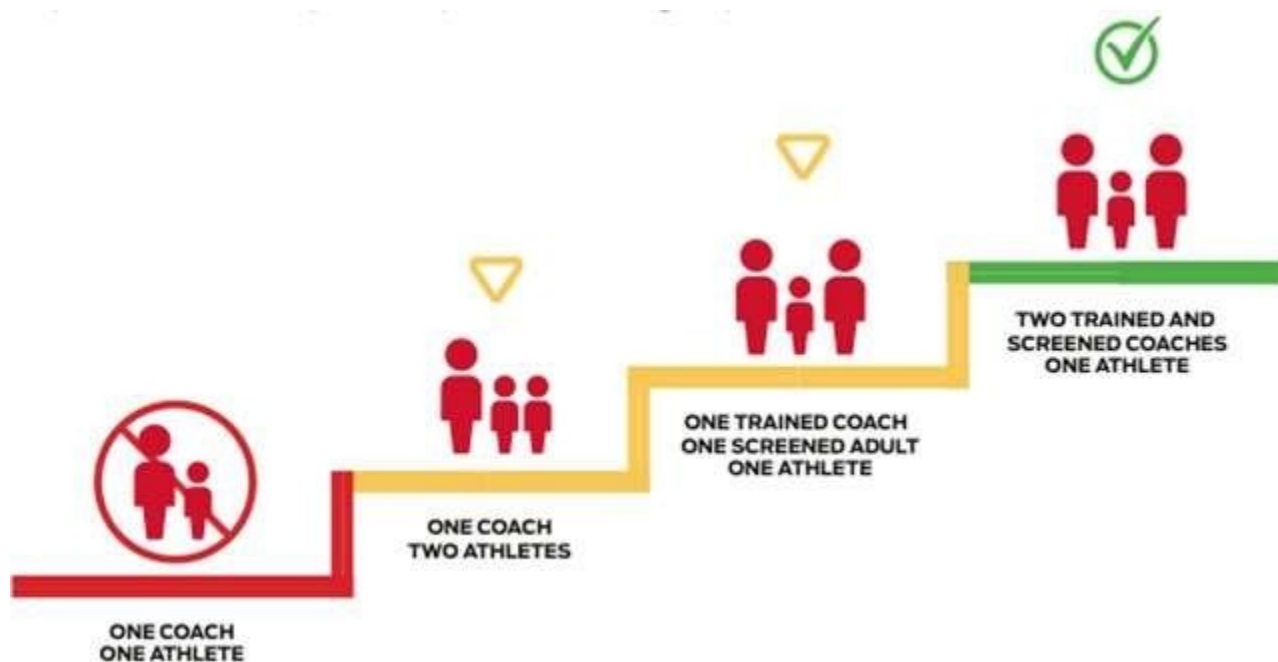
The Coaching Association of Canada and the Canadian Centre for Ethics in Sport support the Canadian sporting community in improving practices that ensure the health, safety and well-being of all participants.

The Responsible Coaching Movement (RCM) is a call to action for sport organizations, parents/guardians, and coaches to enact responsible coaching across Canada – on and off the field. Meridian Soccer Association has pledged to be an active member of the RCM. The three pillars of the RCM are: Background Screening, Ethics Training and the Rule of Two. The Rule of Two helps to ensure that participants and coaches benefit fully from sport participation.

The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring that a coach is never alone with an athlete. There may be exceptions for emergency situations. The Rule of Two states that there will always be two screened and NCCP-trained or certified coaches with an athlete in situations where the athlete is potentially vulnerable. One-on-one interaction between a coach and an athlete, without another individual present, must be avoided in all circumstances except medical emergencies.

Standards

The following standards have been developed for the Rule of Two. Meridian Soccer is striving to uphold the Rule of Two for all settings.



Canada Soccer expects that all organizations will work toward the safest possible environment by having two screened and NCCP-trained or certified coaches always present with an athlete. If NCCP-trained or certified coaches are not available, a screened “Person in Authority” (such as managers, support personnel, chaperones, or director of the club or organization) should be present instead. If a screened Person in Authority or other volunteer is not available, another adult (such as a parent/guardian of another athlete in a youth environment or another athlete in a senior environment), should be asked to temporarily substitute. If another adult is not available, there should always be more than one athlete with the coach (this is the lowest standard and is not recommended).

Good Rule of Two Implementation Practices and Practical Tips

Clubs and teams can consider the following practical tips when working toward implementing the Rule of Two:

- a. Take the [Responsible Coaching Movement Pledge](#).
- b. The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.
- c. Allow training environment to be open to observation.
- d. Inform parents/guardians and players (particularly in a senior environment) that the club or team is aiming to achieve the highest expectation for the Rule of Two; that is, that two screened and NCCP-trained or certified coaches should always be present with an athlete
- e. To hold the club or team accountable, share these guidelines with parents/guardians and players and ask them to help identify situations, and acknowledge instances, when the club or team was not following the Rule of Two
- f. If a participant rides in a coach's vehicle, another adult should be present (see Guidelines-Travel below).
- g. Consider the gender identity of the participant(s) when selecting the screened coaches and volunteers who are present. For teams that only have coaches who do not share the same gender identity of some or all the athletes (i.e., for girls' and womens' teams with male coaches), ask a parent/guardian or other volunteer of the gender identity of the athletes to serve as a regular volunteer or 'bench parent/support' with the team (see Guidelines-Gender Identity below).
- h. Recruit a Team Liaison or other individual to help find parents/guardians or volunteers to assist in situations where two screened and NCCP-trained or certified coaches may potentially not be present.
- i. Ask parents or other individuals who volunteer with the team to participate in the organization's screening process and obtain a criminal record check.
- j. Provide parents/guardians and other volunteers with information about the NCCP so that they can become NCCP-trained or certified coaches (even if they are not actively coaching the team).
- k. Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents/guardians (see Applying the Rule of Two in a Virtual Setting below).
- l. Follow the requirements described in Canada Soccer's Club Licensing Program, which requires all clubs to have:
 - i. A Code of Conduct to Protect Children
 - ii. Guidelines for Appropriate/Inappropriate Conduct between Adults/Adolescents and Children
 - iii. A policy and procedure, provided to parents and Persons in Authority, that outlines what to do if inappropriate conduct is witnessed
- m. Adopt a Discipline Policy that includes the appropriate processes for addressing misconduct and failures to follow these Rule of Two Guidelines

Guidelines

Meridian Soccer will adhere to the guidelines below to ensure we follow the Rule of Two. The guidelines below define a 'Person in Authority' as an NCCP-trained or certified coach, a screened volunteer, or another adult. The organization meets the highest standard for the Rule of Two if the Person in Authority is always a screened and NCCP-trained or certified coach.

Travel

The following guidelines are strongly recommended during travel with athletes:

- a. A Person in Authority may not be alone in a car with an athlete unless the Person in Authority is the athlete's parent/guardian.
- b. A Person in Authority may not share a room or be alone in a hotel room with an athlete unless the Person in Authority is the athlete's parent or guardian.
- c. Room or bed checks during overnight stays must be done by two Persons in Authority.

Locker Room / Changing Area / Meeting Room

The following guidelines are strongly recommended for locker rooms, changing areas, and meeting rooms:

- a. Interactions between a Person in Authority and an individual athlete should not occur in any room where there is a reasonable expectation of privacy, such as the locker room, meeting room, washroom, or changing area. A second Person in Authority should be present for all necessary interactions in any such room.
- b. Locker room or changing area should be supervised by two Persons in Authority of the same gender identity as the players whenever possible.

- c. If a second Person in Authority is not available, the Person in Authority supervising the locker room or changing area should never be alone with an individual athlete.
- d. If Persons in Authority are not present in the locker room or changing area, or if they are not permitted to be present, they should still be available outside the locker room or changing area and be able to enter the room or area if required; however, this would not be deemed to be a best practice.

Training / Competition Environment

The following guidelines are strongly recommended for the training and competition environment (including before, during, and after practices and games):

- a. A Person in Authority should never be alone with an athlete prior to or following a game or practice unless the Person in Authority is the athlete's parent or guardian.
 - a. If the athlete is the first athlete to arrive, the athlete's parent/guardian should remain until another athlete or Person in Authority arrives.
 - b. If an athlete would potentially be alone with a Person in Authority following a game or practice, the Person in Authority should ask another Person in Authority (or a parent/guardian of another athlete or another athlete in a senior environment) to stay until all the athletes have been picked up. If an adult is not available, then another athlete should be present in order to avoid the Person in Authority being alone with a single athlete.
- b. Persons in Authority giving instructions, demonstrating skills, or facilitating drills or lessons to an individual athlete should always be doing so within earshot and eyesight of another Person in Authority.

Gender Identity

A Person in Authority who is interacting with athletes should be of the same gender identity as the athletes. The following guidelines are strongly recommended:

- a. For teams consisting of athletes of just one gender identity, a Person in Authority of the same gender identity should be available to participate or attend every interaction.
- b. For teams consisting of athletes of more than one gender identity (e.g., co-ed teams), a Person in Authority of each gender identity should be available to participate or attend every interaction.

Rule of Two



The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. When following the Rule of Two, two responsible adults (a coach, parent, or screened volunteer) are present with a participant. There may be exceptions in emergency situations. Check with your sport organization as to how the Rule of Two is enforced.

The Rule of Two is a leading practice to ensure a safe sport environment for all.

INTERACTIONS



- Two trained and screened coaches
- One participant



- One trained coach
- One screened adult
- One participant



- One coach
- Two participants



- One coach
- One participant

How the Rule of Two works



Work as a team. A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants.



Remain open to the public. Have a training environment that ensures all situations are open, observable and justifiable.



