Standards for Communication

A handbook for athletes, parents, coaches and administrators
Thompson School District
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Board of Education
Superintendent of Schools
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District Athletics/Activities Department
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Note: For specific Athletic and Activities board policies, reference policy files on the district website: [www.thompsonschools.org](http://www.thompsonschools.org)
ATHLETIC PHILOSOPHY AND VALUES

Athletics are an important part of the Thompson School District educational program. The experience of participating in athletics is an excellent opportunity for all students who attend school in the Thompson School District. It is a privilege to represent our schools and community by participating in athletic programs.

Participation in a sound athletic program contributes to good sportsmanship, character, physical development, coordination, and a wholesome interest in sports.

Interscholastic sports competition exemplifies the value of the democratic process and of fair play. Through participation, the student athlete learns how to work with others for the achievement of group goals. Participation in interscholastic sports is a living laboratory of equal opportunity in action where all students are treated without favor or prejudice.

The program of interscholastic sports shall be an integral part of the total educational program. It shall, above all else, foster the growth and well-being of the individual student.

Good sportsmanship practices have life-long values. The athlete who acts fairly, who observes laws and customs, who treats others with consideration, and who takes adversity with dignity, earns respect. Students in today’s schools are tomorrow’s community citizens and, as adults, will demonstrate many of the attitudes they are now learning.

Thompson School District schools are well aware of the importance of the activities program, but recognizes that it should never overshadow the emphasis placed on classroom work. Schools maximize student-teacher classroom contact by minimizing the loss of school time involved in extra-curricular activities.

PURPOSE

The purpose of this handbook is to provide and develop guidelines and expectations for open and honest lines of communication among parents, athletes, coaches, teachers and administrators. The aim of these guidelines is to help ensure that student athletes have the best possible experience in their respective athletic programs.
PHILOSOPHY FOR VARSITY, SUB-VARSITY AND MIDDLE SCHOOL PARTICIPATION IN R2-J ATHLETICS

As for sports in particular, the following philosophies will be adhered to:

**VARSITY PROGRAMS:**

These programs are focused towards the competitive level that is required by our league and our state classification by playing the most skilled and well-prepared athletes. The coach will be required to place on the courts or the fields of play the most competitive team available. The administration acknowledges that wins and losses are a part of the game; yet the expectation of our coaches is that our teams are well-prepared and competitive.

**SUB VARSITY PROGRAMS:**

These programs are focused towards the development of skills necessary for participation on the VARSITY level. The coach of any sub varsity program should emphasize development of areas needing improvement on an individual and team basis. The coach will be encouraged to play as many participants as possible.

**MIDDLE SCHOOL PROGRAMS:**

The Thompson Middle School Athletic Program shall be an integral part of the total middle school educational program and seeks to provide all students with an opportunity to explore a wide variety of activities at appropriate levels that will contribute to the student's physical, emotional, social, and intellectual development.

**SPORTSMANSHIP**

Sportmanship is:
- respect for yourself, your coach, your team, the officials and the opponents
- positive behavior when you win and positive behavior when you lose
- appreciation of talented athletic ability, talented athletes and talented teams
Responsibilities of Sportsmanship
Goals for Everyone

THE COACH:
The coach is the central figure in the sportsmanship pattern of the school and community. He/she is the leader. In order for good sportsmanship to be the guiding principle of athletics for the team, student body, community, and press, he/she must know what good sportsmanship is and teach it to all. It has been said that as the coach goes, so goes the community.

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

THE SPECTATOR:
1. Attempts to understand and be informed of the playing rules.
2. Appreciates a good play no matter who makes it.
3. Cooperates with and responds enthusiastically to cheerleaders.
4. 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.
5. Respects the judgment and strategy of the coach and does not criticize players or coaches for loss of a game.
6. Respects property of others and authority of those who administer the competition.
7. Censures those whose behavior is unbecoming.

