



POUDRE SCHOOL DISTRICT

Athletic Handbook

Mission, philosophy, standards, rules and expectations applicable to interscholastic athletic participation in the Poudre School District.

**EDUCATE...
EVERY CHILD, EVERY DAY.**

**POUDRE SCHOOL DISTRICT EXISTS
TO SUPPORT EVERY CHILD TO
THINK, TO LEARN, TO CARE AND TO
GRADUATE PREPARED TO BE
SUCCESSFUL IN A CHANGING
WORLD.**

DISTRICT ATHLETIC OFFICE

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PSD HIGH SCHOOLS THAT OFFER INTERSCHOLASTIC AHTLETIC PROGRAMS: FORT COLLINS HIGH SCHOOL, FOSSIL RIDGE HIGH SCHOOL, POUFRE HIGH SCHOOL AND ROCKY MOUNTAIN HIGH SCHOOL



PSD MIDDLE SCHOOLS THAT OFFER INTERSCHOLASTIC AHTLETIC PROGRAMS: BLEVINS MIDDLE SCHOOL, BOLTZ MIDDLE SCHOOL, CACHE LA POUFRE MIDDLE SCHOOL, KINARD MIDDLE SCHOOL, LESHER MIDDLE SCHOOL, LINCOLN MIDDLE SCHOOL, PRESTON MIDDLE SCHOOL, WEBBER MIDDLE SCHOOL, AND WELLINGTON MIDDLE SCHOOL



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MISSION/PURPOSE

To pursue excellence daily through character and education-based activities that: 1) are not defined by the scoreboard or rating sheet; 2) demonstrate a commitment to respect, the spirit of fair play, and the ideals of sportsmanship; 3) are aligned with the mission, values and policies of PSD and the CHSAA; 4) are led by coaches/sponsors that are committed to such ideals; and 5) are participated in by students with an understanding of their role in representing PSD, their school, their team, and their community.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a practical guide for athletes and parents in regard to the mission, philosophy, standards, rules and expectations of the PSD interscholastic program at the high school and middle school levels. It is our goal to expose as many students as possible to the benefits derived from participation in education-based athletics at the scholastic level. Further, the experience possible is best served when students, coaches, parents and administrators are informed, have open lines of communication, know what is expected of them, and truly commit to assuring that the mission and ideals of education-based athletics are aligned with daily practice in the operation of these programs.

CHSAA CODE OF ETHICS

Poudre School District embraces the CHSAA Code of Ethics as foundational principles of creating an effective environment for the operation of education-based athletics at the scholastic level.

In order to reach the maximum effectiveness in serving and fostering the education of the students so entrusted to us, it is the duty of all concerned with our athletic and activities programs to...

1. Cultivate an awareness that participation in athletics and activities is part of the total educational process and as such, the coach/advisor should neither seek nor expect academic privileges for the participants.
2. Emphasize the proper ideals of sportsmanship, ethical conduct and fair play as they relate to the lifetime impact on the participants.
3. Develop a working awareness and understanding of all rules and guidelines governing competition, both in letter and intent.
4. Recognize that the purpose of athletics and activities is to promote the physical, mental, moral, social and emotional well-being of the individual participants.
5. Avoid any practice or technique which would endanger the present or future welfare or safety of any participant.
6. Adhere to policies which do not force or encourage students to specialize or restrict them from participation in a variety of activities.
7. Refuse to disparage an opponent, an official, an administrator or spectator in any aspect of the activity.
8. Strongly encourage the development of proper health habits: the non-use of chemicals, including alcohol, steroids, tobacco in any form and other mood-altering substances.
9. Exemplify proper self-control at all times, accepting adverse decisions without public display of emotion or dissatisfaction with the officials or judges.
10. Encourage all to judge the true success of the athletic and activities programs on the basis of the attitude of the participants and spectators, rather than on the basis of a win or loss

WHY WE PLAY



Poudre School District is committed to educating administrators, coaches, parents and students daily on the benefits derived from participation in education-based athletics. PSD has formally adopted the standards of the *Why We Play* initiative launched by the Minnesota State High School League.

The initiative is dedicated to providing a clear purpose for education-based athletics, and sets a clear delineation between education-based athletics and club, collegiate and professional sports.

We Prepare, Plan & Play to “WIN” But “Winning” is not our Purpose.

We are measured by the result on the scoreboard or rating sheet; however we need not be defined by it. Some might question this approach or label it as weak. There is nothing further from the truth. We are every bit as committed to pursuing excellence daily in all of our programs, but never at the sacrifice of a student, our mission or our values that we seek to instill in every student that participates in our programs. That is where we are different, and where we take a stand! This in no way guarantees that we will satisfy the wants and desires of every student or parent. What we can promise is that if everyone involved is ‘aiming at the same target’, and views participation from an education-based framework, we are much more likely to have success, retain students in our programs, and derive the full benefits possible for everyone involved.

We all must be committed...

PARENT'S COMMITMENT

We understand and endorse the purpose of education-based athletics, which is to help our students become people of integrity who will lead, be responsible, and serve our community as positive change-makers. As parents, we will:

- Support the coaches by affirming behavior in our child and his or her teammates that demonstrates the characteristics of integrity, empathy, sacrifice, and responsibility.
- Acknowledge and appreciate ALL participants' growth as character-strong individuals and their efforts toward establishing stronger relationships with teammates, coaches, and themselves.
- Affirm our son or daughter and their teammates, focusing on displays of healthy sportsmanship, rather than concentrating in athletic performances alone.
- Serve as role models by treating visiting teams and coaches, officials and event workers, and visiting fans with respect.
- Model good sportsmanship by acknowledging the efforts of your team and the opponents as well, accepting graciously the outcome of the contest.
- Support the efforts of the team, regardless of the amount of playing time afforded your son or daughter, or the win-loss record.
- Encourage not only your child, but their teammates, knowing that at every practice and in every game they are growing physically and emotionally, learning moral and ethical lessons, and developing strength of character.

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- Support developing the concept of self-advocacy is an important step in growth, when problems or questions arise, we will encourage our son or daughter to present that concern to his or her coach. After this meeting, if the issue requires more clarity, we will then contact the head coach. If an issue is unresolved, I will proceed according to the communication process as outlined in this handbook.

Because, as a parent, I am a role model who has the power, position, and platform to make a positive difference in the lives of my child and their teammates, I commit to this code of conduct.

SUGGESTIONS FOR PARENT(S) BEST PRACTICES:

- Be involved – Kids are proud when their parents attend their events. Please remember, you are modeling parent behavior for all present, particularly, your son or daughter. Never react out of emotion.
- Get involved early. Get involved in the booster club at your school. Don't wait to go to booster meetings until your child makes the varsity. Start early in 9th or 10th Grade. The various booster clubs across PSD offer a significant resource for all students that participate in athletics and activities.
- Track your student's grades - especially during the season.
- Offer your assistance to the coaching staff when requested.
- Make sure your student is:
 - Eating healthy
 - Getting enough rest.
 - Managing their time. Advise your student to get help in classes sooner than later. Don't let them procrastinate on assignments.
- Stay positive – Kids are often tired and get cranky during long up and down seasons. They may be blowing off steam and just need you to listen.
- Seasons are long. Most issues can be resolved between the athlete and coach. Help us teach your child to self-advocate.
- National Survey of HS athletes – What kids want from parents:
 - They want them to be at the game.
 - They want them to support them and their team.
 - They want them to be quiet.
 - They want them to allow them to enjoy the experience.
- We are all PSD – Take pride in representing your team, your school, PSD and our community.