Plan transportation. Have two adults present when traveling with a participant(s), and refer to your club travel policy.



Be sensible. Be considerate of the gender of the participant(s) when selecting coaches or volunteers.



Transparent communication. Ensure that all communications are sent to a group and/or include parents/guardians, without one-to-one messaging.

The Rule of Two in virtual settings

In addition to the recommended guidelines, virtual training sessions also entail the following:



Parental awareness. Obtain consent for virtual sessions, plus inform parents of activities that will occur.



Record each session and they should be in a professional setting (not a bedroom).



Weekly debriefing. Encourage regular check-ins with parents, coaches, and participants about the virtual training.

Whether you are a coach, participant, parent, or volunteer, we are all on the same team to make sport safe and fun for everyone.



Keep Sport Safe, Smart and Secure

For more information, visit
coach.ca/RCM

GUIDE TO ACCESSIBILITY

Introduction

Meridian Soccer believes that a quality soccer environment embraces diversity, supports accessibility, and demonstrates inclusion. Since participants' first sport experiences usually happen at the community level, we must ensure that these experiences are positive, enjoyable, developmentally appropriate, and safe. In addition, access to sport should be as barrier-free as possible through programs, services, and support that meet individual needs and interests.

Accessible, Inclusive, and Welcoming Environments

Meridian Soccer is a welcoming environment that ensures everyone involved in, or participating in, soccer is made to feel actively encouraged, included, and valued. It involves actively seeking to understand and remove barriers to full and meaningful participation and bridges the gap for people who may have previously felt excluded. These changes help to ensure that soccer is seen as more appealing to potential participants.

Financial Barriers to Participation

KidSport

KidSport is a national not-for-profit organization that provides financial assistance for registration fees and equipment to kids aged 18 and under. Through a confidential application process, they provide grants so kids can play a season of sport. Nationally, KidSport is comprised of a network of 11 provincial/territorial KidSport chapters and 166 community KidSport chapters. Since its creation in 1993, over 750,000 kids across the country have been given the chance to play sport through KidSport grants and sport introduction programming.

For more information on KidSport visit www.kidsportcanada.ca

JumpStart

Founded in 2005, Jumpstart Charities helps kids overcome financial and accessibility barriers to sport and recreation to provide inclusive play for kids of all abilities. Jumpstart is more than just about getting kids active. It's about giving kids from families in financial need the same chance to participate as their neighbours, their classmates, and their friends. Whether it's the chance to try a new sport or to continue with a favourite one, no kid should be left out.

For more information on JumpStart visit <https://jumpstart.canadiantire.ca>

Meridian Soccer

We want to work with every family to ensure that they have the ability to participate in sport. If you have a financial barrier and need assistance with options, please email treasurer@meridiansoccer.ca or registrar@meridiansoccer.ca

**CANADA SOCCER
GUIDE TO ACCESSIBILITY & INCLUSION**



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SECTION I: Introduction

Canada Soccer believes that a quality soccer environment embraces diversity, supports accessibility, and demonstrates inclusion. Since participants' first sport experiences usually happen at the community level, we must ensure that these experiences are positive, enjoyable, developmentally-appropriate, and safe. In addition, access to sport should be as barrier-free as possible through programs, services, and support that meet individual needs and interests.

"A safe, welcoming and inclusive sport system is one where those in every role in sport (athletes, coaches, officials, volunteers, board members and administrators), feel that: they belong and are valued; their voices are heard; they have a right to choice and consent; they face no inequitable barriers to leadership roles, and they are encouraged and supported to take these on if they so choose, and there are people like them among every role in the sporting system" (Canadian Paralympic Committee, 2019).

The Canada Soccer Guide to Accessibility and Inclusion (the Guide), as an element of the Canada Soccer Club Licensing Program, presents information, resources, and guidance to support the development of accessible, inclusive, and welcoming soccer environments. "Becoming a diverse and inclusive organization is an ongoing process and is about developing the capacity to become more diverse and inclusive, which will help to ensure that issues of inclusivity are considered on a regular basis. Developing capacity includes learning to recognize the barriers that other people face, learning to act accountably when we have inadvertently made a space less safe or inclusive and learning to recognize our unconscious biases" (Canadian Paralympic Committee, 2019)

Community Engagement

Through the Club Licensing Program, organizations are encouraged to develop a Community Engagement Strategy as a part of their Strategic and Operational Plans. Many organizations are already aligning to the Club Licensing principle of fostering accessible, inclusive, and welcoming environments and demonstrating these behaviours in their programs, services, and interactions. Others have begun this journey through the development of programs and services targeting accessibility and inclusion.

Soccer organizations should be seen in their communities as more than providers of soccer programming. Organizations should be active contributors to the betterment of their community through both the provision of soccer programming and beyond. This includes active development of accessible, inclusive, and welcoming environments that reduce barriers to participation and reflect the diversity of the community in which the organization operates.

Using the Guide

The Guide is divided into sections to cover several elements related to accessibility and inclusion. It focuses on starting points that can help organizations to become more diverse and inclusive and provides links to numerous supporting resources that will allow organizations to dig deeper in the areas that are most relevant to their unique context. The Guide is supported by and coordinated with other guides relating to Governance, Management and Operations, and Safety.

Finally, note that this Guide is not an instruction manual or policy document. It is a genuine guide, aimed at helping organizations be the best they can be, providing positive experiences for their players, coaches, match officials, and volunteers. Whether an organization is striving to reach a higher category of Club Licensing classification or not, Canada Soccer encourages all members to follow the principles, directions, and standards laid out purely for their own benefit, and at their discretion.



Thank you for taking the time to read this Guide and for your commitment and contributions to soccer in Canada. We hope it helps your efforts to build great soccer organizations around the country!

Accessible, Inclusive, and Welcoming Environments

Understanding accessibility and inclusion can be challenging. Accessibility is an outcome (Can I/my child play soccer? Does your organization have a program for me/my child?), whereas inclusion is a process or a behaviour and is therefore ongoing (What environments is my organization creating to ensure everyone feels like they are welcome and belong? How are we doing this?). To begin to support the development of accessible, inclusive, and welcoming environments, the following definitions have been adapted from the Canadian Paralympic Committee's Creating a Safe, Welcoming and Inclusive Sport Environment in Canadian Sport Resource Document, the Canadian Centre for Ethics in Sport's Creating Inclusive Environments for Trans Participants in Canadian Sport Policy and Practice Template for Sport Organizations, and other sources as cited.

Welcoming – A welcoming environment has a culture that ensures everyone involved in, or participating in, soccer is made to feel actively encouraged, included, and valued. It involves actively seeking to understand and remove barriers to full and meaningful participation and bridges the gap for people who may have previously felt excluded. These changes help to ensure that soccer is seen as more appealing to potential participants.

Inclusive – An inclusive environment is one where people have both the feeling and reality of belonging, where they can participate in ways that are meaningful to them, and where the activity contributes to them reaching their full potential. It involves understanding, accepting, and respecting diversity and actively involving people from the diverse groups represented within the community. Relevant and appropriate policies and services are developed and implemented, and there is an organizational commitment to eliminating barriers.

Equity – Equity is providing people with what they need to succeed. An equitable organization allocates resources, programs and decision-making in ways that result in similar opportunities and benefits to all participants. An equity lens recognizes that decisions need to account for unequal barriers to sport and leadership to ensure that everyone has access to the full range of opportunities to achieve the social, psychological, and physical benefits that come from participating in and leading sport and physical activity. Creating equity sometimes requires treating some people differently to 'level the playing field' (e.g., assisting individuals who face additional barriers to obtain equipment, training education, or other programs and services).

Diversity – Diversity refers to the broad spectrum of demographic characteristics of members of Canadian society, including, but not limited to, sex, gender identity, race, ethnicity, sexual orientation, class, economic means, ability, age, religion, and education. Welcoming diversity not only acknowledges and respects differences but also recognizes the worth of every individual and their value to their communities and society at large.

Intersectionality – Intersectionality refers to the various forms (Social stratification) of how we describe ourselves such as age, economic status, race, sexual orientation, religion, ability, and gender for example, do not exist separately from each other but are interwoven and linked together.

Sex – The classification of people as male, female, or intersex. Sex is usually assigned at birth and is based on an assessment of a person's reproductive system, hormones, chromosomes, and other physical characteristics, most notably by external genitalia.



Gender – Socially constructed roles and identities. Fluid and non-binary.

Gender identity – A person's innermost sense of their own gender. This can include man, woman, both, neither or something else entirely. Gender also refers to a variety of social and behavioural characteristics (e.g., appearance, mannerisms). There are lots of words people may use to talk about their gender identity and expression.

Gender Expression – The way an individual communicates their gender identity to others. This is done through behaviour, body language, voice, emphasis or de-emphasis of bodily characteristics, choice of clothing, hairstyle, and wearing make-up and/or accessories. The traits and behaviours associated with masculinity and femininity are culturally specific and change over time.

Gender binary – A social system whereby people are thought to have either one of two genders: man or woman. These genders are expected to correspond to sex assigned at birth: male or female. In the gender binary system, there is no room for diversity outside of man or woman, for living between genders or for crossing the binary. The gender binary system is rigid and restrictive for many people who feel that their natal sex (sex they were labelled with at birth) does not match up with their gender or that their gender is fluid and not fixed.

Cisgender – A term to describe a person whose gender identity corresponds with their birth- assigned sex (e.g., someone whose gender identity is man and was assigned male at birth).

LGBTQI2S – An umbrella acronym for lesbian, gay, bisexual, trans, queer, intersex, and two-spirit. Other acronyms commonly used are LGBTQ+ and LGBTQ2.

