

(Copy Letter onto District Letterhead)
ATHLETIC PLACEMENT PROCESS
PARENT/GUARDIAN PERMISSION

(Page 1 of 2)

Dear Parent/Guardian:

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP).

Your child (name): _____ may be eligible to participate in the sport of _____ outside of his or her normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the APP.

This evaluation is a comprehensive evaluation of your child's emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and sport-specific athletic skill in relationship to other student athletes at that level.

Physical maturity is determined by the district medical director during a physical exam, using the Tanner Scale. The Tanner Scale requires the inspection of the entire body, including the breasts and genitals. The district does/does not accept Tanner ratings from private medical providers. The district does/does not accept a history of menarche for girls in place of a physical examination. Upon approval of the district medical director, the student may proceed to the physical fitness and skill assessments. Students must pass all levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, he/she will be allowed to try out for competitive high school athletics during 7th and/or 8th grade(s), or compete at the modified level if in grades 9-12. Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

- a) participation during five consecutive seasons in the approved sport after entry into the eighth grade; or
- b) participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that, once the requirements are met and if he/she is accepted as a member of the team, he/she cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Please feel free to contact me regarding this program or to discuss any aspect of your child's athletic placement. If you agree to allow your child's participation in this program, please sign and return the parental permission form to my office.

Sincerely,

Physical Education Director and/or Athletic Director

(Copy letter unto District Letterhead)
ATHLETIC PLACEMENT PROCESS

PARENT/GUARDIAN PERMISSION

PARENT/GUARDIAN STATEMENT

I have read the attached letter and I understand the purpose and eligibility implications of the Athletic Placement Process.

My son/daughter (name): _____ has my permission to undergo the evaluation process and to participate in this program. I understand that the determination of physical maturity is a private examination involving inspection of breasts and genitals and will be done by a licensed school health professional, and I give my permission for the examination. Upon approval of the district medical director, he/she may proceed to the physical fitness and skill assessments. I understand that passing the evaluation process does not guarantee my child a position on a team, but only permits them to try out.

Parent/Guardian Signature

Date

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY FORM

THIS SECTION TO BE COMPLETED BY THE DIRECTOR OF PHYSICAL EDUCATION AND/OR ATHLETIC DIRECTOR:

Student's Name _____ Grade _____

Home Address _____

Date of Birth ____ / ____ / ____ Age _____ Gender: Male Female

Parental/Guardian Permission Form Received: Yes Date Received _____

Desired Level: Varsity Jr. Varsity Frosh Modified

Desired Sport: _____ *Recommended Tanner Rating for this sport and level _____ * See Appendix H

SCREENING PROCEDURES- THIS SECTION TO BE COMPLETED BY THE DISTRICT MEDICAL DIRECTOR

(OR BY PRIVATE MEDICAL PROVIDER FOR REVIEW BY THE DISTRICT MEDICAL DIRECTOR IF PERMITTED)

A. TANNER SCORE AND HEIGHT/WEIGHT ASSESSMENT COMPLETED BY:

District Medical Director Private Medical Provider

EXAM DATE: _____

PROVIDER NAME _____

CIRCLE THE CURRENT DEVELOPMENTAL STAGE OF THE STUDENT, USING THE TANNER SCALE:

1 2 3 4 5

B. ALTERNATIVE TO TANNER EXAMINATION FOR FEMALES ONLY *(If accepted by district):*

Onset of Menarche = Tanner Stage 5

C. HEIGHT _____ WEIGHT _____

D. CHECK APPROPRIATE BOXES BELOW AND RETURN FORM TO THE DIRECTOR OF PHYSICAL EDUCATION/ATHLETICS. *(See Appendix H)*

Student is approved not approved for the sport of: _____

at the following level: Modified Freshman Junior Varsity Varsity

SIGNED _____ DATE ____ / ____ / ____
District Medical Director

ATHLETIC PLACEMENT PROCESS

COACH'S SPORT SKILL EVALUATION

Page 1 of 2

INSTRUCTIONS FOR THE COACH

Coach _____ Sport & Level _____ / _____

Student's Name _____ Gender: M F Age _____

The above-named student has requested evaluation through the Athletic Placement Process. As the coach of the team for which they want to try out, your complete assessment of his/her skill level is an important factor in this process. Please complete and return this form as soon as possible to the Director of Physical Education and /or Athletic Director.