COACHES' COMMITMENT

Realizing that the purpose of high school coaching is to assist young men and women in their growth as character-strong people who will be positive, respectful, service-oriented leaders in our community, I will:

- Remember that our players are student-participants and I am a teacher-coach, and that I am nurturing successful people, not just successful athletes. I will also be mindful that parents are my partners and, as a coach, I will strive to work with each family in helping their child's growth, both in the skills of the sport and as a character-strong individual.
- Understand that each player is part of our team family who deserves every chance to succeed and to be given the utmost respect. I will be mindful never to shame a player through profanity, sarcasm, or other disrespectful and intimidating means. Instead, I will correct that person in an uplifting, affirmative manner.
- Believe in our players and protect each one by building them up, not tearing them down.
- Remember that a coach's job is to put their players in a position that is best for the team and where they can develop to their fullest potential through proper coaching and nurturing.

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- Treat all opposing coaches and their teams with the honor true competitors deserve.
 - Respect all officials and other event workers.
 - Represent PSD, my school, and my team with professionalism and class at all times.

Because, as a coach, I am a role model who has the power, position, and platform to make a positive difference in the lives of my players, I make this commitment.

Participant's Commitment

Realizing that the purpose of education-based athletics is to be an extension of the classroom where learning continues long after the school day ends, I will commit to growing every day by:

- Controlling what I can control, my attitude and effort.
- Being positive and enthusiastic.
- Encouraging, supporting and acknowledging my teammates.
- Participating with honor and integrity.
- Accepting responsibility for my behavior on and off the playing field or court.
- Pursuing excellence daily on the court or field, in the classroom, and in the community.
- Demonstrating a team-first approach.
- Committing myself to hard work and sacrifice to improve my skills and abilities.
- Being receptive to coaching even when what I am being asked to do is difficult for me.
- Displaying superior sportsmanship at all times.
- Advocating for myself by communicating with my coach(es) when issues arise.

Because, I understand that it is a privilege to represent my team, my school, PSD, my family and my community, I will make this commitment as a student-athlete.

PSD CHARGE TO COACHES

“The coach is the most influential person in the student’s life.”

-- Dr. Jeff Duke,

University of Central Florida

“Goals have a beginning and an end. Purpose doesn’t. Purpose is what we live for.”

--Tony Dungy

We take the role of the coach very seriously. We ask our coaches four key questions each and every day beginning with the interview process through retirement:

1. Why do I coach?
2. Why do I coach the way I do?
3. How does it feel to be coached by me?
4. How do I define success?

We ask coaches to commit to the following practices daily:

- **COACH UP!**
 - We all respond better to positive reinforcement.
 - Find good in our players.
 - Expect their best; remind them of their best; demand their best.
 - Tony Dungy is an excellent example of achieving excellence without sacrificing his values.
- **BE WHAT YOU WANT AND EXPECT YOUR KIDS TO BE!**
 - Be positive; be enthusiastic; be poised; show excitement; hustle.
 - Be consistent in your attitude.
- **HAVE COMPASSION! LOVE YOUR PLAYERS! THEY NEED YOU!**
 - Be fair. Love is the greatest force on earth! They know when you sincerely care for them, and more importantly, they know when you don’t!
 - Don’t let your love of winning or hatred for losing get in the way of your care and concern for your players.
 - Do you coach to help players or do you coach players to help you?
- **BUILD UP YOUR PLAYERS!**
 - Give them respect.
 - Talk about them. Praise them.
 - Talk about the good things they do.
 - One of our primary tasks is to convincingly tell the athlete, “I believe in you! You are going to make something special happen.”

PSD ATHLETICS VALUES

- PSD does not discriminate in the basis of race, color, national origin, sex, sexual orientation, age, religion, creed, marital status, or disability in admission to or access to, or treatment or employment in, its programs and activities.
- PSD is firmly committed to Title IX.
- PSD believes in equity and balance across all education-based programming.

PSD ATHLETIC PHILOSOPHY BY LEVEL OF PARTICIPATION

- PSD notes that participation is a privilege and not a right. Playing time and selection to a team must be earned.

I. HIGH SCHOOL

- a. **Varsity level** – Varsity level programs are the most competitive of the athletic programs. This level includes the most skilled, well-prepared student-athletes. Varsity-level coaches are charged with fielding the most competitive team possible. Team selection, starting positions and playing time are all at the discretion of the head coach.
- b. **Sub-Varsity level** – Sub-varsity programs are focused towards developing the skills and abilities necessary for students to transition to the varsity level. Coaches at sub-varsity levels should emphasize development of both the individual and team. Coaches at the sub-varsity level are encouraged to play as many participants as possible. Naturally, the playing time becomes more competitive as student-athletes progress to the junior varsity level compared to c-level or d-level programs. It is worth noting that playing time still is at the discretion of the coach at the sub-varsity level.

Open Letter to High School Parents from PSD High School Athletic Directors:

Welcome to the Poudre School District Athletic Program! We are excited to have your son or daughter participate in the many sport programs offered. Please read this letter to better understand how a competitive program is conducted and what comprises our expectations and philosophy

PSD hires a coach or coaches for each sport program. The head coach, responsible for team selection, establishes selection criteria (sometimes with input from the entire coaching staff) and makes decisions regarding practices and games. If you have questions, please address them to your student's coach by calling to make an appointment outside of school, practice or game time.

Because the PSD Athletic Program is highly competitive, coaches are not always able to place every student who wishes to participate on a team. Coaches are under a good deal of pressure to assemble the most competitive team possible, along with selecting a team with whom they will work for the entire season. The hardest thing coaches have to do *is* to tell young people they will not be on a team.

When your student tries out for a team, please be sure that both you and he or she understands that there is a real possibility they may not be selected. Each student is given at least five days of practice before being cut. While we believe players can gain valuable experience outside of the PSD Athletic Program, previous participation on a "select team" or a club program does not guarantee any player a spot on a school team.

If selected, both you and your student should be prepared to accept placement at any team level (such as varsity or sub-varsity). It is disturbing to have a student try out for a team and then quit because they were not placed where they thought they should be, and, they have taken away someone else's opportunity to be on a team. If an athlete quits a sport, he/she may not go out for the next sport until the previous sports season is complete.

In order to make a varsity team, a player must not only be outstanding, but also play a position the team needs. Underclass student-athletes possessing these qualities have the same opportunity to make a team as the senior does. Our team structure (varsity and sub-varsity) dictates there will always be more underclass participants than upperclass participants in the total program. Starting positions and playing time are not guaranteed to seniors making a team, or to anyone else for that matter. Each member of a team is very valuable to the teams overall success. Some members may play a great deal of time, while others may not. Each student should have personal improvement as one of his or her goals.

By being a member of a team, regardless of time spent in actual competition, a person can learn many valuable lessons such as working together to meet team goals and good sportsmanship, including appreciating good play by an opponent, respect for others and winning and losing with dignity, being able to accept instruction and criticism, and self-control and responsibility for one's own actions. We want your son or daughter to have a positive experience as a student-athlete. Thank you for your participation in the Poudre School District Athletic Program.

Respectfully,

Poudre School District High School Athletic Directors

II. MIDDLE SCHOOL

The middle school athletic program, like the high school athletic program, shall serve as an extension of the classroom. The PSD middle school athletic program exists to promote participation in a wide variety of education-based athletic programs. It is important to recognize the unique developmental needs of the middle level student, to promote activities that build student success through active participation, increased skill building, and positive sportsmanship.

Participation

- Emphasize participation over win/loss records.
- Provide opportunities for everyone to participate.
- Balance competition with cooperation.
- Encourage lifelong participation in activities.
- Emphasize having fun.

Skill Building

- Develop age appropriate skills.
- Focus on fundamentals.
- Develop skills as a foundation for improvement.

Sportsmanship

- Develop a positive team attitude.
- Encourage, cooperate and collaborate with peers.
- Present positive adult role models that demonstrate self-control and (mutual) respect.