Trans – An umbrella term that describes people with diverse gender identities and gender expressions that do not conform to stereotypical ideas about what it means to be a girl/woman or boy/man in society. It includes but is not limited to people who identify as transgender, transsexual, cross dressers (adjective) or gender non-conforming (gender diverse or genderqueer).

Two-spirit – An English umbrella term used by some indigenous people rather than, or in addition to, identifying as LGBTQ. This term affirms the interrelatedness of all aspects of identity - including gender, sexuality, community, culture, and spirituality.

Sexual orientation – Sexual orientation describes human sexuality, from gay and lesbian to bisexual and heterosexual orientations. A person's gender identity is fundamentally different from and not related to their sexual orientation. Because a person identifies as trans does not predict or reveal anything about their sexual orientation. A trans person may identify as gay, lesbian, queer, straight, or bisexual.

Racialization/racialized person – The process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.

Unconscious bias – Unconscious bias refers to social stereotypes about certain groups of people from outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from a tendency to organize social worlds by categorizing.

Allyship – When a person of privilege seeks to support a marginalized group or individual.



SECTION II: Engaging Underrepresented Groups and Reducing Barriers to Participation

Sport and Belonging

“Sport has a unique power to attract, mobilize and inspire. By its very nature, sport is about participation. It is about inclusion and citizenship.”

~ The United Nations on Sport for Development and Peace

What is belonging? Simply put, belonging is being part of a collective we. It is about how much we believe we fit in a group or place – and how much that place or group welcomes or includes us. It is the result of connecting with others in rich relationships and engaging in our communities to make them better. Belonging is fundamental to our sense of happiness and well-being (Community Foundations of Canada, 2017).

Vital Signs is a national program led by community foundations and coordinated by Community Foundations of Canada. It leverages community knowledge to measure the vitality of our communities and support action towards improving our quality of life. In 2017, Vital Signs explored the importance of sport and belonging, excerpts of which are included below. The full report is available [here](#).

A [2015 Vital Signs report explores the importance of belonging](#). From healthier and more meaningful lives; safer, more resilient, and more inclusive communities; flourishing culture and identity and greater community participation; a greater sense of belonging has an extraordinary capacity to transform our lives and our communities (Community Foundations of Canada, 2015). Yet research found that 38% of Canadians do not feel like they have a stake in their local community (Community Foundations of Canada, 2017). How can we strengthen belonging to each other and our communities? One of those ways is through sport. In partnership with the [True Sport Foundation](#), the [Vital Signs Report on Sport and Belonging](#) takes a closer look at how sport can strengthen belonging to each other and to our communities when grounded in fairness, excellence, inclusion and fun.

Sport is woven into the very fabric of every community in Canada. While we experience the benefits of sport directly as individuals, it can also play a major role in strengthening communities by bringing people together, building social capital, and fostering greater inclusion of excluded groups (Community Foundations of Canada, 2015). Sport at its best:

- Unites individuals, families, neighbourhoods and communities together as players, volunteers, spectators, and advocates
- Connects people across geographic, economic, ethno-cultural and other boundaries
- Provides positive role models – from coaches to elite athletes
- Teaches sports, leadership and life skills that improve self-esteem and interpersonal skills
- Connects vulnerable people and groups with supportive networks, information, and services
- Encourages active citizenship for people of all ages, fosters trust, reciprocity, and a sense of security and belonging among community members



Diversity and Inclusion

[Adopted from Canadian Paralympic Committee]

One of the major challenges in supporting diverse and inclusive environments is understanding where to start. To assist, the Canadian Paralympic Committee have designed a [resource page](#) and self-assessment tool to allow organizations to identify where to start. The resource page provides guidance on creating safe, welcoming, and inclusive sport environments, including a framework to support Attitude (Education and Awareness), Governance & Policy, Programs/Services, Communication/Portrayal, and Accountability, which includes tangible “Fundamentals for Success”.

The [Assessment Tool](#) is designed to help you frame and contextualize equitable inclusion in your sport organization, identify potential gaps and highlight areas upon which to focus attention as you work to create a more equitable, quality sport experience for all (Canadian Paralympic Committee, 2019).

Online Training – Diversity and Inclusion Training for Volunteers

[Adopted from Sport for Life Society]

Volunteers are the public face of community events, not-for-profit organizations, and the corporate sponsors that support those events and organizations. It is important for diverse groups to be represented in volunteer workforces, and for members of diverse groups to be always treated respectfully by volunteers.

Diversity and Inclusion Training for Volunteers is an online training course that educates volunteers about diversity and inclusion, examines both acceptable and unacceptable attitudes and behaviours, and identifies appropriate ways to respond in situations involving disrespectful behaviours.

Upon completion of the course, participants will be able to:

- Recognize the benefits of diversity and the importance of treating others with dignity and respect
- Understand the concept of culture and identify practical strategies to improve communication between people from different cultural backgrounds
- Identify acceptable and unacceptable attitudes and behaviours
- Explain the terms discrimination, harassment, and bullying, and describe practical strategies to address such behaviours
- Know how to respond to situations involving disrespectful behaviours, whether as the victim, the accused, or a bystander
- To take this training visit - <https://sportforlife-sportpourelavie.ca/catalog.php>.

Athletes with a Disability

Approximately 22% of Canadians have a sensory, intellectual, or physical disability (Statistics Canada, 2017), and some have more than one disability. These Canadians frequently face challenges in pursuing sport and physical activity, stemming largely from lack of access to suitable programming, facilities, coaching, and support in general.

In several countries, organizations have already created an array of adapted game formats and competitions to ensure all abilities are able to play soccer. Following their example, soccer can play a significant role in providing opportunities for persons with disabilities in Canada.



Wellness to World Cup: LTPD for Players with Disabilities provides an overview of soccer for athletes with a disability and presents a long-term development pathway for Canadians stretching from grassroots community soccer to international competition. At the grassroots level, the LTPD pathway is intended to help provincial, regional, and local soccer organizations to increase overall access and participation while providing player development for persons with a variety of abilities. At the high-performance stages, LTPD is specifically intended to support systematic player development for Paralympic 7-a-side soccer in Canada so that our players can consistently perform at the highest levels of international competition.

In addition to **Wellness to World Cup: LTPD for Players with Disabilities**, please find below several other resources in support of engaging Athletes with a Disability in soccer.

eLearning – Coaching Athletes with a Disability

(Adopted from Coaching Association of Canada (CAC))

[Coaching Athletes with a Disability](#) is a National Coaching Certification Program (NCCP) eLearning module that provides coaches with the knowledge to deliver quality, positive, sport experiences for athletes, specifically with behavioural, intellectual, physical, and sensory disabilities. You should expect to spend 45-60 minutes completing the module.

Coaching Athletes with a Disability NCCP training will give coaches the ability to:

- Explain the benefits of sport participation for persons with a disability;
- Communicate effectively and respectfully with, and regards to, persons with a disability;
- Design positive, safe, and inclusive sport experiences for persons with a disability; and
- Consider next steps in their professional development related to coaching persons with a disability.

eLearning – Coaching Kids of All Abilities

(Adopted from JumpStart)

Help make every kid's first experience with sports a positive one! [Coaching Kids of All Abilities](#) is an online resource that helps coaches and youth activity leaders create inclusive sporting environments for kids of all abilities. Developed by JumpStart, in conjunction with Sport for Life Society, Active Living Alliance for Canadians with Disabilities, Canucks Autism Network, Défi sportif AlterGo, and the Coaching Association of Canada, this eLearning workshop includes two modules: Welcoming All Abilities and Supporting Positive Behaviours.

To take this training visit - <https://coachingallabilities.com/jumpstart/start.jsp>

Workshop – Physical Literacy 501: Inclusive Physical Literacy

(Adopted from Sport for Life Society)

Physical Literacy 501 will help participants to understand the importance of physical literacy development for participants with disabilities. This workshop will take participants through what universally accessible programs are and how to plan and create them. It will also help participants learn about adaptations to fundamental involvement experience.



To take this training visit - <https://sportforlife-sportpourelavie.ca/catalog.php>.

Everyone Plays: A Guide to First Involvement and Quality Participation

(Adopted from Ontario Soccer)

Despite the clear benefits of participating in sport and recreation, children with disabilities are too often not in the game at all. Consequently, they miss out on key childhood experiences, opportunities to learn fundamental skills, and vital physical health benefits that last far into the future. All of this means that kids with disabilities do not have the same opportunities as their peers – a gap which only continues to grow as they develop into adults.

In support of providing access and opportunities for all and overcoming barriers to ensure everyone has an opportunity to play soccer, Ontario Soccer has developed [Everyone Plays – A Guide to First Involvement and Quality Participation](#). The guide provides soccer clubs across Ontario with information to help ensure soccer is accessible, inclusive, and a great experience for everyone.

Achieving Accessibility

(Adopted from Ontario Soccer)

The philosophy of accessible soccer is to provide the beautiful game for all participants. Ontario Soccer believes that the intention of any accessible and inclusive soccer program should focus on providing an opportunity for players in their own community to discover soccer, develop skills, and build friendships as part of a team. The [Achieving Accessibility Guide](#) will assist soccer organizations in generating awareness about Accessible Soccer as well as assist all soccer organizations to meet the Accessibility for Ontarians with Disabilities Act (AODA) requirements.

Indigenous Peoples

In the [Truth and Reconciliation Report \(2015\)](#), sport and recreation are identified as tools for social development to improve the health and wellbeing of individuals and communities (refer to Section 4.1 for additional information on the Truth and Reconciliation Report). Unfortunately, Indigenous peoples across Canada will have had different experiences with systemic and overt forms of discrimination, including (but not limited to) racism. For many Indigenous peoples, the primary purpose of sport is to build self-esteem among youth. Sport and activity give youth a sense of purpose and direction, and, in some cases, help them to engage in more appropriate activity during their free time while they find their way in the world (Aboriginal Sport Circle and Sport for Life Society, 2019).