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

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

Coaches in the Thompson School District must demonstrate maturity so that all actions, language, emotions, and conduct will be respected. As positive role models, coaches will demonstrate integrity, graciousness, dignity, and respect. Dress will always be of a professional and appropriate nature. Healthful living, a high sense of morality, and personal ethics will be demonstrated at all times. Continual support, loyalty, and pride in the athletic program shall be of utmost importance as a staff member.
CODE OF ETHICS FOR SPECTATORS AND PARTICIPANTS IN THE THOMPSON R2-J ATHLETIC PROGRAM

To provide an atmosphere where student athletes develop positive work habits, fundamental skills, and personal values for a healthy long life learning experience through participation in athletics and academics. All involved people serve as role models and representatives of R2-J to all other people. In addition, the following policy is in effect for all persons attending school activities:

Public Conduct on School Property or at School Activities

The school district hosts or participates in many curricular and extracurricular activities attended by parents and the general public. These include, for example but not by way of limitation, interscholastic athletic contests, proms and other social events, dramatic or musical performances, field trips, fund raisers and meetings for parents, patrons and the public and are referred to herein as events. Events occur on school district property as well as at locations or on property (such as school vehicles) leased or licensed to the school district for a particular purpose, all such property being referred to herein as a school owned or controlled property. Groups and members of the public also use school owned or controlled property under the districts facilities use policy.

All persons using or appearing at events conducted upon school district owned or controlled property will observe, at a minimum, those standards of behavior and conduct expected of school district staff and students. Specifically, whether they appear as users, participants or observers of an event, such persons shall not:

1. Obstruct, disrupt or interfere with teaching, research, service, administration, control, discipline, coaching, officiating or progress of an event.

2. Physically abuse or threaten any persons with physical harm on school district owned or controlled property.

3. Damage or threaten to damage property of the school district or property leased or licensed in connection with an event.

4. Force or make unauthorized entry to school district owned or controlled property.

5. Use, possess, distribute or sell drugs, other controlled substances, alcohol or other contraband on school district owned or controlled property or within 1,000 feet of the perimeter of a school site. (Persons known to be under the influence of liquor shall not be permitted to enter school district owned or controlled property.)

6. Possess a concealed or dangerous weapon, as defined in state law or board policy, on school district owned or controlled property unless one of the following conditions exist:

   a. The person is a law enforcement officer authorized to carry or possess a weapon at such time and place.
b. The person is presenting an authorized public demonstration for a school or an organized class.

c. The person is carrying out duties for the school district which require the use of a weapon.

d. The person is participating in an authorized extracurricular activity or team involving the use of firearms.

7. Use profanity or verbally abusive language.

8. Engage in any conduct constituting a breach of any federal, state or city law or duly adopted policy and/or regulation of the board.

Persons determined by the superintendent, the superintendent’s designee or the principal of a host school to be in violation of this policy may be instructed to leave the school district owned or controlled property. Where repeated violations occur or where a person threatens or appears likely to violate this policy in the future, the superintendent or his/her designee or the host principal may ban or restrict the person’s access to events and to the use of school district owned or controlled property. The host principal’s authority, however, shall extend only to events and owned or controlled property of his/her school.

State and league rules require the principal or his/her designee to enforce this policy at any venue where the school’s athletic teams are participating. This would include other school sites or events sponsored by CHSAA at public facilities.

In appropriate cases, persons violating this policy may be referred to law enforcement authorities for criminal prosecution.
COMMUNICATION PROCEDURE

CHAIN OF COMMAND

Player

Person — Coach — Building — Building — District — Superintendent — Board

Parent

AD — Principal — Athletic

Dept.

AD — Principal — Athletic

Dept.

The following procedure will be used for all concerns and complaints:

1. 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.

2. Review

   a. If the matter cannot be resolved informally at the initial level, the complainant should contact the building athletic director and express the complaint, either verbally or in writing. After reviewing the steps taken by the complainant to solve this problem informally, the building athletic director should investigate the facts and meet with the individual(s) involved to determine if the problem can be worked out among the parties involved. This step may or may not involve a meeting of the individual(s) and the complainant. The solution arrived at should be communicated back to all parties, either verbally or in writing.

   b. If the complainant feels the solution is not an acceptable one, the complainant should submit a written statement describing his/her concerns in a clear, specific and detailed manner and submit it to the building AD. The building AD should further examine and investigate the facts and meet with the complainant, then with the individual(s) named in the written statement in an effort to facilitate a mutually acceptable resolution to the problem. A face-to-face meeting between the two parties is highly recommended as part of the process at this point. The issue shall be resolved within ten school days from receipt of the written statement unless the parties involved mutually agree to extend that period. The decision of the athletic director shall be communicated in writing to all parties involved, with a copy going to the building principal.

