# ATHLETIC PLACEMENT PROCESS
# FOR
# INTERSCHOOL ATHLETIC PROGRAMS

The University of the State of New York
The New York State Education Department
Office of Curriculum and Instruction
Albany, New York 12234
February 2015

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# PREFACE

The Athletic Placement Process (APP) is a program for evaluating students who want to participate in sports at higher or lower levels, as approved by the Board of Regents as a part of the school eligibility rules in 1980, and is aligned with Learning Standards 1 and 2. Commissioner's Regulation Section 135.4(c)(7)(ii)(a)(4)states:

> *A Board of Education may permit pupils in grades no lower than seventh to compete on any senior high school team, or permit senior high pupils to compete on any teams in grades no lower than seventh, provided the pupils are placed at levels of competition appropriate to their physiological maturity, physical fitness, and skills in relationship to other pupils on those teams in accordance with standards established by the Commissioner.*

These standards state that students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, maintain personal health, and acquire both the knowledge and ability to create and maintain a safe and healthy environment.

The New York State Education Department (NYSED) has collaborated with the New York State Athletic Administrators Association (NYSAAA), the New York State Public High School Athletic Association (NYSPHSAA), the Statewide School Health Services Center (SSHSC), district directors of school health services (commonly referred to as medical directors and previously known as school medical officers), and directors of physical education/athletics to promote physical education and interschool athletic competition statewide. This guide to the Athletic Placement Process is the result of that collaboration.

This document represents the shared belief of the NYSAAA, the NYSPHSAA, medical directors, directors of physical education/athletics, and the NYSED that physical education and interscholastic athletic competition are important to the development of the whole child, and that students benefit when they can participate in such activities at a pace that is consistent with their physical and emotional maturity, size, fitness level, and athletic skill.

Schools, both public and private, competing in interscholastic sports under the jurisdiction of the Commissioner's Regulations may choose whether or not to adopt a policy that permits students in the 7$^{th}$ and 8$^{th}$ grades to try out for a high school team, or that permits high school students to play at the modified level. If schools choose to have such a policy, the process outlined in this document is to be followed.

Normally, a student is eligible for senior high athletic competition in a sport during each of four consecutive seasons, beginning with entry into the ninth grade. However, by satisfying the requirements of the APP, a student may receive extended eligibility that permits:

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.

THE INTENT OF THE APP IS TO PROVIDE A PROTOCOL FOR THOSE DISTRICTS THAT CHOOSE TO ALLOW STUDENTS IN GRADES 7 AND 8 TO MOVE UP; OR FOR STUDENTS IN GRADES 9-12 TO MOVE DOWN, ALLOWING THEM TO PARTICIPATE SAFELY AT AN APPROPRIATE LEVEL OF COMPETITION *BASED UPON PHYSICAL AND EMOTIONAL READINESS AND ATHLETIC ABILITY* RATHER THAN AGE AND GRADE ALONE.

Students do not mature at the same rate, and there can be tremendous developmental differences between students of the same age. The APP is not to be used to fill positions on teams, provide additional experience, provide an opportunity for middle school or junior high students when no modified program is offered, or to reward a student. Instead, it is aimed at the few, select students who can benefit from such placement because of their level of readiness.

**How to Use This Guide**

The APP is a program that may be implemented at the discretion of local school districts. It is not mandated.

The APP is intended for use by student athletes in grades 7 - 12, and directly relates to specific interschool sport categories and levels of competition as follows:

Intermediate
- Grades 7 - 8

Commencement
- Grades 9 - 12

Interscholastic Sports Categories:

Contact Sports

basketball, baseball, field hockey, ice hockey, lacrosse, soccer, football, softball, volleyball, competitive cheerleading, and wrestling

Non-Contact Sports

archery, bowling, cross-country, golf, gymnastics, rifle, swimming & diving, skiing, tennis, track & field, fencing, and badminton

Athletic Competition Levels:
- Modified
- Freshman
- Junior Varsity
- Varsity

The main body of this document is organized to assist the medical director and the physical education director and/or athletic director in administering all aspects of the APP.

There is great diversity among student athletes throughout New York State. The APP was revised to assess a student's physical and emotional maturation, physical fitness, and sport skill, so that a student may be placed at a level of competition that should result in increased opportunity, a fairer competitive environment, minimized risk, and greater personal satisfaction. In districts that allow the program, safety must be of paramount importance.

The APP is to be used only when an individual athlete's athletic skills warrant moving to the commencement or intermediate sport competition level, and therefore, ideally, it should be initiated by the district's physical education director and/or athletic director and physical education staff, who recognize the student's skill. The APP may be used either prior to the beginning of the season, so that the student athlete can participate in the try-out period, or within the timelines specified by the NYSPHSAA Promotion Rule.