NOTE:

*The number of students who are allowed to compete outside of their grade levels should be few and far between. The program is intended only for the athlete who has the physical maturity, physical fitness, and sport skills to be placed with other athletes outside of his/her grade level. Abuses in the program by decision makers who seek to satisfy the needs of the team, rather than considering the well-being of the student cannot be condoned. There are many potential physical and social/emotional pitfalls that must be avoided, and once a student is elevated, the decision is irreversible. Please keep in mind that, until you are notified by the director of physical education's office that the student has successfully completed the entire Interscholastic Athletic Placement Process, that student **may not attend** any practices.*

If you are familiar with the candidate, please write an evaluation of his/her skill level on the back of this sheet. Supporting information would be helpful in determining proper placement, so be specific. If you are not familiar with the candidate, you may wish to contact his/her former coaches for further assessment and/or schedule time to observe the student in a physical education class.

Which level team is the student trying out for?
 Modified Freshman Junior Varsity Varsity

Which level of play would you recommend for this student?
 Modified Freshman Junior Varsity Varsity

Compare this student's skills relative to other members of the team that the student is trying out for.
 Below Average Average Above Average Superior

What percentage of playing time would you estimate he/she would receive at that level?
_____ %

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TESTING: SCORE FORM

INSTRUCTIONS FOR THE TESTER

The student listed below has been approved to take the Physical Fitness Test. Please proceed with the testing as described in the **Physical Fitness Test Descriptions & Directions** in Appendix I of this document

1. Read the instructions for administering the five items carefully. **If you are the coach of the sport that the athlete wants to participate in, you may not be the tester.** Notify the Director of Physical Education and/or Athletic Director that a new tester must be assigned.
2. The test can be given in any time frame and in any order. Any of the five items may be retested up to the number of times defined by your APP district policy. Only the best scores should be recorded. *For Swimming see, Appendix J page 2, for an alternative portion of the fitness test. For bowling and golf, students are not required to complete a physical fitness test.*
3. Encourage the student to do his/her best on each test item. Before commencing with the test, inform the student of the minimum qualification requirement for each component. **They MUST score in the 85th percentile for their age in 4 out of 5 test components.**
4. Return this score sheet to the Physical Education and/or Athletic Director's office as soon as the test is completed.

PHYSICAL FITNESS TEST SCORES:

Student's Name _____ Gender: M F Age _____

Desired Sport _____ Desired Level _____

Test Administered By _____ Date _____

SHUTTLE RUN (nearest tenth) 1/10 seconds _____

V-SIT REACH
Or SIT & REACH (feet and inches to nearest inch) _____

PULL UPS (# completed)
Or RIGHT ANGLE PUSH UPS (# completed every 3 seconds) _____

STOMACH CURLS (one for each completed movement) number _____

ONE MILE RUN/500 YARD SWIM (minutes and nearest second) _____

Final Assessment: Student passed did not pass at or better than the 85th percentile

Signature _____ Date _____

ATHLETIC PLACEMENT PROCESS

NOTIFICATION OF QUALIFIED ATHLETES

TO: Executive Director, Section _____ Date _____

Opponent School Districts

FROM: _____ SCHOOL _____

Director of PE/Athletics

SUBJECT: APP Qualified Students: Fall Winter Spring

This is official notification that the following student(s) successfully completed the requirements for Athletic Placement Process per the updated 2016 guideline.

| ATHLETIC PLACEMENT PROCESS | | | | PHYSICAL FITNESS SCORES | | | | |
|----------------------------|-------|-------|-------|-------------------------|-------------|--|--|--|
| Name | Grade | Sport | Level | Curl Ups | Shuttle Run | Endurance* 1 Mile Walk/ Run (a) <u>Or</u> 500 yard swim (b) | Upper Body** Pull-ups(a) <u>Or</u> Right angle push-ups (b) | Flexibility*** V- sit reach (a) <u>Or</u> Sit & reach (b) |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

* Alternative 500 yard swim is only for students who desire to try out for swimming.
 ** Upper body strength can be tested using either pull-ups or right angle push-ups.
 *** Flexibility can be tested using either the V- sit reach or sit & reach.