   c. If the issue has not been resolved to all parties’ satisfaction, the paperwork shall be submitted to the building principal, who will follow the same procedure described in ABC above.
3. Appeal

   a. If the complainant feels the issue has still not been resolved, he/she may submit a written appeal within ten school days to the district athletic department.

   b. If the complainant feels the issue has still not been resolved, he/she may submit a written appeal within ten school days to the Superintendent.

   c. If the complainant feels the issue has still not been resolved, he/she may submit a written appeal within ten school days to the board of education.

   *Note: Ten days begin when the reply has been received.*

The following diagram shows two-way communication between critical groups. Care should always be taken to follow the correct chain of command when any individual or group has a complaint.

Please reference board policy KLD for further clarification on this procedure.
MUTUAL EXPECTATIONS REGARDING BEHAVIOR

ATHLETES EXPECTATIONS OF THEMSELVES AS ATHLETES

As athletes, we need to...

• cooperate and communicate with teammates, coaches and parents, especially regarding concerns.

• set a good example on the playing field, in the classroom, and outside of school. We need to follow training and eligibility rules.

• be willing to commit ourselves to the sport in which we are competing. We need to be willing to work hard and give 100%. We need to be prepared, on time, and attend as many practices/games/classes as possible.

• show good sportsmanship and respect to all, including teammates, opponents, officials, coaches, parents, and other students. We need to use appropriate language on the practice/playing field.

• improve both fundamentally and emotionally. We need to work to become better athletes and to develop higher self-esteem. We need to encourage each other and stay positive.

• set high, yet realistic, personal goals and strive for them.

• keep things in perspective and always work toward maintaining a hard-working, positive attitude and enjoying ourselves.

• work hard in the off season.

ATHLETES EXPECTATIONS OF COACHES

Athletes expect coaches to...

• communicate with their players at all times and be willing to give explanations and expectations.

• teach the skills, fundamentals, and rules of the sport adequately.

• have goals for themselves, for the team, and for individuals. Athletes expect coaches to discuss and to evaluate these goals.

• provide the safest environment possible for athletes, and to be able to treat injuries if they do occur.

• keep an open mind at the beginning of the season and not to judge athletes until they prove themselves.
• stay informed about the latest coaching techniques and new developments in the sport they are coaching.

• support the athletes and work hard continually to motivate athletes to improve and

• continually maintain a positive attitude towards athletes and parents.

• set an example that they wish their athletes to follow, be an appropriate role model for their athletes, and display good sportsmanship.

• remember your efforts as a coach should be for the athletes.

• assist athletes and parents with post high school athletics and education.

• work to provide a harassment-free environment and end all hazing.

• teach the long life skills of commitment, hard work, and respect.

• establish consistent enforcement and application of training rules and rules of the team practice schedule which is also consistent with CHSAA rules.

ATHLETES EXPECTATIONS OF PARENTS

Athletes expect parents to...

• show respect as role models by keeping a positive attitude. Parents should demonstrate sportsmanship at athletic events to all those involved.

• provide positive encouragement for athletes through verbal communication and attendance.

• focus on the team concept. Parents need to realize this is not just their son or daughter, but a team.

• encourage athletes to improve, but not pressure excessively. Parents need to realize the ability and the limits of the athletes. Parents should support their athlete even if the athlete’s goals are not the same as the parents.

• respect coaches’ decisions and avoid talking negatively about coaches - instead parents should encourage their sons and daughters to keep working hard.

• constantly encourage athletes to work hard and to be dedicated for the duration of the season. Parents should encourage athletes to utilize complete open communication and suggestions outlined in this handbook if the athlete is unhappy.

• support designated parent liaisons at all levels of the athletic program.