Middle School Coaches Shall Understand:

- Students have varying levels of ability, and coaches need to present a developmentally appropriate program for students.
- Positive encouragement is the strongest tool for learning.
- Coaches should provide a safe environment for kids to “risk” and grow.
- Activities should be meaningful and fun.
- Fundamentals and practice are the building blocks for a successful athlete.
- Coaches are key role models.
- Every team member’s responsibility is to encourage one another.
- Today’s superstar could be tomorrow’s bench warmer and vice versa.
- The importance of commitment and responsibility are stressed.

Students may be placed on varsity or junior varsity levels in certain sports, however, participation and skill development shall be the driving factors in operating our middle school athletic program. This is not intended to state that everyone will play the exact same amount or that everyone will be a starter. Middle school interscholastic programs are not intramural programs, while at the same time, they are not ‘mini’ high school programs either. The building athletic director shall guide and direct the athletic program at their school in accordance with these principles.

ATHLETIC REQUIREMENTS AND FEES

Eligibility Requirements

- High School (grades 9-12) interscholastic athletic eligibility is set by the Colorado High School Activities Association and is as follows:
 - Plan A: Student must be enrolled in at least 25 credit hours per semester, and may not fail more than one class. (Poudre High School, Fort Collins High School, and Fossil Ridge High School are currently under Plan A.)
 - Plan B: Student must be enrolled in at least 3 classes per term, and must be passing at least 25 credit hours per semester. (Rocky Mountain High School is currently under Plan B).
- Middle School (grades 7-8) athletic eligibility has been determined by the Middle School Principals and is as follows:
 - A student shall be declared ineligible if he/she is failing more than one subject.
 - A student shall be declared ineligible if he/she receives more than one failure in citizenship.
 - Eligibility is to be determined weekly.
 - A school may choose to have higher standards, but must, at a minimum, maintain the above policy.

Athletic Fees

- Athletic fees approved by the Board of Education will be charged for athletes in grades 6-12. Athletic fees will be collected at the beginning of each sport season prior to participation in the first official practice day unless the student qualifies for a fee waiver.
- Fees must be deposited within one week of collection and cannot be held until the student makes a team.
- Students who qualify under the Federal Free or Reduced-Price Meal Program are exempt from athletic fees.
- Athletic fees for athletes who are not enrolled in a Poudre School District school shall be 150% of the amounts otherwise specified.

I. PSD School - Based (non - charter) & Online Academy Students (Per Sport Per Year):

- High School: \$120.00
 - Boys' and Girls' Lacrosse: \$175.00 in addition to \$120.00 athletic fee
- 6th, 7th & 8th Grade: \$90.00
- Ice Hockey \$1,000 plus \$120 athletic fee
- Unified Sports (HS): \$65.00

II. Home - Based, Charter & Private School Students:

- High School: \$180.00
 - Boys' and Girls' Lacrosse: \$266.00 in addition to \$180.00 athletic fee

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- 6th - 8th Grade: \$132.00
 - Ice Hockey \$1,000 plus \$180 athletic fee

 - Unified Sports: \$98.00

Sports Physical and Medical Insurance

Poudre School District requires that all student athletes in its interscholastic athletic program shall have a sports physical prior to participation in practices and games. Physicals must be secured annually. Physicals are good for 365 days from the date of the exam. Physicals presented at the beginning of a sports season must be good through the last possible date of participation in that sport (i.e. a student wishing to participate in cross country at the high school level must present a physical that does not expire prior to that last possible day of the CHSAA competitive season).

Physicals are not provided by the District, and must be obtained from a licensed practitioner including any of the following: MD's, DO's, Nurse Practitioners, Physician's Assistants, and Doctors of Chiropractic who are School Physical Certified (DC, Spc.).

It is the responsibility of the parent or guardian to provide accident/health insurance coverage for their student as a condition of the student's participation in interscholastic athletic practices and competitions; Poudre School District does not independently provide such insurance coverage. The required accident/health insurance coverage may be provided under the parents or guardians own policy, or purchased through Poudre School District for each school year of the students athletic participation.

Proof of a sports physical and insurance coverage must be indicated on the Authorization for Athletic Participation form, completed and signed by the physician, parent or guardian and student-athlete. These forms are available at all of the PSD middle school and high school office.

CHSAA TRANSFER RULE

Please note that this section is a summary of the CHSAA by-laws relative to the transfer rule and is not intended to include all CHSAA by-laws relative to a student transferring school. For a complete overview of CHSAA bylaws please refer to the CHSAA website.

(Colorado High School Activities Association)

ARTICLE 18

TRANSFER

1800. TRANSFER

Colorado School Choice: The CHSAA supports school choice in academic pursuits and encourages its student participants to enhance their academic achievement. In concert with this attitude, the Association's philosophy addresses the establishment of a fair playing field for all student athletes.

1800.1 The transfer rule addresses athletic eligibility only as it relates to transfer between schools. Rules related to age, semesters, academic requirements and other CHSAA by-laws may result in an eligible transfer being declared ineligible.

1800.11 Private school attendance boundaries will be defined, for admission purposes, by the public school district in which the private school is physically located.

1800.2 A student entering high school for the first time shall be eligible for all interscholastic athletic competition.

BONA FIDE MOVE

1800.3 A bona fide family move to a residence that requires a transfer to a school in that school's attendance area and/or a new school district, verified by the receiving school, will permit full transfer eligibility.

A bona fide family move means a permanent change in the family's legal place of domicile. The legal place of domicile is that place in which the family's habitation is fixed and in which the student's custodial parent or legal guardian has the present intention to reside permanently. A bona fide family move has not occurred unless and until the student's custodial parent or legal guardian, the student, and the student's family have abandoned the immediately preceding place of domicile and have no present intention to return to that place of domicile.

In determining whether a bona fide family move has occurred, the Commissioner may consider all the circumstances in his discretion. Examples of circumstances that may be relevant include: changes in employment or business activities that require the family to move; family health or other reasons that compelled the family to move; the custodial parents or legal guardian's residence for income tax, voter registration, motor vehicle registration, and similar indicators of legal residence; the terms of ownership or leasing of the new residence; the existence of other family residences; the location of the family's personal property; and the amount of time actually spent at the new residence. These examples are not a complete list of circumstances that the Commissioner may consider, nor is the Commissioner required to give more or less weight to any of these examples in making a decision.

Under no circumstances may a school transfer that is motivated by athletic considerations be considered a bona fide family move. The student shall have the burden to prove by clear and convincing evidence that athletic participation at the new school was no more than an incidental consideration.

If a student transfers to a school where his/her previous coach is a coach of the current school team, that move will be deemed motivated by athletic consideration. Under provision of this rule, the coach may be a former school coach or a non-school coach.

As used in this Rule, the term "coach" includes any person who coaches, volunteers (regardless of compensation) or assists in any capacity with the coaching or training of the school or non-school team.

If the family, directly or indirectly, retains ownership of the former place of domicile after the move, it is presumed that they have not made a bona fide family move, and that presumption must be rebutted by clear and convincing evidence.

1800.4 Each transfer student must provide the receiving school with an official declaration certifying that:

The student is transferring voluntarily;

The student was not contacted and induced to transfer by the receiving school or any school representative (as defined in By-law 1900.2).

A statement from the receiving school coach(es) that the student was not induced to attend the receiving school by that coach or any member of the coach's staff.

The declaration must be signed by the student and student's parents. The receiving school athletic director must also sign the form. This form must accompany the certificate of eligibility or any transfer waiver sent to the CHSAA office. Any time a potential violation has occurred the form must immediately be sent to CHSAA. NOTE: This information is found on CHSAA Form #7.

Q1:	Does listing a house for sale meet the requirement for a bona fide family move?
A1:	No, listing a house for sale does not guarantee that a permanent move has been made or is even imminent.

Q2: What is the transfer eligibility for a student who makes a family move from School District A to School District B, then enrolls in a different school in School District A?