Canada Soccer is committed to supporting increased sport participation in Indigenous communities and more Indigenous athletes to pursue sport excellence. To create the best experience in Indigenous sport and recreation, we need to recognize that many parts of Canada's mainstream sport pathway do not reflect the needs and cultural priorities of Indigenous peoples and work together to develop opportunities and pathways that try to respond to their real needs and goals (Aboriginal Sport Circle and Sport for Life Society, 2019).

The following are training, resources, and information that can inform individuals and organizations to enhance the opportunity for soccer as a contributor to the reconciliation movement in Canada.



Online Training – Canadian Indigenous Culture Training - Truth and Reconciliation Edition

(Adopted from Sport for Life Society)

This course educates participants about the history, traditions, values, and beliefs of Canada's Indigenous Peoples. In accordance with the Truth & Reconciliation Commission of Canada's Calls to Action (2015), the course includes information about:

- The history and legacy of residential schools;
- The [United Nations Declaration on the Rights of Indigenous Peoples](#);
- Treaties and Indigenous rights;
- Indigenous law; and,
- Indigenous-Crown relations.

Cultural awareness training is an integral component in creating environments where cultural diversity is supported, and where people from diverse cultural backgrounds communicate with each other respectfully. Ultimately, the goal of this course is to help non-Indigenous Canadians work with Indigenous Canadians in respectful ways.

To take this training visit - <https://sportforlife-sportpourelavie.ca/catalog.php>

Workshop – Aboriginal Coaching Modules

(Adopted from Coaching Association of Canada (CAC))

The professional development of Aboriginal coaches through NCCP certification has been identified by the Aboriginal Sport Circle (ASC) as a national priority. To educate and promote the value of the NCCP and to establish meaningful participation of Aboriginal peoples in this national program, the ASC embarked on a multi-year process to develop supplemental training material for Aboriginal coaches taking NCCP workshops. The result of this process is the [Aboriginal Coaching Modules \(ACM\)](#), which responds to the need for a national training curriculum with content that reflects the uniqueness of Aboriginal cultures, values, and lifestyles.

The ACM are a professional development training tool for all coaches who work with Aboriginal athletes, as they become certified through the NCCP. The material in the ACM has been developed to meet the following learning objectives:

- Understanding the role of sport in Aboriginal communities;
- Understanding and positively influencing the community in which you coach;
- Coaching the whole person;
- Coaching beyond the physical to include the mental (intellectual and emotional), spiritual, and cultural;
- Responding to racism in sport;
- Establishing a code of behaviour for your team that respects differences and addresses racism; and,
- Helping those you coach to make healthy lifestyle choices.



Indigenous Sport for Life – Long-Term Participant Pathway

(Adopted from Aboriginal Sport Circle and Sport for Life Society)

The **Indigenous Long-Term Participant Development Pathway** resource and **Supporting Indigenous Participation** workshop is designed to help sport and physical activity leaders and organizations across Canada enhance their understanding of how to support Indigenous participants and athletes in their programming. The purpose of these resources is to increase the percentage of Indigenous children who become physically literate, define a pathway for Indigenous athletes into high performance sport, and to increase the number of Indigenous peoples who are active for life.

The **Indigenous Long-Term Participant Development Pathway** presents a roadmap for developing sport and physical activity among First Nations, Inuit, and Métis peoples. This document is a reference for those who work with Indigenous participants in sport and recreation. The Indigenous Long-Term Participant Development Pathway has grown out of the understanding that mainstream pathways for sport development do not necessarily align with Indigenous needs or experiences. As such, the Indigenous Long-Term Participant Development Pathway tries to address that gap by outlining the key elements that need to be considered when planning, developing, and implementing programs for and with Indigenous peoples and Indigenous communities.

Resources:

- [Indigenous Long-Term Participant Pathway 1.2](#)
- [Indigenous Long-Term Participant Pathway – Sport Organization Guide: Engaging Indigenous Participants A Guide to Action \(Guide 1 of 2\)](#)
- Indigenous Long-Term Participant Pathway – Competition Guide: Engaging Indigenous Participants A Guide to Action (Guide 2 of 2) – please contact Sport for Life Society (<https://sportforlife.ca>) to access this resource

Training:

The [Supporting Indigenous Participation](#) workshop is designed to help sport and physical activity leaders and organizations across Canada enhance their understanding about how to support Indigenous participants and athletes in their programming. The workshop spends time developing an appreciation of Indigenous culture and describes how that culture plays out in terms of engagement and sustained participation through the sport system. It outlines the key elements that need to be considered when planning, developing, and implementing programs for and with Indigenous peoples and communities, including a focus on supporting the physical, mental, spiritual, and cultural needs of the individual to maximize their experience in sport and physical activity. The workshop will focus on how to adjust the competition pathway and some of the policies within the system to ensure a clearer pathway for Indigenous participants and athletes.

Upon completion of the workshop, participants will have:

- Increased cultural awareness and understanding about our shared history as Indigenous and non-Indigenous peoples in Canada, through participation in the KAIROS Blanket Exercise;
- Increased understanding of the Indigenous and mainstream systems in Canada;
- Ideas to support participants' physical, mental (intellectual and emotional), spiritual, and cultural needs;



- Tools and an action plan to better support Indigenous participants in programs; and,
- A certificate of workshop completion and 3 National Coaching Certification Program (NCCP) Professional Development (PD) points (if applicable)

Newcomers and New Canadians

Canada is seen as a welcoming, multicultural society and is a bilingual country. There are many organizations across Canada that have successfully reached out to newcomers and found ways to enable their participation in sport and physical activity. Although much has been done by local, provincial/territorial, and national organizations, few have included specific strategies for engagement and inclusion. Significantly more is needed from government, organizations, and our sport and physical activity leaders.

The resources below provide information on the importance of sport as a vehicle for inclusion, integration and belonging, and engagement strategies for newcomers and new Canadians as players, coaches, officials, and volunteers.

Playing Together – New Citizens, Sports & Belonging

(Adopted from Institute for Canadian Citizenship)

Playing Together – New Citizens, Sports & Belonging developed by the Institute for Canadian Citizenship (ICC), explores how new Canadian citizens participate in sports in Canada and the role that sports play in their integration and belonging. It provides recommendations on how Canada can better facilitate new citizens' participation in sports.

New citizens want to join, learn, play, and cheer. While integration may not be one of the primary reasons that they participate in sports in the first place, new citizens said sports helped them learn Canadian culture (Institute for Canadian Citizenship, 2014). Sports are safe places to meet other Canadians who share similar interests. On the field and in the locker room, new citizens learn the social norms of their new home, but there are barriers – largely structural – that keep some from participating at a more organized level. This resource tells the story of sports as an effective means to help new Canadians feel at home.

- [Playing Together – New Citizens, Sports & Belonging \(Full Report\)](#)
- [Playing Together – New Citizens, Sports & Belonging \(Infographic\)](#)
- [Playing Together – New Citizens, Sports & Belonging \(Summary Report\)](#)

Sport for Life for All Newcomers to Canada: Creating Inclusion of Newcomers in Sport and Physical Activity

(Adopted from Sport for Life Society)

Cities across Canada are being transformed by immigration. This trend will undoubtedly impact the Canadian sport and physical activity system. Grassroots and professional organizations need to find ways to appeal to this diverse new audience and it is the responsibility of all sport and physical activity leaders to ensure that the system is accessible to all Canadians. The [Sport for Life for All Newcomers to Canada:](#)



[Creating Inclusion of Newcomers in Sport and Physical Activity](#) resource outlines the barriers that newcomers may face in their participation in sport and physical activity, and provides examples of solutions and opportunities that exist, as well as promising practices of work being done across Canada.

Welcome to Canada: Engaging Newcomers in Sport and Physical Activity

(Adopted from Sport for Life Society)

Newcomers to Canada require an individualized approach to enhance their own level of physical literacy through quality, stage-appropriate experiences. The [Welcome to Canada: Engaging Newcomers in Sport and Physical Activity](#) e-learning course explores the barriers newcomers face to participation and solutions to address those barriers.

To take this training visit - <https://sportforlife-sportpouirlavie.ca/catalog.php>

New Canadians and Sport: A Resource for Grassroots Sport

(Adopted from Ontario Soccer)

Over the course of 2 years (2011-2013), Ontario Soccer led an innovative array of soccer programs in collaboration with local groups and associations in the Ottawa area. The [New Canadians and Sport: A Resource for Grassroots Sport](#) was developed following the completion of this initiative and provides a summary of the programs and services delivered and lessons learned. As a result of the positive connections developed through this initiative, soccer clubs, community groups, and schools we were able to connect:

- New and experienced coaches and referees with clubs in their area, opening up many opportunities to develop their knowledge;
- Children with a professionally qualified coach in their school environment enabling them to experience, possibly for the first time, a properly delivered soccer session; and,
- Families with their local club through Community Day events.

The programs and narrative throughout this guide are designed to benefit sport leaders in creating a truly inclusive environment within clubs, associations, or communities and to inspire New Canadians through the stories of fellow New Canadians' success in Canada through their connection with the local soccer community.