## GENERAL INFORMATION

Physical education teachers, coaches, students, or parents/guardians may ask the physical education director and/or athletic director to evaluate a student, using the APP**.** Students will not be processed through the evaluation procedures without a request from the physical education director and/or athletic director and parent/guardian written permission. It is not the intent to evaluate all modified students, and evaluation should be considered only for those students with the appropriate physical and emotional readiness, and whose athletic abilities are outside of those of their age-related peers.

**Transition from Selection Classification to Athletic Placement Process for 2014-2015**

- Beginning in the fall season of 2015, the APP will be used to advance students to the high school athletic program.
- Students in 7th grade will be evaluated through the APP.
- Students in 8th grade who have not been Selectively Classified for a sport in the previous year will be processed through the APP.
- Students in 8th grade who had been advanced to a higher level through the Selection Classification process in the previous year will not need to be re-evaluated if they remain at the same level of athletic competition in the same sport. If a student changes levels of the sport, the APP will be followed.

**After the fall season of 2015, the following should be implemented:**

If a student in grade 7 or 8 has reached the chronological age of 15 years old prior to July 1, he or she is eligible to participate on high school athletics without undergoing the APP; only medical approval by the district medical director is required, as these students are already at an advanced age and would otherwise lose eligibility due to aging out.

A student who has undergone the APP does not need the procedure repeated if he/she achieved the required scores for fitness, maturity, and comparable physical size for the desired sport and level, regardless of the school year in which the testing was completed.

If a student has undergone the APP evaluation procedure and participated in the 7th grade, the process would not have to be repeated in the 8th grade *provided they remain at the same level of athletic competition in the same sport*. If the student changes levels or sports, the student's scores should be reviewed to see if they meet the requirements for the desired level and sport. APP evaluation procedures must be repeated only if the scores do not meet the requirements for the desired level and sport.

If a student has attained an appropriate level of physical maturity, and has a height and weight that are comparable to those of the proposed team members as determined by the medical director, they may proceed to the next level of skills assessment by the athletic/physical education director. If the medical director does not clear the student to participate in the desired sport and level, **he or she may not proceed any further in the evaluation process**. Medical directors should not be pressured to change their decision. If a student is determined to be comparable with the physical size and maturity of the average age and sex of the students against whom they wish to compete, but fails to meet **more than one** of the physical fitness test standards, or if a student fails to meet an appropriate sport skill level as determined by the coach, **he or she may not proceed any further in the evaluation process.**

In conclusion, the district medical director and the director of physical education/athletics and ultimately the board of education ensure compliance with the APP. It is intended only for the student who is truly at a level of physical and emotional maturity, comparable physical size, fitness, and sport skill that is commensurate with the level of competition that they wish to pursue.

An athlete may not be approved to participate by the medical director due to health impairment and/or the student's physical maturation level. Whenever there is disagreement between a private health care provider and the district medical director, efforts should be made by both parties to come to agreement for the health and safety of the student athlete. In these cases, the primary concern should be allowing an athlete to participate to the fullest level of his or her potential safely, and neither the demands of parents, athletes, or coaches should confound that concern. However, Education Law, Section 3208(a) provides a due process procedure to students or their parents/guardians to petition the courts for relief from a school district's exclusion of the student from participation in an athletic program. In the event of such disqualification, school authorities should advise the parents and the student of the availability of this process. The court may then grant such a petition, if it is satisfied that it is in the best interest of the student and that it is reasonably safe for the student to participate in the athletic program.

# ATHLETIC
# PLACEMENT PROCESS

PHYSICAL EDUCATION DIRECTOR AND/OR ATHLETIC DIRECTOR

## PROCEDURES FOR THE DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

The director of physical education/athletics has the responsibility of ensuring that the APP is followed by all parties involved; that the medical director is included at appropriate times; and that the final determinations are sent to the parents, competing school districts, and section executives. Students who pass all parts of the APP are permitted to try out. There are no waivers. A student must meet the appropriate standards of physical and emotional maturity, size, fitness, and skill, in order to qualify.

### IMPLEMENTATION STEPS

ALL STEPS MUST BE FOLLOWED, IN ORDER, FOR EACH APP REQUEST.

**Step 1 District Policy:** Confirm that the school district has approved a resolution to allow students to participate in the APP (and/or revise the language in existing "Selection/ Classification" policies to include the new process). If no such resolution exists, proper steps should be taken to ensure that this first requirement is met.(see Appendix A-Sample Resolution).