• support training rules.
ATHLETES EXPECTATIONS OF ADMINISTRATORS

Athletes expect administrators to...
- encourage students to cheer positively and passionately for fellow students.
- set the limits of appropriate student behavior at athletic events. These should include expectations and regulations required by The Colorado High School Activities Association (CHSAA) specific league rules. These expectations and regulations should be communicated in a timely manner.
- see that support of an athletic event is free of vulgarity, harassment of officials and off the personal level.

COACHES EXPECTATION OF COACHES THEMSELVES

As coaches, we need to...
- demonstrate the ability to communicate effectively with athletes, parents, school personnel and the general public.
- help each participating student to achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.
- show support of others and their programs by encouraging athletes to participate in various programs, and by working at other sport activities, or by attending other sport activities throughout the school year.
- demonstrate the ability to treat athletes, officials, opponents, and fans in a sportsman-like manner.
- know and enforce the rules of the Thompson School District, League, State, National Federation, and the sport.
- to plan, organize, and conduct practices that teach fundamentals leading to the success of the group.
- strive to instill positive work habits and healthful living in athletes.
- complete all necessary paperwork to meet various deadlines.
- promote the sport and athletic program through sound public relations in working with the media.
- attempt to achieve success by staying abreast of the latest methods and techniques and by attending in-service programs and clinics.
- insure a healthy and safe environment by using safe procedures and being responsible for the safety of those in the athletic program.
COACHES EXPECTATIONS OF ATHLETES

Coaches expect athletes to...

- communicate concerns and recommendations for the program either personally or through team captains without fear of retaliation.
- show respect for everyone. This includes fellow athletes, coaches, officials, opponents, spectators, teachers, staff, students and administrators.
- maintain personal academic standards.
- exemplify good sportsmanship.
- exemplify teamwork by exhibiting respect, commitment, and dedication.
- show dedication to their sport through regular attendance at practice and contests.
- maintain healthful living and physical conditioning.
- give their best effort.
- learn the fundamentals of the sport and execute the fundamentals to the best of the athlete’s ability.
- maintain the district training rules, code of conduct, and the rules of the team.
- work to meet the expectations they have established for themselves.
- show respect for facilities and equipment, both home and away.
- demonstrate commitment, hard work and respect to their community, their school and to their sport.

COACHES EXPECTATIONS OF PARENTS

Coaches expect parents to...

- communicate with the coach during business hours if there is any problem that the parent’s son/daughter cannot work out.
- encourage their son or daughter by supporting him/her as a student athlete by attending as many of their son’s or daughter’s events as possible, including early season parent meetings and gatherings, or receptions held during and following the season.
- encourage their student athlete’s best personal efforts.
• maintain high expectations of their athlete, but to avoid pressuring him/her to meet personal athletic expectations.

• respect the coach, and to let the coach do his/her job. Parents are asked to support the coaches efforts and to utilize the chain of communication to voice concerns.

• encourage the athletes to demonstrate good sportsmanship by avoiding criticism of the opponent, officials, or coaches; to try to look at team effort and/or goals reached in a contest, not just the win-loss record.

• support the school staff when the staff enforces the athletic rules which are signed by both athletes and parents.

• encourage their son/daughter as a student athlete to continue the sport throughout the whole season after he/she decides to start.

• make an effort to have their son/daughter attend practices or contests. If they are held during vacations, coaches will make these practices known at the beginning of the season. Absences due to appointments or vacations should be kept to a minimum.

• encourage their student athlete to take care of athletic equipment and to return it on time to the school after the sports season.

COACHES EXPECTATIONS OF ADMINISTRATORS

Coaches expect administrators to...
• promote and to enforce the chain of communication.

• know and enforce the rules of the Thompson School District, League and State.

• Support all athletes and coaches equally who are involved in athletic programs.

• organize and facilitate the overall athletic program.

• help manage the athletic budget, facilities and equipment.

• provide job descriptions, evaluation procedures and annual professional development programs.

• help manage the training program, training facilities and communication procedure.

PARENT'S EXPECTATION OF THEMSELVES AS PARENTS OF ATHLETES

As parents, we need to...
• attend early season meetings held by coaches in order to better understand the goals of the coach and the cost of the sport program.

• support the efforts of the entire team, not just our child.
• recognize the coach as head of the team, respect him or her and avoid trying to coach our own child during coach contact times.