Making Healthy Connections with Racialized Communities: Girls and Youth Women's Experiences with Sport, Physical Activity, and Healthy Living

(Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

According to Sport Canada's 2005 [Sport Participation in Canada](#) report, minority girls and women are the most underrepresented in the Canadian sport and recreation system (Canadian Association for the



Advancement of Women in Sport and Physical Activity, 2012). While Canada is officially a multicultural society in which all cultures are equally valued, policy and practice often fall short of this ideal. In the Ethnic Diversity Survey conducted by Statistics Canada in 2002, 20% of people aged 15 and over who were part of a racialized group felt that they had experienced discrimination or unfair treatment sometimes or often in the five years prior to the survey because of their ethnicity, culture, race, skin colour, language, accent, or religion. The notion of multiculturalism is limiting, and does not examine the power dynamics involved in experiences of race and racism, explore how the processes of racialization and whiteness operate in the realms of sport, physical activity, and healthy living, nor does it reflect the lived experiences of the members of racialized communities.

[Making Healthy Connections with Racialized Communities: Girls and Young Women's Experiences with Sport, Physical Activity, and Healthy Living](#) attempts to give a voice and address some of the issues confronted by racialized girls and young women as they pertain to sport, physical activity, and healthy living.

Additional Resources:

- [Engaging Newcomer Girls & Women: Physical Activity & Sport Handbook](#)

Blog – Newcomer, New Community, New Volunteer

[Adopted from Volunteer Canada]

Volunteering is a great way for newcomers to get to know their community, while learning about Canadian culture, practicing or learning skills, and meeting new people. Just like engaging volunteers from other cultures, there are factors unique to engaging recent immigrants. The blog post [Newcomer, New Community, New Volunteer](#) from Volunteer Canada explores how to make your organization more accessible to potential volunteers as well as strategies to ensure a positive volunteer experience.

Women in Sport

[Adopted from the Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport)]

To create a sport and physical activity system where all women and girls lead healthy lives and have opportunities to contribute in meaningful ways, it is necessary to embrace the importance of treating people equitably, rather than equally (refer to Section 4.2 for additional information on Gender Equity).

The powerful potential of sport and physical activity is undermined by intolerance of sexual and gender diversity, and homophobic and transphobic attitudes. Sexual and gender diversity refers to the full range of human sexual experience and gender identity and includes one's perceived or actual sexual orientation as lesbian, gay, bisexual, transgendered/ transitioned, queer or questioning, or heterosexual (Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport), 2019). Taking steps to reduce intolerance, homophobia, and transphobia is consistent with Canada's efforts to foster safe and welcoming environments in sport and physical activity, and with Canadian values of diversity, acceptance, and fairness.

Actively Engaging Women and Girls: Addressing the Psycho-Social Factors



(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity [Canadian Women & Sport])

[Actively Engaging Women and Girls: Addressing the Psycho-Social Factors](#) is a supplement to the Canadian Sport for Life (CS4L) foundation documents, and compliments other Long-Term Athlete Development (LTAD) resources. It is a foundational resource that takes the LTAD model, passes it through the gender lens, and reveals many of the considerations that influence a girl's or woman's involvement in sport that are often not fully accounted for in the universal LTAD approaches or sport practice, which has been historically male dominated. The purpose of this resource is to increase awareness about the experiences of women and girls and provide recommendations to address the psycho-social factors that influence female athlete development, leadership, and life-long participation in sport and physical activity.

Women and girls, who account for more than 50 percent of the population of Canada, continue to be underrepresented in the sport and physical activity system (Canadian Association for the Advancement of Women in Sport and Physical Activity, 2012). Awareness about biomechanical and physiological considerations unique to women and girls has increased, providing a foundation to improve training methods and competition programs for athletes; however, large gaps persist in knowledge and practice relating to the psycho-social factors that influence women and girls as participants, athletes, coaches, officials, leaders, or administrators.

As a catalyst for change, CS4L offers an opportunity to address the recognized shortcomings of conventional sport and physical activity programming, and the LTAD framework, to adequately address gender differences. It is time to create optimal conditions and systems that support women and girls to be active at all stages of participation and competition, as coaches, officials, leaders, and in other roles related to sport and physical activity.

Resources:

- [Actively Engaging Women and Girls: Addressing the Psycho-Social Factors](#)
- [Actively Engaging Women and Girls: Recommendations for Community Program Leaders and Coaches](#)
- [Actively Engaging Women and Girls: Recommendations for High Performance Coaches and Leaders](#)
- [Actively Engaging Women and Girls: FUNdamental Stage Considerations](#)
- [Actively Engaging Women and Girls: Learn to Train and Train to Train Stage Considerations](#)
- [Actively Engaging Women and Girls: Train to Compete and Train to Win Stage Considerations](#)
- [Actively Engaging Women and Girls: Active for Life Stage Considerations](#)

Online Training – Keeping Girls in Sport

(Adopted from Respect Group, in partnership with Canadian Tire Jumpstart, the Coaching Association of Canada, and the Canadian Association for the Advancement of Women in Sport and Physical Activity [Canadian Women & Sport])

Keeping Girls in Sport was created to help everyone who coaches girls understand how girls develop physically, mentally, socially, and emotionally. When we understand how and why girls play, we can help every young athlete stay in sport, reach their potential, and remain active long after the competitions end, with a goal of becoming the next generation of inspiring female coaches and role models.

This online training includes the following elements:

- The Evolving Story of Girls in Sport



- Why Girls Aren't Participating in Sport and Activity
- Mechanic, Energetic and Relationship Injuries and Prevention
- How to Create Safe, Strong, Supportive Environments
- Why Girls Quit Sport
- Keeping Girls Healthy
- Key Themes for Keeping Girls in Sport
- Coaching Elements + Keeping Sport Fun and Engaging

Please use the following links to complete this training:

BC Soccer – <http://bcsoccer-kgis.respectgroupinc.com/>

Alberta Soccer – <http://albertasoccer-kgis.respectgroupinc.com/>

Saskatchewan Soccer – <http://sasksoccerkgis.respectgroupinc.com/>

Manitoba Soccer Association – <http://soccermanitoba-kgis.respectgroupinc.com/>

Ontario Soccer – <http://ontariosoccer-kgis.respectgroupinc.com/>

Soccer Québec – <http://soccer-quebec-kgis.respectgroupinc.com/>

Soccer New Brunswick – <http://soccernb-kgis.respectgroupinc.com/>

Soccer Nova Scotia – <https://soccer-nova-scotia-kgis.respectgroupinc.com/>

Prince Edward Island Soccer Association – <http://peisoccer-kgis.respectgroupinc.com/>

Newfoundland and Labrador Soccer Association – <http://nlsa-kgis.respectgroupinc.com/>

Yukon Soccer Association – <http://yukonsoccer-kgis.respectgroupinc.com/>

Northwest Territories Soccer Association – <http://nwtsoccer-kgis.respectgroupinc.com/>

Nunavut Soccer Association – <http://nunavutsoccer-kgis.respectgroupinc.com/>

Women in Coaching and Positions of Leadership

While participation numbers of girls in soccer remain strong, the proportion of female leaders in Canadian sport is low. This small presence in relation to males in comparable roles may impact girl's and women's sport participation. Several studies have addressed the drivers of this gender imbalance in sport leadership, reporting that it is influenced largely by social factors with women facing gender discrimination as they progress in leadership and coaching roles (Drago, Hennighausen, Rogers, Vescio, & Stauffer, Pennsylvania State University). A 2010 study found that men were more than twice as likely as women to coach (6.5% of the male population as compared to only 3.0% of females) and only 25% of registered coaches and officials were female across all sport (Statistics Canada, 2013). For more information on the gender gap, refer to [Women in Sport: Fueling a Lifetime of Participation – A Report on the Status of Female Sport Participation in Canada](#).

For these reasons, women in coaching, officiating, and positions of leadership is a key focus of accessibility and inclusion within Canadian soccer.



Gender Equity Self-Assessment Tool for Sport Clubs and Provincial/Territorial Sport Organizations

(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

The [Gender Equity Self-Assessment Tool for Sport Clubs and Provincial/Territorial Sport Organizations](#) is a practical tool designed to help sport and physical activity organizations assess whether their programs, services, and facilities meet a satisfactory standard of gender equity. Results will help organizations identify areas where they can focus their efforts to strengthen their engagement of women and girls as participants and leaders.

This is a reflection tool that is often useful for generating insight on areas that could be worked on to create more equitable environments and programs for women and girls. It is a great starting point for identifying specific changes or initiatives to prioritize.

Female Coach Mentorship

(Adopted from Coaching Association of Canada (CAC) and Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

The Female Coach Mentorship Model is the outcome of a two-year pilot project aimed at developing a sustainable model of mentorship for female coaches who are interested in enhancing their skill set and optimizing their potential. There has been a mentorship guide developed specifically for each of the mentee, mentor, and sport administrator, which are intended to serve as a resource to enhance the advancement of women in coaching.

Resources:

- [Effective Mentoring Practices for the Sport Administrator](#)
- [Effective Mentoring Practices for the Mentor](#)
- [Effective Mentoring Practices for the Mentee](#)

Women and Leadership

(Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

Research indicates that diverse boards are more innovative, more accountable, and manage risk more effectively and that organizations with the most gender diversity outperform those with the least (Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport), 2019). Gender equity is key to achieving a world class sport system. Working towards gender balance in sport leadership has the potential to help mitigate critical risks sport organizations face today, whether in terms of safe sport, financial sustainability, or effective governance.

Progress is being made by Canada's National Sport Organizations (NSOs) and Multisport Service Organizations (MSOs), yet women continue to be underrepresented in key leadership roles as presented in the [Women in Sport Leadership: 2020 Snapshot](#).

In support of Sport Canada's objective of achieving gender equity in sport at all levels by 2035, Canadian Women & Sport has developed [The Leading Edge: Good Practices for Creating Gender-Equitable Boards](#)



[in Sport](#). This resource provides sport leaders with information and tips to enhance good practices or increase efforts to support gender-equitable boards.