Note: Include the subscript of test completed in the score box. (e.g. if completed 2 pull-ups, then report the score as a-2. a is the subscript for pull-ups, and 2 is the number of pull-ups completed)



ATHLETIC PLACEMENT PROCESS

SPECIAL TRY-OUT PROCESSES

BOWLING

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity bowling team. At the completion of the try-out sessions, which must include nine games bowled over a three-day period, if the individual's bowling average puts him/her in the top eight of your bowlers, he/she is eligible for the team.

GOLF

Any 7th or 8th grade student may be given the opportunity to try out for a junior varsity or varsity golf team. At the completion of the tryout sessions, which must include 18 holes golfed over a three-day period (the first three days of the individual's tryout when the course is accessible), if the individual's golf average puts him/her in the top 8 of your golfers, he/she is eligible for the team.

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

| Approved Sports | MALES | | | FEMALES | | |
|---------------------------|----------|----|---------|----------|----|---------|
| | Freshman | JV | Varsity | Freshman | JV | Varsity |
| Archery * | 2 | 2 | 2 | 2 | 2 | 2 |
| Badminton * | 2 | 2 | 2 | 2 | 2 | 2 |
| Baseball + | 2 | 3 | 3 | 3 | 4 | 4 |
| Basketball ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Bowling * | 2 | 2 | 2 | 2 | 2 | 2 |
| Competitive Cheerleading! | 2 | 3 | 4 | 3 | 4 | 5 |
| Cross-Country * | 2 | 3 | 3 | 3 | 4 | 4 |
| Fencing + | 2 | 2 | 2 | 2 | 2 | 2 |
| Field Hockey! | 2 | 3 | 4 | 3 | 4 | 5 |
| Football ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Golf * | 2 | 2 | 2 | 2 | 2 | 2 |
| Gymnastics ! | 2 | 3 | 3 | 3 | 4 | 4 |
| Ice Hockey ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Lacrosse ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Rifle * | 2 | 2 | 2 | 2 | 2 | 2 |
| Skiing (Downhill) ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Soccer ! | 2 | 3 | 4 | 3 | 4 | 5 |
| Softball + | 2 | 3 | 3 | 3 | 4 | 4 |
| Swim*/Diving! | 2 | 3 | 3 | 3 | 4 | 4 |
| Tennis * | 2 | 3 | 3 | 3 | 4 | 4 |
| Track & Field* | 2 | 3 | 3 | 3 | 4 | 4 |
| Volleyball + | 2 | 3 | 3 | 3 | 4 | 4 |
| Wrestling ! | 2 | 3 | 4 | 3 | 4 | 5 |

Classification of Sports According to Contact (AAP)

- *= Non Contact
- + = Limited Contact
- ! = Contact



ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST: INSTRUCTIONS

Curl-ups

This activity measures abdominal strength and endurance.

Curl-ups Testing

Here's what you do:

- Have the student lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. A partner holds the feet.
- Make sure the arms are crossed with hands placed on opposite shoulders and elbows held close to chest.
- Keeping this arm position, the student raises the trunk, curling up to touch elbows to thighs, and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.
- To start, a timer calls out the signal "Ready? Go!" and begins timing the student for one minute. The student stops on the word "Stop."

Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

Curl-ups Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.

Shuttle Run

This activity measures speed and agility.

Testing

Here's what you do:

- Mark two parallel lines 30 feet apart and place two blocks of wood or similar objects behind one of the lines.
- Student starts behind the opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

Tips

Be sure the participants understand the importance of running through the finish line. Participants should perform this activity on a gym floor or other appropriate surface.

Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

One Mile Run/Walk

This activity measures heart/lung endurance.

Testing

Here's what you do:

- On a safe, one-mile distance, students begin running on the count "Ready? Go!"
- Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

Tips

Use a large enough running area so that no more than eight laps are necessary to complete a mile. Help participants learn proper pacing for the mile by having them run at the mile pace for short distances during warm-up time.

Scoring

Always review students' health status before administering this test. Give students ample instruction on how to pace themselves. Allow them to practice running this distance against time, as well as sufficient time for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

Pull-ups

This activity measures upper body strength and endurance.