• address conflict with a coach by discussing it privately with the coach, following the established chain of command.

• encourage our athletes to play to the best of his/her ability, be positive in their support, and realistic about his/her athletic ability.

• recognize that we are important role models for our children and demonstrate respect and appreciation for all involved in the sport program, including coaches, officials, opponents, our own child, and his/her teammates.

PARENT'S EXPECTATIONS OF COACHES

Parents expect coaches to...
• openly listen to concerns or recommendations.

• communicate with athletes in regard to goals met and future outlook.

• foster an environment of open communication and support between himself/herself, athletes, and parents beginning with the early season parent meeting.

• be role models in behavior and attitude who teach as well as practice the values stated in the Thompson School District Athletic Philosophy and Value statement.

• establish and communicate appropriate goals for the team, individual athletes, and him/herself.

• keep current in their knowledge of rules, techniques, strategies, and fundamental skills of the sport they coach and teach through seminars, clinics, meetings, literature, etc.

• have fundamental knowledge of current developments of the sports sciences, including sport philosophy, sport psychology, sport pedagogy, sport physiology and sport medicine.

• demonstrate effective sport management, including the ability to plan seasons, games and practices, to coordinate support staff, and to manage time effectively.

• make efforts to improve their program through ongoing review and evaluation of goals.

• be excellent teachers who project enthusiasm for their sport on and off the court/field, and who value the personal growth of the athletes who participate.

PARENTS EXPECTATIONS OF ATHLETES

Parents expect athletes to...
• show respect for coaches, teammates, administrators, officials and opponents, and accept officials decisions without gesture or argument.

• have open communication with their coaches, teammates, and parents without fear of retaliation.

• recognize that athletics, academics, and the arts are all important in an athlete’s education and to strive to give their best effort in all they do.

• maintain academic and attendance eligibility.

• take responsibility for their own behavior and accept the consequences for their actions.

• be prepared mentally, physically, and emotionally for practices and games.

• demonstrate good sportsmanship and keep winning and losing in perspective. They win without boasting, lose without excuses and never quit.

• set realistic personal and team goals and strive to reach them.

• be responsible for the care of equipment.

• exercise self-control at all times, setting the example for others to follow.

PARENT'S EXPECTATIONS OF ADMINISTRATORS

Parents expect administrators to...

• assure support for communication through the appropriate chain of communication.

• provide equipment and facilities which are safe, of quality, and which meet competitive standards. An athletic trainer/physician should attend all sports events (if possible).

• review, approve, and support the goals, rules, and standards established by coaches.

• establish guidelines and standards for employing, evaluating, and retaining coaches.

• encourage and support the development of school spirit and pride.

• evaluate coaches utilizing input from a variety of sources.

• assure the Athletic Philosophy and Values statement and athletic programs are supported in spirit and in fact; parents expect administrators to be accountable.

• provide training opportunities to coaches in the various sport areas.

ADMINISTRATOR’S EXPECTATIONS OF THEMSELVES AS ADMINISTRATORS

As administrators, we need to...
• know, understand, and be committed to the Athletic Philosophy and Values statement.

• follow district policies in terms of resolving problems at the lowest possible (usually at the player-coach) level.

• handle problems consistently, efficiently, and effectively through the chain of communication, and make sure there is follow-up on the results.

• provide proper supervision, evaluation and in-service training for coaches to ensure that the outcomes of the Athletic Philosophy and Values statement are happening for athletes.

• work with the board of education to find the resources to provide proper, safe equipment and facilities for the safe conduct of the athletic program.

• be actively involved in following Colorado High School Activities Association (CHSAA) and specific league rules and regulations.

• provide truthful, open and honest communication with all parties while respecting confidentiality.

**ADMINISTRATOR’S EXPECTATIONS OF COACHES**

Administrators expect coaches to...

• provide truthful, open and honest communication with all parties while respecting confidentiality.

• know and teach the goals as set forth in the Athletic Philosophy and Values statement.

• know and teach the fundamentals of their sport and strive to improve their professional coaching skills.

• know and consistently enforce the rules and regulations (including training rules) of the Thompson School District, League, State, National Federation, and the sport.

• treat all parties with dignity, including players, parents, officials, opponents, spectators, etc.