A2: This would not meet the definition of a bona fide family move since the student selected a different school back in the former school district and not a school in the attendance area in which he resides or in the new school district. The student would be sub-varsity eligible for the remainder of the school year for a mid-year transfer or for the first half of the varsity season for a summer transfer in those sports played during the 12 months prior to the school transfer.

Q3: May a student play a second season of the same sport in the same school year following a bona fide family move?

A3: Yes – See CHSAA By-law 1770.71.

Q4: A student transfers from School A to School B following a move from his parents' house to his grandparents' domicile, which has always been in School B's attendance area. Following the correct legal procedures, the grandparents become the student's legal guardian.

Is the student eligible at School B?

A4: No. There was no bona fide family move, nor did the student move with his/her parents or guardian.

Q5: Does the transfer rule affect activities such as music, speech and student council?

A5: No. See By-laws 4710.1, 4800.1 and 4920.1.

SUMMER TRANSFER

1800.5 A student who transfers to a member school following the close of school for the summer and before the beginning of the school year, other than under the provisions stated in 1800.2, 1800.3 and 1800.6, will be ineligible for varsity competition in the first 50% of the maximum regular season contests determined by that classification in any sport in which the student was a participant during the past 12 months. The student's individual performance limits (innings, games, quarters, etc.) shall be adjusted accordingly. The student may practice with the team and participate in an interscholastic contest at the sub-varsity level during this time. If there is no sub-varsity level, the student may not participate in an interscholastic contest until the game restriction is met.

Spirit athletes who transfer without a bona fide family move will have restricted eligibility (non-participation in all games, competitions, performances, pep rallies) until the sixth Friday after the first contest date.

Q1:

What is the eligibility for a student who as a freshman participated in volleyball, girls' swimming and soccer at School A, if this student transfers after her sophomore volleyball season without a bona fide family move?

A2:

She would be sub-varsity eligible only in girls' swimming and girls' soccer and sub-varsity eligible for the first 50% of the season in volleyball as a junior.

Q2: How many contests may a student play after transferring over the summer?

A2: A student who transfers schools over the summer without a bona fide family move will have restricted eligibility for the first 50% of the regular season and may have varsity eligibility during the second 50% of the regular season (holes of golf/wrestling points) under the conditions of 1800.5 and 1800.6 as follows:

<u>Sport</u>	<u>Number of contests with restricted eligibility at beginning of the regular season</u>
Baseball	9 games
Basketball	1A, 2A, 3A - 9 games; 4A, 5A – 11 games
Cross Country	5 meets
Field Hockey	7 games
Football	6-man, 8-man, 1A, 2A, 5A - 4 games
Football	3A, 4A, - 5 games
Golf (holes)	99 holes
Gymnastics	5 meets
Ice Hockey	9 games
Lacrosse	7 games
Skiing	The first of 3 qualifying events
Soccer	7 games
Softball	9 games
Spirit	Non-participation in all varsity games, competitions, performances, pep rallies until the sixth Friday after the first contest date.
Swimming	5 meets
Tennis	5 matches
Track & Field	5 meets
Volleyball	1A, 2A - 9 matches; 3A, 4A, 5A – 11 matches
Wrestling	14 points

Q3: Are the game restrictions prorated for those schools that do not schedule a full slate of contests in a specific sport?

A3: No.

Q4: A student attends School A and is a member of the volleyball team as a junior. In her senior year on the first day of formal practice, she actively participates in practice at School B. Without a parental move, the student then enrolls at School A and participates in A's practice the next day.

A4: The student shall be ineligible for varsity volleyball for the remainder of that season.

Q5: An incoming freshman enrolls at School A and participates in conditioning drills and timed 40-yard dashes on the first day of formal practice. The next day the student enrolls at School B and wishes to become a candidate for the varsity football team.

A5: The student may not participate at the varsity level in football at School B because of his active participation in practice at School A.

Q6: A student is a candidate for the JV team at School A on the first day of formal practice. Without a parental move, the student transfers to School B and becomes a candidate for the B JV team. Is he immediately eligible?

A6: No. A Restricted Waiver must be approved before he is eligible to compete on the JV level. He is not eligible for varsity competition.

MID YEAR TRANSFER & ATHLETIC TRANSFER

1800.6 Except as specifically provided in by-laws through 1800.3, 1800.61, 1800.67, and 1800.7, any student who transfers schools after the beginning of the school year will not have varsity eligibility at the receiving school for the remainder of that school year and is subject to the provisions of by-law 1800.5 for the following school year for up to one calendar year after the school transfer. Any transfer substantially motivated by athletic considerations will cause the student to be ineligible for varsity competition for one calendar year from the date of the transfer in any sports(s) they participated in during the twelve months prior to the transfer.

EXCEPTION 1: A student, regardless of past participation as noted in 1800.62, who transfers schools at the beginning of the school year but after becoming a team member in a sport in any high school will be ineligible for varsity competition in that sport for the remainder of that sports season. A student becomes a team member when he/she reports for formal practice and is actively in contention for a position on the team.

For purposes of this rule, "the beginning of the school year" shall be defined as that period of time prior to a student's enrollment and attendance for 15 days or his/her participation in an interscholastic contest or scrimmage.

EXCEPTION 2: A student transferring, moving or for any reason to a new school where the student's non-school coach is also a coach of the school team, is considered to be attending for athletic purposes. The student, as a result of this transfer, will be ineligible for varsity competition for one calendar year from the date of the transfer in any sport(s) they participated in during the twelve months prior to the transfer. As used in this Rule, the term "coach" includes any person who coaches, volunteers (regardless of compensation) or assists in any capacity with the coaching or training of the school or non-school team.

NOTE: For purposes of this by-law and its exceptions, no personal relationship or one-on-one/group coaching or individual contact is required for application of this rule. If a coach has any standing with the outside team/organization/business, that coach is considered a coach of that non-school sports team.

1800.61 SUB-VARSITY ELIGIBILITY - A student will be granted sub-varsity eligibility by the Commissioner upon submittal of a restricted waiver request signed by the principals of the sending and receiving schools.

1800.62 NON-PARTICIPATION - A student who has not participated in an interscholastic contest or scrimmage in a specific sport at any level (varsity, junior varsity, sophomore, freshmen) during the 12 calendar months preceding the date of transfer shall have varsity eligibility at the receiving school in that specific sport at all levels of competition.

1800.63 RETURN TO ORIGINAL SCHOOL - A student who has not participated in an interscholastic contest or scrimmage for any team at any level while a student in the previous high school shall be varsity eligible at all levels in all sports provided he/she returns to the high school he/she attended prior to the period of nonparticipation.

1800.64 TRANSFER FROM A NON-MEMBER SCHOOL - A student who resides in Colorado and who has never previously been enrolled in a member school and who transfers to a member school from a non-member school shall have varsity eligibility at the receiving school.

1800.65 BROKEN HOME - A student of a broken home will be exempt from the transfer rule for the first move in high school from one parent to the other. Note: The exception will exist only if it is determined by either school that the move is not athletically motivated. A waiver must be filed and approved prior to competition.

1800.66 BOARDING SCHOOL - A student who transfers to become a full-time resident of a 24-hour boarding school (a duly licensed school providing lodging and meals) in a community, district or state other than where he/she has resided with his/her parent(s) or guardians, has varsity eligibility on the first such transfer, but all transfer rule requirements shall apply on any subsequent transfer.

1800.67 TRANSFER PURSUANT TO IEP - A student who has been identified as a student with a disability who transfers to a member school to comply with a specific requirement in his/her Individualized Education Plan (IEP) has varsity eligibility at the receiving school. A waiver must be filed and approved prior to competition.

Q1: A student attends School A as a freshman and competes in three sports. She begins her sophomore year at School A but in December transfers to School B. At School B she competes in no interscholastic scrimmages or contests in any sport. In March she returns to School A. What is her eligibility status?