Actively Engaging Women and Girls: The Three R's of Leadership Development for Women in Sport

(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

Engaging more women as leaders is critical if Canada is to be successful as a world-leading sport nation. Other sectors are stepping up when it comes to actively engaging more women in leadership positions, and research clearly demonstrates the benefit in terms of innovation, governance and performance (Canadian Association for the Advancement of Women in Sport and Physical Activity, 2014).

Knowing we need more women in leadership positions in Canada's sport and physical activity sector is one thing; getting and keeping them is another. The [Actively Engaging Women and Girls: The Three R's of Leadership Development for Women in Sport](#) resource will help organizations create a deliberate path to long-term leadership development. From community clubs to national multi-sport organizations, these concepts can be applied to intentionally cultivate a welcoming and rewarding environment for women leaders.

LGBTQI2S

Leading the Way: Working with LGBTQ Athletes and Coaches – A Practical Resource for Coaches

(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

Leading the Way: Working with LGBTQ Athletes and Coaches is a comprehensive resource designed for coaches and is based on the lived experiences of Canadian athletes and coaches.

The resource highlights current issues in Canadian sport and aims to make sport a more welcoming place for those who identify as lesbian, gay, bisexual, trans (transgender), two-spirited, queer or questioning (LGBTQ). **Leading the Way** provides information to help coaches understand LGBTQ phobia and the negative impact it has on everyone in their sport. It suggests best practices for creating a sport environment that is safe and respectful for all.

Resources:

- [Leading the Way: Working with LGBTQ Athletes and Coaches – A Practical Resource for Coaches](#)
- [Leading the Way: Working with LGBTQ Athletes and Coaches – A Practical Resource for Coaches – Executive Summary](#)



Actively Engaging Women and Girls: Recommendations to Make Sport and Physical Activity More Welcoming to Sexual and Gender Diversity

[Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport)]

Taking steps to reduce intolerance, homophobia and transphobia is consistent with Canada's efforts to foster safe and welcoming environments in sport and physical activity, and with Canadian values of diversity, acceptance, and fairness.

The [Actively Engaging Women and Girls: Recommendations to Make Sport and Physical Activity More Welcoming to Sexual and Gender Diversity](#) resource presents actions to make sport and physical activity environments more welcoming to sexual and gender diversity.

Transgender Inclusion

[Adopted from Canadian Centre for Ethics in Sport (CCES) and Saskatchewan Soccer]

One in two hundred Canadian adults identify as transgender (Individuals who identify as transgender are born with unique combinations of gender and sex as a part of their identity). This equates to 175,000 Canadians. Other Canadians identify on a spectrum of gender that does not align to gender binary. Transgender athletes have found the sport community to be exclusionary and discriminatory due to strictly enforced binary rules of men and/or women's sports teams. In fact, in a 2014 landmark case, the Ontario Human Rights Legal Support Centre and a youth ice hockey player negotiated a settlement requiring Hockey Canada to allow all players in Ontario to use locker rooms that match their self-identified gender identity, review, and revise its procedures to protect privacy around players' transgender status, and provide training to all Ontario coaches on gender identity and related discrimination and harassment.

As our society evolves, it is necessary that we gain a greater knowledge and understanding of diverse gender identities and expressions. By doing so, it will allow our society to meaningfully include these individuals in not only sport, but in everyday life. To create a positive environment for transgender athletes we must create an inclusive environment which adapts the sport to fit the need of the individual, not isolate an individual who doesn't fit the standard assumptions of gender and sex norms.

Creating Inclusive Environments for Trans Participants in Canadian Sport

[Adopted from Canadian Centre for Ethics in Sport (CCES)]

Canadian sport organizations consistently work to adapt and improve their policies and practices. In recent years, there has been an increasing number of transgender participants choosing to participate in sport at all levels, as well as organizations that are proactively making their policies more inclusive in anticipation of transgender participants.



The [Creating Inclusive Environments for Trans Participants in Canadian Sport – Guidance for Sport Organizations](#) was developed by the Trans Inclusion Sport Expert Working Group and is designed to assist individuals and organizations to better understand experiences of trans people, what practices should be adopted to respect the rights of trans participants in their sport, and what the key policy considerations and recommendations are to make their sport more inclusive to gender diverse individuals.

The Guidance for Sport Organizations resource has been well received within the Canadian sport community, but Canadian sport leaders have asked for further guidance on what an inclusive policy document should contain, including best practices. To that effect, the CCES has developed the [Creating Inclusive Environments for Trans Participants in Canadian Sport Policy and Practice Template for Sport Organizations](#) resource. This template is designed to help sport organizations create their own policy and practice guidance on trans inclusion, from athletes to volunteers to paid staff. It identifies the key aspects a policy should include, the associated rationale or considerations, and provides a sample policy and practice guidance as an example.

Creating Inclusive Environments for Trans Participants Guidance Document

(Adopted from Saskatchewan Soccer)

In support of the CCES guiding document [Creating Inclusive Environments for Trans Participants in Canadian Sport – Guidance for Sport Organizations](#), the Saskatchewan Soccer’s [Creating Inclusive Environments for Trans Participants Guidance Document](#) is designed specifically to support soccer organizations to become more trans-inclusive by providing guidance on principles for developing policies and practices.

For a supporting Confidentiality Statement and Dressing Room Policy template and implementation guide developed by the Ontario Hockey Federation but adaptable to soccer organizations, please refer to Section 4.3.

Sexual Orientation

(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity)

New data show that homophobia is still alive and well in Canadian sports (Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport), 2019). The study, which is the first of its kind, suggests anti-gay attitudes are deterring young people from being active in some athletic fields.

The survey, called Out on the Fields, was conducted online in six English-speaking countries — U.S., U.K., Ireland, Canada, New Zealand and Australia — and promoted through a coalition of sporting organizations. Of the 9,500 participants, 75 per cent were LGBT. The data show that 81% of the Canadians surveyed witnessed or experienced homophobia in sports, while 84% of gay men and 88% of lesbians polled faced slurs in sports. In addition, 86% of Canadian gay youth and 89% of lesbian youth responded that they were not open about their sexuality with their teammates. Of the Canadian participants, 66% said they would feel unsafe in spectator areas if they were open about their sexuality.

Addressing the issue of homophobia in sport is very timely given Canada’s inclusive stance on minority rights as well as the Canadian sport system’s overall strategy of making the sport environment, and the sport experience, safe and welcoming.



A Position Paper on Homophobia in Sport

(Adopted from Canadian Association for the Advancement of Women in Sport and Physical Activity
(Canadian Women & Sport))

Canadian Women & Sport has prepared [A Position Paper on Homophobia in Sport](#) to initiate a discussion about homophobia in sport. The position paper is a first step in a longer-term strategy to reduce homophobia in Canadian sport and to make sport an inclusive and safe place for all participants. This paper is not intended to provide an answer to the problem of homophobia in sport, but to start a discussion that will hopefully lead to future solutions.

Mental Health

(Adopted from Mental Health Commission of Canada)

Mental health is different from the absence of mental illness and is integral to our overall health. Mental health is a state of well-being in which the individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their own community.

Good mental health buffers us from the stresses and hardships that are part of life for us all and can help to reduce the risk of developing mental health conditions. Even when someone develops a mental health condition, they can nevertheless experience good mental health, and this can contribute to their journey of recovery. There are many kinds of mental health conditions. They range from more common mental health conditions such as anxiety and depression to less common conditions such as schizophrenia and bipolar disorder.

Mental health concerns us all. One in five Canadians will experience a mental health condition every year, with a cost of well over \$50 billion to our economy. And many people either don't seek or can't get the services and supports they need to recover a meaningful life.

Released in May 2012, [Changing Directions, Changing Lives](#), is the first mental health strategy for Canada. It aims to help improve the mental health and well-being of all people living in Canada, and to create a mental health system that can truly meet the needs of people living with mental health conditions and their families.

In addition to a pan-Canadian mental health strategy, numerous resources and trainings are available to support the mental health of participants in soccer organizations.

Resources – Mental Health Commission of Canada

The Mental Health Commission of Canada (MHCC) leads the development and dissemination of innovative programs and tools to support the mental health and wellness of Canadians. Through its unique mandate from the Government of Canada, the MHCC supports federal, provincial, and territorial governments as well as organizations in the implementation of sound public policy.

For general resources provided by the MHCC, visit <https://www.mhfa.ca/en/general-resources>.



Resources – Expand the Reach

Research shows that 1 in 5 children have a mental health condition, and that early diagnosis and treatment lead to better outcomes for children later in life and decrease involvement in youth justice system (New Path Youth & Family Services, 2019). New Path Youth & Family Services, with the support of Morton Youth Services and coaches, developed [Expand the Reach](#). Expand the Reach has a mission to support coaches and provide them with the necessary tools to assist with the identification of behaviours that may indicate mental health conditions.

Community-based activity groups provide many benefits to youth, and act as a protective and preventative factor for many. The coach/athlete relationship is often one of the most significant relationships in a young person's life.

Training – HIGH FIVE Healthy Minds for Healthy Children

[HIGH FIVE® Healthy Minds for Healthy Children](#) is an online training and downloadable resource to help those working with children positively influence their mental health. This training offers engagement strategies for nurturing resiliency in children and provides insights into common mental health distress or disorders that children could be experiencing.

At the completion of this training, learners will be able to:

- Use engagement strategies with children who may be suffering from mental health conditions;
- Use a Strength Based Decision Making Model to engage children; and,
- Communicate with children and parents about sensitive topics

Training – HIGH FIVE Strengthening Children's Mental Health

[HIGH FIVE Strengthening Children's Mental Health](#) is a one-day in-person training designed to help anyone running children's programs be more informed and prepared to support their staff in promoting positive mental health in children. Participants will learn key concepts and factors that affect children's mental health including the impact of stress and environment on a child's ability to cope. This training will provide tools and suggested activities to use with staff to help improve their understanding and interactions with children who face challenges in their programs.