• supervise their activities until the sport activity is over.

• support other school activities.

• be responsible for the care and security of equipment and facilities.

• be role models and assist in setting reasonable goals for the team, individual players, and the program.

• reasonably assist athletes and parents with post high school athletics and education.
• be responsible for the overall program, including evaluation of assistant coaches.
• be responsible for organizing and running a pre-season parents’ meeting.
• teach the long life skills of commitment, hard work, and respect.

**ADMINISTRATOR’S EXPECTATIONS OF ATHLETES**

Administrators expect athletes to...
• know, understand, and strive to achieve the goals of the Athletic Philosophy and Values statement.
• know and follow the policies and rules associated with the athletic program.
• know that they can and should communicate with their coaches. If there is a problem, they should try to work it out at the lowest level on the communication procedure.
• promote team unity, and strive to improve their skills and knowledge of their sport.
• provide truthful, open and honest communication with all parties while respecting confidentiality.

**ADMINISTRATOR’S EXPECTATIONS OF PARENTS**

Administrators expect parents to...
• know, understand, and support the goals listed in the Athletic Philosophy and Values statement.
• know and follow the communication procedure and try to resolve any problem at the lowest level possible.
• encourage and support their child in resolving problems.
• be supportive of the team and the coaches, and not be critical of officials, opponents, the team, teammates, or coaches.
• be supportive of the district in enforcing the training rules, to be role models for their students, and to keep things in perspective.
• provide truthful, open and honest communication with all parties while respecting confidentiality.

**ADMINISTRATOR’S EXPECTATIONS OF FACULTY**

Administrators expect faculty to...
• help students set obtainable academic goals that treat the athlete and non-athlete on an equal basis.
• respect the time schedule established by each school for academics and athletics.
• be a positive influence by encouraging students to participate, so physical fitness and healthful living become lifelong goals.

• attend and work at the athletic events, which will allow the teacher-student relationship to be held in an arena other than the classroom.

• use the classroom as another setting to promote to students the traits of teamwork, cooperation, loyalty, dedication, positive work habits, and self-esteem.

• be supportive of coaches in their endeavors to help students learn self-discipline, sacrifice for the good of self and/or the team, achievement of goals, and respect for others.

• encourage students to be reliable by maintaining good attendance in the classroom and in the athletic arena.

• encourage the student to give his/her best in all settings, whether in the classroom, on the athletic field, or in any other school activity.

• help maintain a two-way communication with the coach in an endeavor to head off possible problems involving the student athlete.
The Thompson School District is committed to attracting, recruiting and hiring qualified coaches for all levels of the district’s athletic program. When possible, coaching will be combined with teaching positions to provide the best possible experience for student athletes. When non-teaching community members are hired as coaches, appropriate certification through the CHSAA will be required. Non-paid coaches will be placed under contract as required by the CHSAA rules, as well as district rules.

All coaching contracts are for one year with each contract being reviewed annually by the building administration and recommendations being sent to the district athletic department in early June. The district athletic department will compile a list of recommendations to be sent to the board of education for final approval at the August meeting. Coaching vacancies which occur after the initial set of contracts have been approved will be posted at the district office and circulated throughout the schools in the district, along with any teaching positions which might be open at that time. The Denver newspapers may be used to advertise head coaching openings, when deemed necessary, to attract qualified candidates.

All head coaches will be evaluated by the building athletic director after the first year of coaching and a minimum of every third year from then on. More frequent evaluations may be completed if deemed necessary by the building or district administration. Evaluation of assistant coaches will be done by the head coach in that sport and kept on file in the office of the building athletic director. Evaluations will be done for the purpose of establishing self-improvement goals for the coaches and maintaining open communication about the performance of the coach and his/her coaching staff. Goals will be set for the next season and reviewed periodically as needed.

Opportunities will be extended to coaches for professional growth by encouraging coaches to attend coaching clinics and workshops when possible. Registration and overnight expenses may be provided by building athletic budgets, as approved by the building athletic director. In addition, district wide professional growth opportunities will be provided at the district level on topics deemed necessary by district/building administration. These opportunities might include such topics as gender equity/Title IX awareness, sexual harassment awareness training, and motivational speakers, but would not be specific coaching strategies of a particular sport, as other venues exist which provide better opportunities for coaches at a reasonable cost.