A1: Full eligibility in all sports. A student transferring from School A to B to A without interscholastic competition at B will always retain varsity eligibility regardless of when the student re-enters School A.

Q2: A student competes in volleyball and track at School A as a 9th grader. As a 10th grader the student transfers from School A to B in January without a family move. What is the student's status in track and volleyball?

A2: The student will be ineligible for varsity competition in track in the spring of her sophomore year because she transferred in the middle of the school year and because she competed in that sport during the previous 12 months. Volleyball eligibility will be determined by the CHSAA Transfer Rule, which would cause the student to be restricted for the first 50% of the upcoming volleyball season.

Q3: What is the definition of a "broken home"?

A3: A broken home for the purposes of By-law 1800.65(b), is defined as a permanent and finalized dissolution of a marriage by court order.

Q4: For the purposes of By-law 1800.65(f), to which school may a student transfer if this is the first transfer while in high school in a broken home?

A4: The student may transfer to the school in the attendance area in which the parent resides.

Q5: A student begins 9th grade attending her home public high school, a CHSAA member school. In 10th grade, she transfers to an out-of-state boarding school where she competes in basketball. In 11th grade, she leaves the boarding school at a time other than the beginning of the school year and (a) returns to her home public school; or (b) enrolls at a boarding school which is a CHSAA member. Is she eligible for varsity basketball competition?

A5: No in both (a) and (b). Although she transferred from a non-member school, the student began her eligibility at a member school.

Q6: A student plays football, basketball and baseball his freshmen year at School A. After football his sophomore year at School A, he transfers to School B without a family move. What is his eligibility at School B?

A6: Since this is a mid-year transfer, he will have sub-varsity eligibility only for the basketball and baseball seasons. Further, in the fall of his junior year, he will have sub-varsity eligibility for the first 50% of the varsity football season.

HARDSHIP

1800.7 When the definition of a hardship has been met, the Commissioner may grant varsity eligibility pursuant to the provisions of Article 25 of these By-laws.

1800.71 "Hardship" means an unforeseen, unavoidable and uncorrectable act, condition or event that imposes a severe, non-athletic burden upon the student or his/her family. The Commissioner shall have broad discretion in applying this standard to specific cases. He/She may take into consideration not only the needs of the student and family directly involved, but also the best interest of member schools and interscholastic athletics/activities generally as he/she understands those interests.

1800.72 All transfer waiver applications shall be processed on forms approved by the CHSAA and in accordance with the following procedures:

A transfer waiver shall first be submitted to the principals at the student's sending and receiving schools. If either principal disapproves of the waiver, he/she shall state his/her reasons in writing.

The transfer waiver, with the recommendations of the principals, shall then be submitted to the receiving school's league for a vote.

The recommendation of the principals and the league and all other information that the applicant wished to be considered in support of the waiver application shall be submitted in writing to the Commissioner. The burden of proof to establish a hardship shall be upon the applicant.

The Commissioner or his/her designee may conduct additional investigations as he/she deems necessary. The application and any additional information gathered by the Commissioner or his/her designee shall constitute the record of the proceeding. The Commissioner will make a timely written decision based on the information in the record.

The Commissioner's decision may be appealed pursuant to Article 25 of these By-laws.

1810. UNDUE INFLUENCE - RECRUITED STUDENTS

A student who transfers schools because of the recruiting efforts of school athletic staff members and/or school representatives of athletic interests (as defined in Article 18 of the By-laws) shall be declared ineligible for a period of time to be determined by the Commissioner. Such period may exceed one year.

PSD POLICY ON PLACEMENT OF NON-PSD STUDENTS IN ATHLETIC PROGRAMS

Each multiple high school district must present to CHSAA in writing the policy which governs placement of students into athletic programs.

August 22, 2014



Guidelines for Student Participation in Extracurricular and Interscholastic Activities at District Schools

The purpose of these guidelines is to set forth in writing the policy of Poudre School District R-1 (the "District") for implementation of C.R.S. § 22-32-116.5 regarding student participation in extracurricular and interscholastic activities at District schools.

1. Student participation in competitive activities at District schools may be based on tryouts or other merit-based selection criteria as determined by the coach or sponsor.
2. Students who reside within the District and who attend a school that does not offer an activity for which they are eligible and in which they wish to participate shall only be eligible to participate in that activity at their neighborhood school (if the activity is offered at their neighborhood school). If the activity is not offered at their neighborhood school, they shall only be eligible to participate in that activity at the closest District school to their residence that offers it or at the closest District school to their school of attendance that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
3. Students who reside within the District and who participate in a nonpublic home-based educational program, on-line program or on-line school that does not offer an activity for which they are eligible and in which they wish to participate shall only be eligible to participate in that activity at their neighborhood school (if the activity is offered at their neighborhood school). If the activity is not offered at their neighborhood school, they shall only be eligible to participate in that activity at the closest District school to their residence that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
4. Students who do not reside within the District and who attend a school within the District that does not offer an activity for which they are eligible and in which they wish to participate, or who participate in a District nonpublic home-based educational program, on-line program or on-line school that does not offer an activity for which they are eligible and in which they wish to participate, shall only be eligible to participate in that activity at the closest District school to their residence that offers it or at the closest District school to their school of attendance that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).

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5. Students who do not reside within the District and who do not attend a school within the District or participate in a District nonpublic home-based educational program, on-line program or on-line school but who are eligible under C.R.S. § 22-32-116.5 to participate in an activity at a District school shall only be eligible to participate in that activity at the closest District school to their residence that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
 6. Student eligibility for and participation in activities at District schools shall be subject to governing law (including but not limited to C.R.S. § § 22-32-116.5 & 22-36-101), CHSAA's Constitution and Bylaws, District policies and regulations, and the decisions of the coach/sponsor responsible for the activity.
 7. Decisions made under these guidelines at the school level may be appealed to the District's athletic director (for athletic activities) or assistant superintendent responsible for the school at issue (for other activities). Decisions made under these guidelines by the District athletic director may be appealed to the assistant superintendent of secondary schools. Decisions made under these guidelines by an assistant superintendent may be appealed to the superintendent of schools.

Note: The purpose of these guidelines is to help prevent recruiting by schools and school activity shopping by students and their parents, both of which the District has determined are unfair to the other schools, students and parents involved in the activities.

SPORTSMANSHIP

Sportsmanship is:

- Respect for yourself, your coach, your team, the officials and the opponent.
- Positive behavior when you win and positive behavior when you lose.
- Appreciation of talented athletic ability, talented athletes and talented teams

The Coach

The coach is the central figure in the sportsmanship pattern of the school and community. He/she is the leader and example. The Coach:

- Treats own players and opponents with respect.
- Inspires in the athletes a love for the game and the desire to compete fairly
- Is a role model for the type of person he/she wants the athletes to be.
- Disciplines those on the team who display unsportsmanlike behavior.
- Respects the judgment and interpretation of the rules by the officials.
- Knows he/she is a teacher and understands the athletic arena is a classroom.

The Spectator

- Attempts to understand and be informed of the playing rules
- Appreciates a good play no matter who makes it.
- Cooperates with and responds enthusiastically to cheerleaders.
- Shows compassion for an injured player, applauds positive performances, does not heckle, jeer or distract players, and avoids use of profane and obnoxious language and behavior.
- Respects the judgment and strategy of the coach and does not criticize players or coaches for loss of a game.
- Respects property of others and authority of those who administer the competition. Respects the integrity and judgment of game officials. Understands that they are doing their best to help promote the student/athlete, and admire their willingness to participate in full view of the public.

PSD Ejection Policy for Spectators

Any spectator affiliated with PSD schools that is ejected or removed from an athletic venue due to poor sportsmanship will be placed on probation and not allowed to return to further PSD athletic events until the following have occurred: 1). The individual meets with the building administration to discuss future expectations for behavior. 2). The individual completes an approved NFHS Sportsmanship course. The course is free and is available online. A certificate of completion must be presented to the District Athletic Director as proof of meeting this requirement.