At the completion of this training, learners will be able to identify key concepts related to children's mental health, as well as strategies to help staff promote positive mental health and respond appropriately to children with challenges and/or mental health conditions.

Training – Mental Health First Aid Canada

[Mental Health First Aid for Adults who Interact with Youth](#) is intended for an adult audience whose primary focus is youth (aged 14-25 years). In addition to the four most common mental health disorders, including substance related, mood related, anxiety and trauma related, and psychotic disorders (Mental



Health Commission of Canada, 2019), this course includes instruction about eating disorders and deliberate self-injury. Participants who take this course are well prepared to interact confidently about mental health with the young people in their lives, including at schools, extra-curricular activities, social services, family, friends, and communities.

Religion

(Adapted from [Play by the Rules](#))

The relationship between sports and religion can sometimes be challenging, but as with other considerations for creating accessible, inclusive, and welcoming environments, organizations should adapt their practices and programs to consider different religious beliefs. While sport can be a positive vehicle to overcome religious intolerance, insensitivities to accommodating religious diversity may discourage people from taking part in sport.

Insensitivities and areas of accommodation may include but is not limited to:

- training or playing days that conflict with religious observation;
- not providing a place or appropriate environment for observation or prayer;
- fasting and perceived effects on performance;
- other dietary requirements;
- conforming to a dress code;
- providing only communal change rooms;
- gender mixing at practices, games, and/or team transport; and/or,
- tolerance or appropriateness of sponsors or advertising logos on team uniforms that contradict religious observation (e.g. gambling, loan companies, alcohol)

One area that is still evolving is the inclusion of certain people or lifestyles that other people claim to find offensive based on religion. There is a difference between faith-based practices (e.g., wearing clothing or praying) and expressing faith-based views related to others (e.g., expressing disapproval of homosexuality), the latter of which would be deemed unacceptable within the sporting environment (Play by the Rules, 2019).

While the issue of inclusion of certain people or lifestyles that other people claim to find offensive based on religion remains fluid, there are still many steps that sports can take to create a more tolerant, encouraging, and accommodating environment for people with different religious beliefs.

Examples include:

- setting aside a quiet, demarcated space as a prayer area or religious observation area;
- allowing players to take breaks during practice for religious observation;
- creating set time for single gender practices or “closed to public” matches;
- accommodating dress codes in team uniforms; and/or
- making wet towels available for fasting players to cool down on hot game days when they are unable to drink water.

Experts have noted that it is important that any adaptations to accommodate different religious perspectives should not erode the trust and cooperation of other religious or cultural groups with the sport. The other groups should be included or consulted on any organizational policy development so that they are educated and not alienated from the process.



A good first step is to be educated about different religions and their beliefs. Try the Play by the Rules Interactive Scenario on Religious Inclusion that contains several resources that can help and guides you through a very typical scenario - <https://www.playbytherules.net.au/resources/interactive-scenarios/religious-inclusion>

Financial Barriers to Participation

(Adapted from Canadian Parks and Recreation Association)

Quality recreational opportunities are vital to the health and personal development of all children and youth. The Canadian Parks and Recreation Association (CPRA), through its members, partners, and allied organizations have made a commitment to make recreation more accessible to families with low-income and their children in Canada. The CPRA's position paper [Everybody Gets to Play™ - Recreation Without Barriers](#) endorses the research that clearly demonstrates that recreation interventions are an effective and economical strategy to improve the lives of low-income families and their children.

In Canada, almost one in six or 1.1 million young children live in poverty. Research indicates that poverty hampers the development of healthy children. They are often born with low birth weights, are prone to hyperactivity, and are twice as likely to drop out before finishing high school. The face of poverty differs from region to region and community to community.

Although all children and youth have the right to engage in play and recreation opportunities, the social and systemic barriers faced by children and youth in families with low-income means the population that could most benefit from participation are the least likely to participate. Statistics show that children in low-income families are much less likely than children living in high-income families to participate in organized sports (25 percent as compared to 75 percent), as well as arts, and cultural activities (19 percent as compared to 32 percent). A national survey of 167 municipal recreation facilities revealed that over 90 percent charge user fees for aquatics, athletics, and arts programs.

Low-income families face many barriers that prevent their children from participating in quality recreation programs, including: User fees and equipment costs; lack of transportation, family support, and awareness of opportunities; isolation; inadequate or no facilities in their communities; and, lack of safe places to play.

Although developed for recreation, the position paper is equally relevant to sport. In support of reducing barriers to participation, the CPRA has developed a list of what communities and municipalities can do, which can be applied equally well by soccer organizations:

Learn about poverty in your area

- Research local poverty conditions (i.e., compile census data and existing research, ask key informants and get information directly from people living in poverty).
- Examine what possible barriers may exist in your community that may prevent low-income families from accessing recreation.
- Examine your personal assumptions and organizational values as they relate to poverty issues.
- Find out what other recreation programs are offered in your community and who delivers them.
- Determine where gaps in recreation services exist.
- Take inventory of the poverty-related organizations and community groups in your area.



Partner with others – people living in poverty and community organizations

- Ask people living in poverty about what can be done to improve recreation access.
- Identify and establish partnerships with other agencies in your community (i.e. Provincial/Territorial ministries responsible for children and families; Community Schools, RCMP/municipal police; school districts; health authority, etc.).
- Work with school districts to provide community-use of school facilities for conveniently located and accessible recreation.
- Work with principals and teachers to link low-income children to recreation (i.e., share information, encourage participation, and provide positive alternatives for kids in need).
- Work with multi-sectoral partners to:
 - create community awareness about the importance of recreation for everybody
 - create awareness about barriers faced by low-income families;
 - strategize about how to resolve issues together;
 - establish pilot activities to test and evaluate strategies; and
 - create programs with long-term sustainability.
- Facilitate and support research about poverty and the benefits of access to recreation for everyone.

Advocate for issues and secure sustainable funding

- Educate elected municipal officials about why recreation is important for everybody including low-income families and their children.
- Create awareness about poverty and the importance of access to recreation for everyone, utilizing publications such as program brochures to educate the community.
- Share success stories with other local communities as well as your provincial/territorial and national associations.
- Communicate with Federal-Provincial/Territorial MP's about the positive impact and benefits of recreation for all children and youth. Encourage them to support goals and objectives of improving access.
- Encourage municipal and provincial/territorial governments to provide sustainable funding for programs and services that open doors for low-income families and their children.
- When elections are called, ask federal, provincial/territorial and municipal candidates for their position on programs and services for low-income families.
- Advocate for the right of each child/youth to develop their potential through access to recreation.

Policies

- Develop access policies that:
 - acknowledge the benefits of recreation for low-income families and their children;
 - reduce financial barriers to participation;
 - ensure confidentiality; and,
 - maintain the dignity low-income families (i.e., avoid intrusive questions and a prerequisite that forces participants to prove financial need).
- Test, evaluate, and revise policies and practices as needed over time and as new information becomes available.



Create accessible programs

- Research, develop, and test free/low-cost programs.
- Conduct in-service training with staff/volunteers to increase sensitivity within your organizational culture. Explore what it means for people in your community to live in poverty and the barriers to participation in recreation services. Strategize together about ways to improve service.
- Plan activities that provide transportation or are accessible by public transit.
- Youth are very interested in jobs! Provide youth from low-income families with sport and recreation skills such as coaching and officiating (e.g. NCCP and sport-specific coaching workshops, refereeing workshops, etc.) in conjunction with leadership training at no charge, so these youth will have the skills and qualifications needed to access recreation jobs.
- Youth need time to gain the skills, experience, and qualifications to apply for jobs. Work with social assistance offices, schools, and other youth employment organizations to introduce leadership training and employment opportunities to youth in advance of hiring processes. In this way, youth can have the chance to volunteer, sign up for a leadership course, and/or take a certification program well in advance of the date when applications are due.

In addition to the strategies outlined above, organizations should have programs, partnerships, and/or other mechanisms to reduce barriers to participation. This should include partnerships and information about KidSport and JumpStart funding (see below) as well as any additional sources of funding in your area and may also include an internal financial support program.

KidSport

KidSport is a national not-for-profit organization that provides financial assistance for registration fees and equipment to kids aged 18 and under. Through a confidential application process, they provide grants so kids can play a season of sport. Nationally, KidSport is comprised of a network of 11 provincial/territorial KidSport chapters and 166 community KidSport chapters. Since its creation in 1993, over 750,000 kids across the country have been given the chance to play sport through KidSport grants and sport introduction programming.

For more information on KidSport visit www.kidsportcanada.ca

JumpStart

Founded in 2005, Jumpstart Charities helps kids overcome financial and accessibility barriers to sport and recreation to provide inclusive play for kids of all abilities. Jumpstart is more than just about getting kids active. It's about giving kids from families in financial need the same chance to participate as their neighbours, their classmates, and their friends. Whether it's the chance to try a new sport or to continue with a favourite one, no kid should be left out.

For more information on JumpStart visit <https://jumpstart.canadiantire.ca>



SECTION III: What Can We Do to Improve?

In addition to the information and numerous ideas and resources provided in previous sections and the associated training, tools, templates, and resources, please find below a general step-by-step approach to how organizations can improve accessibility and inclusion .