By the beginning of the 2000-01 school year, it is hoped that revisions in the coaching handbook will be completed. This handbook provides useful information, particularly for beginning coaches. In addition, all coaches will receive a copy of the Standards for Communication handbook. It is also hoped that some form of orientation can be provided for new coaches at the beginning of each season either at the district level, or by building athletic directors at the building level. Providing accurate information to all beginning coaches shall be a goal of the district athletic program, as well as at the building level, for each building athletic director.
# LETTERING, CUT POLICIES, NUMBER OF LEVELS

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<th>LHS</th>
<th>MVHS</th>
<th>TVHS</th>
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<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>Football</td>
<td>Aug-Nov</td>
<td>9, JV, V</td>
<td>9, JV, V</td>
<td>9, JV, V</td>
<td>C, JV, V</td>
</tr>
<tr>
<td>*B. Golf</td>
<td>Aug-Sept</td>
<td>JV, V</td>
<td>JV, V</td>
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</tr>
<tr>
<td>*G. Gymnastics</td>
<td>Aug-Oct</td>
<td><strong>No</strong></td>
<td>JV, V</td>
<td><strong>No</strong></td>
<td>JV, V</td>
</tr>
<tr>
<td>*B. Soccer</td>
<td>Aug-Oct</td>
<td>JV, V</td>
<td>JV, V</td>
<td><strong>No</strong></td>
<td>JV, V</td>
</tr>
<tr>
<td>*B. Tennis</td>
<td>Aug-Oct</td>
<td><strong>No</strong></td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
</tr>
<tr>
<td>*G. Volleyball</td>
<td>Aug-Oct</td>
<td>9, JV, V</td>
<td>9, 10, JV, V</td>
<td>9, C, JV, V</td>
<td>C, JV, V</td>
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<tr>
<td><strong>Winter</strong></td>
<td></td>
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<tr>
<td>*B. &amp; G. Basketball</td>
<td>Nov-Mar</td>
<td>9, JV, V</td>
<td>9, 10, JV, V</td>
<td>9, C, JV, V</td>
<td>C, JV, V</td>
</tr>
<tr>
<td>*G. Swimming</td>
<td>Nov-Mar</td>
<td><strong>No</strong></td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Nov-Mar</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>*Baseball</td>
<td>Feb-May</td>
<td>9, JV, V</td>
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<td>9, C, JV, V</td>
<td>C, JV, V</td>
</tr>
<tr>
<td>*G. Golf</td>
<td>Feb-May</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
</tr>
<tr>
<td>*B. Swimming</td>
<td>Feb-May</td>
<td><strong>No</strong></td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
</tr>
<tr>
<td>*G. Tennis</td>
<td>Feb-May</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
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<tr>
<td>*G. Soccer</td>
<td>Feb-May</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
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<tr>
<td>B. &amp; G. Track/Field</td>
<td>Feb-May</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
<td>JV, V</td>
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<tr>
<td>B. &amp; G. Lacrosse</td>
<td>Feb-May</td>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
<td>JV, V</td>
</tr>
</tbody>
</table>

* While it is the goal of the Thompson School District to provide competitive athletic programs for the maximum number of students, limitations in programs, schedules, facilities or number of coaches sometimes require cuts to be made in these sports. Fees are refunded, if this should happen to your athlete.

** If a particular sport is not offered at one of our high schools, students from that high school are eligible to participate at a school which does offer the sport. Applications should be made to the athletic director of that school.

Lettering policies will be determined by the head coach and approved by the building athletic director.
Thompson School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disability, martial status, or veteran status in its activities, programs or employment practices. The prohibition against sexual harassment include a prohibition against harassment base on race, color, national origin, religion, age, gender, sexual orientation, disability, martial status or veteran status. For information regarding civil rights grievance procedures, contact the:

Department of Human Resources,
800 S. Taft Ave., Loveland, CO 80537
(970)613-5000
or
Office of Civil Rights, US Department of Education, Region VIII
Federal Office building
1244 N. Speer Blvd., Suite 310, Denver, CO 80204
(303)844-5695