Repeated minor offenses or egregious acts of unsportsmanlike conduct including contact with an official, coach, staff member, opposing team members, throwing items onto court or floor, etc. will be grounds for law enforcement involvement and may be grounds for spectator to be permanently banned from all future PSD contests.

The Player

- Treats own coaches and opponents with respect.
- Plays hard, but plays within the rules.
- Exercises self-control at all times, setting the example for others to follow.
- Respects officials and accepts their decisions without gesture or argument.
- Wins without boasting, loses without excuses, and never quits.
- Always remembers that it is a privilege to represent the school and community.

The Official

- Knows the rules and their interpretations.
- Places welfare of the participants above all other considerations.
- Treats players and coaches courteously and demands the same from them.
- Works cooperatively with fellow officials, timers and/ or scorers for an efficient contest.
- Is fair and firm in all decisions, never compensating for a previous mistake.
- Maintains confidence, poise and self-control from start to finish.

All sanctions or penalties related to unsportsmanlike conduct received by student-athletes, spectators or coaches (i.e. technical foul(s), yellow card(s), red card(s), ejection(s), etc.) must be reported to the building athletic director immediately. PSD will enforce all CHSAA sanctions for misconduct and unsportsmanlike actions. PSD also reserves the right to impose further or more severe penalties for egregious or repetitive violations of sportsmanship expectations.

We are CHSAA! We cheer for our team and not against our opponents!



CITIZENSHIP EXPECTATIONS (Grades 6 through 12)

PSD has high expectations for the students that participate in extracurricular activities and interscholastic programs (**grades 6 through 12**). As such, student-athletes are expected to demonstrate good citizenship in school, during activities and in the community. The core expectations of behavior regarding the use of alcohol and drugs are outlined in the sections that follow. District Policy JJ specifically is written for students in grades 9 through 12. Similar expectations are outlined for students in grades 6 through 8 in the middle school training and personal conduct rules.

Students and parents must be fully aware that this handbook cannot possibly list every possible conduct violation that might result in a student-athlete facing disciplinary action by a coach or the athletic director of a given school. Incidents involving legal issues, conduct that reflects poorly on program and/or school, acts of hazing, and dishonesty with school officials are all examples that may result in a student-athlete being suspended or removed from team. Two of the most important goals of our extracurricular activity and interscholastic programs (grades 6 through 12) are to teach student-athletes life skills and respect for others. Participation in extracurricular activities and interscholastic programs is truly a privilege and must be viewed as such. Making good decisions and honoring your commitment that you have made to the program(s) that you represent are essential to maintaining eligibility to represent your school and program.

*District Policy JJ is specifically written for students participating in grades 9 through 12

TRAINING AND PERSONAL CONDUCT RULES (DISTRICT POLICY JJ)

Participation in Poudre School District interscholastic athletic programs is a privilege, not a right. Student-athletes serve as representatives of their schools and teams, and may be viewed as role models by younger students. In addition, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

I. General Rules

These rules shall apply to all students who participate in any Poudre School District interscholastic athletic program. In addition to these rules, students participating in interscholastic athletics are subject to and required to comply with all policies and regulations in the Poudre School District Code of Conduct. Student athletes shall not be eligible to participate in athletic practices or competitions during any period of suspension or expulsion under the Code of Conduct.

Student-athletes are also subject to and required to comply with the Bylaws adopted by the Colorado High School Activities Association, with all team/program rules, and are required to exercise good sportsmanship at all practices and competitions. A student-athlete who fails to comply with these requirements as determined by a coach, PSD administrator or competition official shall be subject to suspension from practices and/or competitions. For more serious violations shall be subject to removal from the team.

II. Rules Concerning Controlled Substances, Alcohol and Tobacco

A student athlete's unlawful or otherwise improper use or possession of controlled substances, alcohol and/or tobacco reflects poorly on the student's school and team and sets a bad example for other students, regardless of when the use or possession occurs. In addition, a student athlete's use of controlled substances, alcohol and/or tobacco may adversely affect the student athlete's health, fitness and athletic performance and may result in injury or harm, regardless of when the use occurs. Accordingly, students participating in any Poudre School District interscholastic athletic program shall not, regardless of the quantity involved: (1) use or possess any beverage containing alcohol; (2) use or possess tobacco or tobacco products; or (3) use or possess any controlled substance, including steroids, in any manner that is contrary to law or Poudre School District policies and regulations.

The foregoing rules shall be in effect for Poudre School District interscholastic athletes on a year-round basis, including weekends, summers, vacations and holidays, whether the student athlete is on or off School District property and whether or not the student-athlete is at the time participating in any school-sponsored activity or event.

The following consequences for violation of the rules concerning controlled substances, alcohol and tobacco are applicable to all Poudre School District students in interscholastic athletics throughout the time they are enrolled in grades 9 through 12.

Consequence for First Violation:

- Suspension from 30% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the first violation occurs (including regular season and post season/playoff competitions) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the first violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Second Violation:

- Suspension from 50% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the second violation occurs (including regular season and post season/playoff competitions) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the second violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Third Violation:

- The student athlete will lose the right to participate in all interscholastic athletics for the remainder of his/her high school career.

For all violations - if the suspension carries over into a subsequent season of the same or a different span, the student-athlete must successfully complete that subsequent season in order to be considered as having served the portion of his/her suspension applicable to that subsequent season.

The foregoing rules concerning controlled substances, alcohol and tobacco, including the consequences for violation of those rules, are hereby incorporated into the coach's team rules for every span at every school within the Poudre School District interscholastic athletic program, and are uniformly applicable to all team members.

The following chart is designed to outline the number of contests that each violation level carries at the high school level (grades 9 through 12).

HIGH SCHOOL SPORT	30%	50%
Cross Country	3	6
Field Hockey	5	8
Football	3	5
Golf	3	6
Gymnastics	3	6
Soccer	5	8
Softball	6	10
Tennis	4	6
Volleyball	7	12
Basketball	7	12
Swimming	3	6
Wrestling	9	15
Baseball	6	10
Lacrosse	5	8
Track and Field	3	6

TRAINING AND PERSONAL CONDUCT RULES FOR MIDDLE SCHOOL ATHLETIC PROGRAMS

This section is written specifically for students who participate in PSD middle school athletic programs in Grades 6 through 8. Much of the language mirrors District Policy JJ for students in grades 9 through 12. It is important to note that there are some differences that apply specifically to middle school students.

Participation in Poudre School District middle school athletic programs is a privilege, not a right. Student-athletes serve as representatives of their schools and teams, and may be viewed as role models by younger students. In addition, student health and fitness must be maintained on a year-round basis to meet the demands of participation in athletic programs. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

I. General Rules

These rules shall apply to all students who participate in any Poudre School District middle school athletic program. In addition to these rules, students participating in middle school athletics are subject to and required to comply with all policies and regulations in the Poudre School District Code of Conduct. Student athletes shall not be eligible to participate in athletic practices or competitions during any period of suspension or expulsion under the Code of Conduct.

Student-athletes are also subject to and required to comply with the Bylaws adopted by the Colorado High School Activities Association specific to middle school participation, with all team/program rules, and are required to exercise good sportsmanship at all practices and competitions. A student-athlete who fails to comply with these requirements as determined by a coach, PSD administrator or competition official shall be subject to suspension from practices and/or competitions. For more serious violations shall be subject to removal from the team.