Pull-ups Testing

Here's what you do:

- The student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from the floor, using either an overhand grip (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to the starting position.
- The student raises his/her body until chin clears the bar and then lowers his/her body to the full-hang starting position. The student performs as many correct pull-ups as possible.

Pull-ups Tips

Spend as little time hanging from the bar beforehand as possible because the extra time on the bar may reduce the number of pull-ups performed. Discourage any leg kicking or body swinging, as this may also decrease the number of repetitions.

Pull-ups Scoring

Pull-ups should be done in a smooth rather than jerky motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.

Right Angle Push-ups Testing

Here's what you do:

- The student starts in push-up position, with hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart (approximately 2-4 inches) with the toes supporting the feet.
- Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed at the elbows, with upper arms parallel to the floor. A partner holds her/his hands at the point of the 90-degree angle so that the student being tested goes down only until her/his shoulders touch the partner's hand, then back up.
- The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval.

Right Angle Push-ups Tip

As with the pull-up, spend as little time in the starting position beforehand in order to increase the number of repetitions. Any extra movement may also decrease the number of repetitions.

Right Angle Push-ups Scoring

Record only those push-ups done with proper form and in rhythm.

Right Angle Push-ups Rationale

Right angle push-ups are a good indicator of the range of strength/endurance found in kids, whereas some kids are unable to do any pull-ups. Pull-ups remain an option for those students at higher levels of strength/endurance.

V-sit Reach

This activity measures flexibility of the lower back and hamstrings.

V-sit Reach Testing

Here's what you do:

- A straight line two feet long is marked on the floor as the baseline.
- A measuring line four feet long is drawn perpendicular to the midpoint of the baseline, extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point.
- Student removes his/her shoes and sits on floor with measuring line between his/her legs and the soles of his/her feet placed directly behind the baseline, with the heels 8-12 inches apart.
- With hands on top of each other, palms down, the student places them on measuring line.
- With the legs held flat by a partner, the student slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed.
- After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.

V-sit Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

V-sit Reach Rules

Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline.

Sit and Reach Testing

Here's what you do:

- You'll need a [specially constructed box](#) with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet.
- The student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box.
- With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

Sit and Reach Tip

Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run.

Sit and Reach Rules

Legs must remain straight, soles of feet against box, and fingertips of both hands should reach evenly along the measuring line. Scores are recorded to the nearest centimeter.

ATHLETIC PLACEMENT PROCESS

Physical Fitness: Scores Required for the Athletic Placement Process

| SEX | AGE | Curl-Ups # in one minute | Shuttle Run in seconds | Choose one ¹ | | 1 Mile- Walk/Run min/sec* | Choose one ² | |
|---------|-----|--------------------------------|---------------------------|-----------------------------|----------------------------------|---------------------------------|----------------------------|---|
| | | | | V-sit Reach in inches | Sit & Reach in centimeters | | Pull-Ups # completed | Right Angle Push-ups # every 3 sec. |
| Males | 11 | 47 | 10.0 | 4.0 | 31 | 7:32 | 6 | 26 |
| | 12 | 50 | 9.8 | 4.0 | 31 | 7:11 | 7 | 30 |
| | 13 | 53 | 9.5 | 3.5 | 31 | 6:50 | 7 | 35 |
| | 14 | 56 | 9.1 | 4.5 | 33 | 6:26 | 10 | 37 |
| | 15 | 57 | 9.0 | 5.0 | 36 | 6:20 | 11 | 40 |
| Females | 11 | 42 | 10.5 | 6.5 | 34 | 9:02 | 3 | 19 |
| | 12 | 45 | 10.4 | 7.0 | 36 | 8:23 | 2 | 20 |
| | 13 | 46 | 10.2 | 7.0 | 38 | 8:13 | 2 | 21 |
| | 14 | 47 | 10.1 | 8.0 | 40 | 7:59 | 2 | 20 |
| | 15 | 48 | 10.0 | 8.0 | 43 | 8:08 | 2 | 20 |

*For swimming, see next page for alternative 500 yard swim scores.

¹ Upper body strength can be measured by performing pull-ups, or right angle push-ups.
² Flexibility can be measured by performing the V-sit Reach or the Sit and Reach