Step 1: Hold yourself accountable

- Take an Implicit Bias Test - <https://implicit.harvard.edu/implicit/langchoice/canada.html>
- Challenge your assumptions
- Justify your decisions
- Be inclusive

Step 2: Hold others accountable

- Create a culture of calling out unconscious bias
- Make others justify decisions
- Make decisions collectively
- Have conversations about unconscious bias, accessibility, and inclusion

Step 3: Be Involved

- Educate yourself
- Be a mentor
- Be an ally
- Listen
- Advocate for others

Preventing Bias Every Day

Once we understand our unconscious biases, here are some ideas on how organizations can create and ensure more accessible, inclusive, and welcoming environments that are practical and easy to use.

- Use good hiring practices for both paid and volunteer positions
- Have a code of conduct posted and provide training on it
- Discuss professionalism, accessibility, and inclusion within your organization
- Once per season, have a staff meeting or workshop focused on accessibility and inclusion initiatives
- Ensure ideas from underrepresented groups are heard and actively promote them
- Ensure underrepresented groups can participate in your organization
- Be inclusive (food, time of activities, type of activity, etc.)
- Have flexible work and programming hours
- Promote people from underrepresented groups (invite to speak, suggest for awards, etc.)
- Write gender neutral reference letters – pay attention to emotional language
- Refer to the candidate as M. Saxena and they/them to be gender-neutral
- Give helpful feedback to others on the use of inclusive language, actions, and activities
- Be an ally



SECTION IV: Additional Resources

4.1 Truth and Reconciliation Commission Report

In 2015, the Truth and Reconciliation Commission of Canada (TRC) published its final report detailing the experiences and impacts of the residential school system, creating a historical record of its legacy and consequences. It is important to recognize the historical and ongoing wrongs perpetrated against Indigenous peoples and the legacy of colonialism still in place today (Government of British Columbia, 2019).

The legacy of that separation and suppression of culture has had a profoundly negative impact on Indigenous communities, families, and cultural connections through generations.

The [Truth and Reconciliation Commission's Calls to Action](#) are an appeal to mobilize all levels of government, organizations, as well as individuals to make concrete changes to society. They list specific actions to redress the legacy of residential schools and advance the process of Canadian reconciliation (Truth and Reconciliation Canada, 2015). Several Calls to Action speak directly to sport, including:

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
 - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
 - ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

Within those Calls to Action, the ability to take action to ensure long-term Indigenous participant development and growth, reduction of barriers to sports participation, building capacity in the Canadian sport system, and inclusion of Indigenous peoples in the development of sports policies, programs, and initiatives, are important engagement elements.



4.2 Gender Equity (adopted from the Canadian Association for the Advancement of Women in Sport and Physical Activity (Canadian Women & Sport))

Gender Equity is the process of allocating resources, programs and decision-making fairly to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological, and physical benefits that come from participating and leading in sport and physical activity. It does not necessarily mean making the same programs and facilities available to both males and females. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests, and experiences; therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different. Human rights legislation, including the 1982 Canadian Charter of Rights and Freedoms, has affirmed the principles of equity while making provisions for affirmative action programs to eliminate disadvantages.

Gender Equity also requires an examination of organizational practices and policies that may hinder the participation of girls and women. For example, this requires service providers to assess:

- Hiring and recruitment practices – to ensure women have leadership roles, are involved in decision-making, and are available as role models for other girls and women;
- Resource allocation – to determine how budgets are allocated across programs;
- Facility bookings – to ensure that both females and males have access to prime-time slots and prime facilities;
- Participation rates – to evaluate current programs and services to identify potential barriers, and to determine whether co-ed programs are truly co-ed;
- Activity programming – to assess the types of activities offered for males and females; and
- Promotional materials – to ensure girls and women are not being excluded or stereotyped in pictures or language.

Positive initiatives that target specific groups are important because they take into account years of socialization and historical traditions that have created imbalances, subsequently marginalizing sectors of the population because these conditions are accepted as the norm.

Equality vs. Equity

There is sometimes confusion about the difference between the concepts of equality and equity. Usage often depends on the sector and country in question. In Canada, in the sport and physical activity system, the use of gender equity is most common.

In contrast to equity, gender equality is the process of allocating resources, programs and decision making so that males and females have the same (e.g., females and males would each receive 50% of the resources, facilities, and each have access to the same programs. e.g., if there was a male program, there would also be a female program). While the goal of treating everyone the same may seem noble, the principle of equal treatment tends to ignore the fact that people differ in their capacities, interests, resources, and experiences.

Equality focuses on creating the same starting line for everyone. Equity has the goal of providing everyone with the full range of opportunities and benefits – the same finish line.



The Benefits of Gender Equity

Organizations have much to gain by committing themselves to achieving gender equity:

- Attracting more girls and women to sport and physical activity enhances the revenue base and increases the market segment to which the sport appeals.
- Fully representing the population base and tapping the resources of every member results in a larger, stronger, and more effective organization.
- Skilled women provide the organization with an important talent pool of administrators, coaches, and officials.
- Changing the image of women in sport attracts public interest and private investment. In turn, more members are attracted to the organization.
- Taking the lead in promoting girls and women brings prestige and support to the organization.
- Working together, women and men can learn to build equal partnerships.
- Providing opportunities for mothers and daughters to get involved can enhance both the chosen sport or activity, and family relationships.
- Sport and physical activity can provide opportunities for girls to understand and respect their bodies which in turn helps them to deal with health issues such as eating disorders and smoking.
- By fulfilling their legal responsibility to treat everyone involved in the organization fairly and making a commitment to gender equity, organizations avoid a negative public image as well as the time and expense of dealing with unnecessary lawsuits.



4.3 Trans Inclusive Policy Templates and Implementation Guides (Adopted from Ontario Hockey Federation)

Confidentiality Statement Template (Ontario Hockey Federation)

Confidentiality Statement Implementation Guide (Ontario Hockey Federation)

Dressing Room Policy (Ontario Hockey Federation)

Dressing Room Policy Implementation Guide (Ontario Hockey Federation)



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Appendix 'D'
Resources

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Empowering Coaches

Ethics Training



Ethics training ensures coaches have the knowledge, confidence and skills needed to effectively manage challenging situations.

Lifelong learning through numerous training modules helps coaches to:



Expand their knowledge throughout their career



Identify legal, ethical, and moral implications



Recognize and prevent maltreatment

Support existing and new coaches in their training or certification

NCCP Training

- ➔ [NCCP Make Ethical Decisions training and online evaluation](#)
- ➔ [NCCP Creating a Positive Sport Environment eLearning module](#)
- ➔ [NCCP Making Head Way in Sport eLearning module](#)
- ➔ [NCCP Leading Drug-free Sport eLearning module](#)
- ➔ [NCCP Emergency Action Plan](#)

CAC Training

- ➔ [CAC Safe Sport training](#)
- ➔ [CAC Mental Health in Sport eLearning module](#)
- ➔ [CAC Leading a Return to Sport](#)
- ➔ [CAC Support Through Sport Series — Understanding Teen Dating Violence and Gender-based violence in sport](#)

Other Training / Resources

- ➔ [Respect in Sport](#)
- ➔ [Commit to Kids training — Canadian Centre for Child Protection](#)
- ➔ [Commit to the True Sport Principles](#)
- ➔ [NCCP Code of Ethics](#)

Additional training workshops and modules are added on a regular basis.



Keep Sport Safe, Smart and Secure

For more information, visit
coach.ca/RCM

Responsible Coaching Movement



The Responsible Coaching Movement (RCM) helps sport organizations in Canada ensure the health, safety, and well-being of all participants, both on and off the field of play.

The Responsible Coaching Movement Pillars

The Responsible Coaching Movement includes three distinct pillars, each serving to create a sport environment that is safe, smart, and secure. Each pillar provides crucial elements, resources and processes to ensure sport participation is a safe and positive experience for all.



Rule of Two

A **SAFE SPORT** environment ensures all coaches, staff, and administrators apply the Rule of Two.

Interactions with participants occur in settings that are:

- Open
- Observable
- Justifiable

When following the Rule of Two all interactions with participants are in open, observable, and justifiable settings, and two responsible adults — whether a coach, parent, staff or screened volunteer — are present.

Check with your sport organization as to how the **Rule of Two** is enforced.



Ethics Training

A **SMART SPORT** environment ensures coaches are trained and have the confidence and skills needed to effectively manage challenging situations. Lifelong learning through numerous training modules helps coaches expand their knowledge.

Ethics training includes the following, among others:

- **NCCP Make Ethical Decisions (MED) module**
- **NCCP Creating a Positive Sport Environment**
- **Safe Sport Training** on abuse and harassment prevention
- **Respect In Sport**
- **Commit To Kids for Coaches**

Search for NCCP and CAC Multi-sport **training opportunities** in the Locker or connect with your Provincial/Territorial Coaching **Representatives**.



Background Screening

A **SECURE SPORT** environment is one where all coaches, volunteers and sport organization leaders meet important requirements to be involved in sport.

Screening includes:

- Comprehensive job postings
- Visible policies and processes
- Conducting comprehensive background and reference checks
- Interviews
- Police information checks

These should all be completed at regular intervals. View the suggested Background Screening Resources on **coach.ca/background-screening**.

The Responsible Coaching Movement ensures a safe, positive sport environment for all. Whether you are a coach, participant, parent, or volunteer, we are all on the same team to make sport safe and fun for everyone.



Keep Sport Safe, Smart and Secure

For more information, visit
coach.ca/RCM

Safe Smart Secure Campaign Assets

We have launched a national Responsible Coaching Movement campaign aimed at encouraging sport organizations across the country to take the RCM pledge.

Creating a culture in sport that is truly safe, smart and secure for everyone is a team effort, and that is why we hope you will join us in raising awareness about this impactful campaign.