II. Rules Concerning Controlled Substances, Alcohol and Tobacco

A student athlete's unlawful or otherwise improper use or possession of controlled substances, alcohol and/or tobacco reflects poorly on the student's school and team and sets a bad example for other students, regardless of when the use or possession occurs. In addition, a student athletes use of controlled substances, alcohol and/or tobacco may adversely affect the student athlete's health, fitness and athletic performance and may result in injury or harm, regardless of when the use occurs. Accordingly, students participating in any Poudre School District middle school athletic program shall not, regardless of the quantity involved: (1) use or possess any beverage containing alcohol; (2) use or possess tobacco or tobacco products; or (3) use or possess any controlled substance, including steroids, in any manner that is contrary to law or Poudre School District policies and regulations.

The foregoing rules shall be in effect during the entire academic year, including weekends, vacations and holidays, whether the student-athlete is on or off School District property and whether or not the student-athlete is at the time participating in any school-sponsored activity or event.

The following consequences for violation of the rules concerning controlled substances, alcohol and tobacco are applicable to all Poudre School District students in middle school athletics throughout the time they are enrolled in grades 6 through 8. Violations at the middle school level do not carry-over to the high school level.

Consequence for First Violation:

- Suspension from 30% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the first violation occurs (including regular season and District Championship) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the first violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Second Violation:

- Suspension from 50% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the second violation occurs (including regular season and District Championship) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the second violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Third Violation:

- The student athlete will lose the right to participate in all middle school athletics for the remainder of his/her middle school career.

For all violations - if the suspension carries over into a subsequent season of the same or a different span, the student-athlete must successfully complete that subsequent season in order to be considered as having served the portion of his/her suspension applicable to that subsequent season.

The foregoing rules concerning controlled substances, alcohol and tobacco, including the consequences for violation of those rules, are hereby incorporated into the coach's team rules for every span at every school within the Poudre School District interscholastic athletic program, and are uniformly applicable to all team members.

The following chart is designed to outline the number of contests that each violation level carries at the middle school level.

MIDDLE SCHOOL SPORT	30%	50%
Cross Country	2 meets	3 meets
Football	2 games	4 games
Golf	30% of total number of holes scheduled	50% of total number of holes scheduled
Softball	3 games	5 games
Tennis	3 meets	5 meets
Volleyball	3 games	5 meets
Basketball	3 games	5 games
Wrestling	3 meets	5 meets
Track and Field	2 meets	3 meets

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?

A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a practice opportunity.

EXPECTATIONS FOR COMMUNICATION

***SEE PSD FORMAL COMMUNICATION PROCESS OUTLINED ON PAGE #34.**

If participants are to experience the full potential of benefits possible through participation in education-based athletics, everyone involved must be on the same page. It is important that everyone involved in these programs takes the time to read this handbook, and further makes the commitment to embrace the outlined expectations, philosophy, values, expected outcomes, and other areas of general operation of the programs.

For parents, one of the hardest things is to let go of your child to allow them to have the 'experience'. However, it is best. There will be disappointments, and sometimes true heartache. Try to resist intervening at each of these moments. We have all been there, and believe it or not, your child needs to self-advocate and learn to communicate with their coach(es) on their own. One of the most important end products that a participant can graduate with is perseverance. When your child faces adversity later in life, it is important that he/she has developed the skills and wherewithal to navigate the circumstances.

In your opinion, when the issue has not been addressed or you believe you must intervene we ask you to honor the communication process. Please observe the following parameters when you express your desire to meet with a coach or the coaching staff:

1. **Wait 24 hours before proceeding.** Many times, this 'cooling off' period give your time to reflect and often takes the emotion out of the response. This is good in many ways. Maybe the issue is not as pressing at your thought when you were 'in the moment'. Perhaps your son or daughter solved the issue on their own. Finally, if you do proceed to meet with the coach or coaching staff it is much more likely to be a productive meeting. In the end, we all want what is best for your child.
2. **NEVER confront a coach immediately following a competition or practice.** This is embarrassing for your child, and almost never is a positive experience for anyone involved.
3. **Review the section in this handbook regarding our mission, the role of education-based athletics, our values and what topics are appropriate to discuss.** It is vital that we are aiming for the same target.
4. **Call or email your child's coach during office hours to request a time to meet.**
5. **In almost every scenario it is best to bring your child with you to the meeting.** One of the most frustrating starts to a meeting comes when a parent opens the meeting by stating, 'please do not tell my child that I am meeting with you, as they have told me that they do not want me to be involved.' Again, **it is their experience.** Maybe all that is needed is the parent(s) being there to support their child in communicating what the issue is, and assist everyone in working towards a solution.
6. **Never rely totally on what you have heard or have been told.** There may be more to the story, or your child may have taken what was said the wrong way.
7. **Stick to subjects that are appropriate to discuss.** These subjects include: A). Areas to improve to increase playing time, move to a higher level, etc. B). Discussion of actual or perceived mistreatment. C). Clarification of role.

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8. **Avoid subjects that are not appropriate to discuss.** These subjects include: A). Playing time/squad selection – these are determined at the coach’s discretion. B). Other students – if another student or students are discussed, it is only appropriate that their parents are involved. C. Hearsay or rumors.
 9. **Follow the communication process beginning with the lowest level.** Most issues are solved by simply having your child meet with the coach. The only exceptions to following the prescribed communication process is to report unlawful activity or physical abuse. In these circumstances, the parent(s) should immediately contact an administrator. Below are some scenarios that will help guide you through this process.
 10. **If an issue cannot be resolved informally, put all concerns or allegations in writing and include as much detail as possible prior to contacting the appropriate party.**

RESOLVING CONFLICTS OR ISSUES:

Initial Communication

- A student-athlete, parent, guardian, coach, or a member of the public with a concern or complaint should first try to resolve the matter directly and informally with the individual(s) concerned. This may be done either verbally or in writing to the individual(s) involved.

Review

- If the matter cannot be resolved informally at the initial level, the complainant should submit a written statement describing his/her concerns in a clear, specific and detailed manner to the building athletic director. The building athletic director shall review the steps taken to resolve the complaint informally up to that point, investigate the facts (including obtaining relevant information through interviews of persons having knowledge of the matter), and either facilitate a mutually acceptable resolution of the problem (including obtaining relevant information through interviews of persons having knowledge of the matter), and either facilitate a mutually acceptable resolution of the problem when possible (including, where appropriate, arranging a face-to-face meeting of the parties) or otherwise render a decision on the matter. Any resolution or decision shall be arrived at as soon as the circumstances reasonably permit and shall be communicated in writing to all parties to the dispute (with a copy submitted to the building principal).
- If the building athletic director has not resolved or decided the matter to the satisfaction of one or more parties to the dispute, each dissatisfied party shall submit a written statement to the building principal stating the basis of their dissatisfaction. The building principal shall review all of the building athletic director’s documentation, conduct any additional investigation he or she deems necessary, and either facilitate a mutually acceptable resolution of the problem or otherwise render a decision on the matter. Any resolution or decision shall be arrived at as soon as the circumstances reasonably permit and shall be communicated in writing to all parties to the dispute.

Appeal

- If the complainant feels the issue has still not been resolved, he/she may submit a written appeal in a timely manner to the District Athletic Director.
- If the complainant feels the issue has still not been resolved, he/she may submit a written appeal in a timely manner to the Assistant Superintendent of School Services or Designee Services or Designee.

COMMUNICATION SCENARIOS:

Scenario #1 – Sarah a high school sophomore plays soccer for her high school team, she has played club soccer since she was 6-years-old, and she just was informed that she did not make the varsity team. She is very upset and had set a goal of making the varsity team. She wants to quit.

BEST PRACTICE FOR HER PARENT(S) – Being there to support Sarah does not mean going to the high school office to demand an immediate meeting with the Athletic Director and/or Principal. What would this solve? What would be best is for Sarah’s parent(s) support her, encourage her to keep working and tell her to meet with her coach(es) to come up with a list of items that she can improve in order to achieve her goal of making the varsity squad. PSD programs are extremely competitive. With every season, not everyone can make varsity. Many never make this level.

What if Sarah’s parent(s) called the District Athletic Director in this instance? The District Athletic Director would immediately ask the parent(s) if they have followed the communication process. The District Athletic Director would ask if the parent(s) had met with the coach involved. If not, the parent(s) would be referred back to the appropriate level. This is not a subject to bring to the District Athletic Director level unless extenuating circumstances were involved **and** the parent(s) had proceeded through the communication process (they had previously met with the coach(es), the building athletic director, and the building principal without reaching a resolution).

Scenario #2 – Kevin a 7th grade student participates on the 7th grade basketball team at his middle school. Kevin loves basketball, but is becoming increasingly discouraged because he does not get to play very much. He plays very little in the ‘varsity’ game and there are so many participants on the ‘junior varsity’ that he does not play very much in this level either. What finally compelled Kevin’s parents to call the coach was that Kevin was finally playing when his team fell behind by two points late in the game. The coach then inserted the five varsity starters to finish out the game. Kevin’s parents are concerned about the philosophy being employed in the program. They openly wonder if the coaches are more concerned about winning over the development of all students.

BEST PRACTICE FOR HER PARENT(S) – Given the description of the events in this scenario, Kevin’s parents have some legitimate questions/concerns. They should schedule a meeting with Kevin’s coach(es) to ask them about their philosophy for middle school athletics. PSD allows administrative teams to shape and operate the many programs offered within their buildings. However, this should be carried out in concert with the overall mission and values of PSD middle school athletics as described in this handbook. PSD spends a considerable amount of professional development in communicating these areas with both building athletic directors and coaches.

This scenario portrays an example in which the issue might work through the communication process. After the parents meet with the coaches, they then follow this up with meeting with the building athletic director and principal. For the sake of describing a situation that leads to further levels being involved, the following situation is proposed. In the meetings held so far, Kevin's parents are told that the varsity starters were put back in the junior varsity game because the coaches believe that winning will help build the confidence of the JV team, and the coaches saw the opportunity in this case. The coaches believed it was justified. It is easy to see that there is a definite difference of opinion in this situation. And, apparently one that might have two different philosophies at work. This would be a perfect example of a situation in which the District Athletic Director might be involved. The parents have followed the communication process, but believe the issue is still unresolved. The parents would have a legitimate request to clarify what the true mission of middle school athletic is.

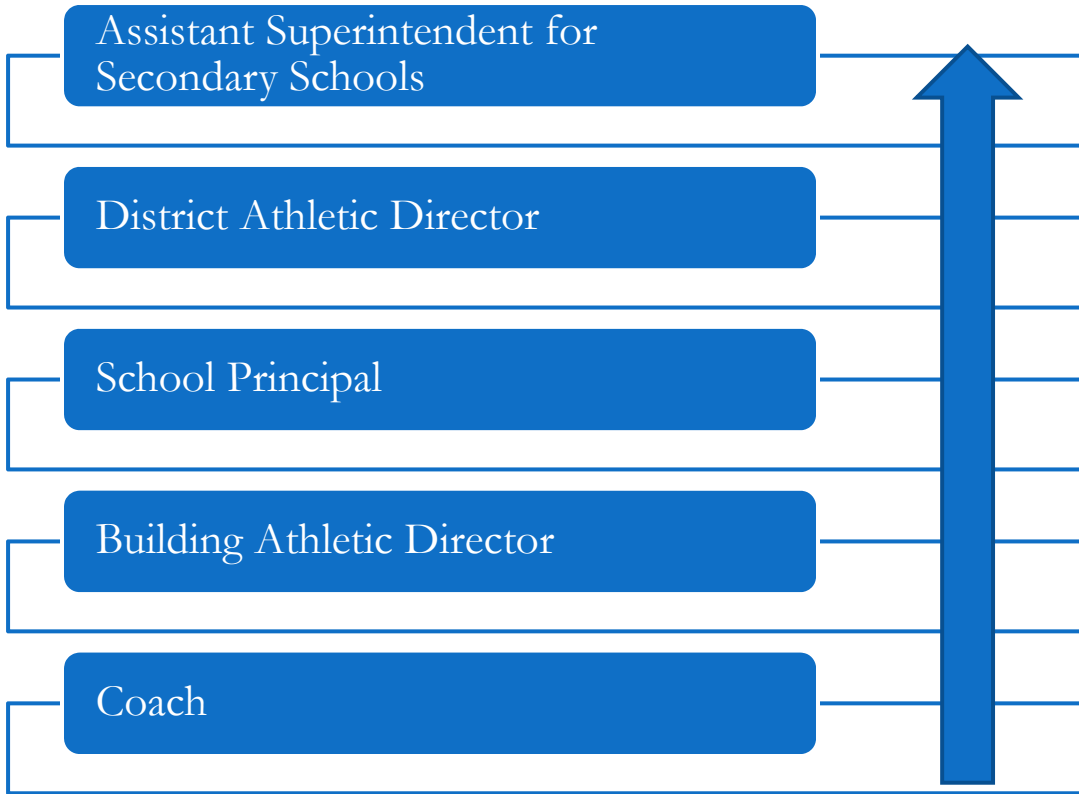
Scenario #3 – Gina is a junior at a PSD high school. She is a member of the varsity basketball team. Gina is visibly shaken when she comes home from her basketball game. Her team had just won a thrilling overtime game versus their rival earlier that evening. Her parents are stunned as they cannot imagine why she might be upset. She is reluctant to talk to them about it. However, she finally relents and shows them a text that she received from one of her coaches that is inappropriate. Gina is beside herself and tells her parents that she will never play again.

BEST PRACTICE FOR HER PARENT(S) – This is a very serious situation, and an example of an issue that does not need to adhere to the communication channels. Gina's parents should immediately contact a PSD administrator. This could include the District Athletic Director or Assistant Superintendent of Student Services, and should be done ASAP.

Scenario #4 – Dylan is a senior at a PSD high school. During Dylan's junior year, he attended a high school outside of PSD. He participated in basketball and tennis last year. Dylan did not have a good experience at his former school. He transferred to his new school over the summer without a change of domicile. His family's residence is outside of PSD. As Dylan entered his new school, his parents were informed by the building athletic director that since he had transferred schools without an accompanying change of domicile, Dylan would have to sit out 50% of the two sports that he participated in last year (basketball and tennis). Dylan's parents disagree with the CHSAA policy.

BEST PRACTICE FOR HER PARENT(S) – Dylan's parents must work through the building athletic director in this situation. CHSAA designates athletic directors as the point of contact for parents regarding CHSAA by-laws. The CHSAA office does not field phone calls from parents.

PSD FORMAL COMMUNICATION PROCESS



Anti-Hazing Policy

1. Hazing by Poudre School District student athletes is strictly prohibited.
2. Hazing occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or to any third party in order for the student to be initiated into affiliated with any school group, club, athletics team, grade level, activity, or organization.
3. Hazing includes but is not limited to:
 - Any activity involving an unreasonable risk of physical harm including paddling, beating, whipping, branding, electric shock, sleep deprivation, exposure to weather, placement of harmful substances on the body and participation in physically dangerous activities.
 - Any activity involving consumption of alcohol, drugs, tobacco products, or any other food, liquid, or other substance that subjects the student to an unreasonable risk of physical harm.
 - Any activity involving actions of a sexual nature or the simulation of actions of a sexual nature.
 - Any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame, or humiliation or which creates a hostile, abusive, and intimidating environment for the student.
 - Any activity involving any violation of federal, state, or local Law or any violation of school district policies and regulations.
4. CHSAA requires that all participants read and sign the CHSAA Anti-Hazing Form prior to participation at the high school level. A copy of this document is available on the PSD website.

Transgender Participation

PSD follows CHSAA, state and federal law relative to transgender participation.

[**CHSAA Policy**](#)

[**PSD Support**](#)