**Step 2 Parent/Guardian Permission:** All students who are to be evaluated must first obtain written parent/guardian permission before any evaluation may begin (see Appendix B).

**Step 3 Administrative Approval:** The athletic administrator should confirm that the student is suitable for consideration, which includes the likelihood that the student would play in at least 50% of the games. Additionally, because of the increased time demands of participation at the high school level, the student's academic performance (as determined at the local level) should be at or above grade level. Furthermore, administration should assess the student's emotional readiness to socialize with high school-aged students. If the student is not academically or socially ready, the student should not proceed through the APP.

**Step 4 Medical Clearance: (**Must be completed BEFORE the physical fitness portion of the process**)** The district medical director will determine a student's physical maturity level, and compare the physical size of the student in relation to that of the students against whom the student wishes to compete. If the student is determined to have attained the appropriate physical maturity level and comparable physical size for the desired sport and level (see Appendix C and H), the student may proceed with step 5. If the student is determined to **not** have attained an appropriate physical maturity level for the desired sport and level, **the process stops**.

***Important Note on the Physical Maturity Examination:*** *For the medical director, determining the physical maturity level of the student is an important step in the APP process. This is done to ensure that the student has attained a level of physical development at which the chances of growth plate or overuse injury is minimized. Since the growth plate is the weakest area of the growing skeleton, weaker than the nearby ligaments and tendons that connect bones to other bones and muscles, injury to a growth plate can lead to a serious and potentially permanent injury to a joint or long bone. While growth plate injuries are usually caused by an acute event such as a fall or a blow to a limb, they can also result from overuse, such as when a gymnast practices for hours on the uneven bars, a runner runs long distances, or a baseball pitcher spends hours perfecting a curve ball. Growth plate trauma and other overuse injuries may*

*occur in competitive sports such as football, basketball, softball, track & field, and gymnastics. The likelihood increases when students are doing a single sport year round without substantial rest; therefore, caution must be exercised in determining the physical maturity of students at this age level. Developmental staging reduces, but does not eliminate, the risks of injury to a younger student moving up to sport activities involving more developmentally mature students. Since all growth plates might not be fully matured by the time a student reaches Tanner 5, care must be exercised in determining the physical maturity of athletes. The size of the student in relation to the other athletes is also a critical component in determining the risk of injury.*

*It is always best to err on the side of caution and keep a student at the age-appropriate level of play in order to safeguard the student. There will be many more years for the student to advance in athletics, and success is more likely if he or she does not suffer from permanent injuries.*

**Step 5 Sport Skill Evaluation:** The sport coach will rely on past personal observations and may consider input from the student's former coaches to complete the evaluation. If the coach is unfamiliar with the student, the sport coach may wish to observe the student in a physical education class (see Appendix D).

**Step 6 Physical Fitness Testing:** This must be done by a certified physical education teacher who is **not** a coach of the sport for which the student will be trying out. The President's Physical Fitness Test has been selected as the test for this process, and the student must meet the 85th percentile level for their age in 4 out of 5 test components (see Appendix E, I, and J). For students trying out for swimming, see Appendix J for an alternate fitness test to the 1 mile walk/run- students trying out for swimming may choose to either do the 1 mile walk/ run or the 500 yard swim.

*Exception to the physical fitness test requirement: Students who desire to try out for bowling or golf teams are not required to complete the physical fitness testing.*

**Step 7 Qualification Determination:** The results of the three evaluations will be sent to the director of physical education/athletics. **Only students who pass all parts of the APP are permitted to try out.**

**Step 8 Try Outs:** The student is allowed to try out for the sport and level requested or the student must return to the modified level of competition. For students trying out for bowling or golf, see instructions for try outs for these sports in Appendix G.

**Step 9 Records:** The physical education director and/or athletic director must maintain all records of students who have successfully completed the APP. Items to be kept in the student's file are: Parent/Guardian Permission and Result letters; Maturity Evaluation and Medical Director Form; Physical Fitness results; Coach's Sport Skill Evaluation.

**Step 10 Notifications:** A Notification List (see Appendix F) of the scores of all athletes who have successfully completed the process and have been approved through the APP **after the try-out period has been completed** must be sent to:

- The physical education director and/or athletic director of competitor schools
- Athletic governing board or section office

**DIRECTOR OF PHYSICAL EDUCATION AND/OR ATHLETIC DIRECTOR**
**ATHLETIC PLACEMENT PROCESS CHECKLIST**

**STUDENT NAME**: _____ GRADE: _____

☐ **PARENTS/GUARDIANS**

- Correspondence sent out DATE_____
- Discussions took place DATE_____
- Permission slip returned DATE_____
- Final determination letter sent out DATE_____

☐ **DISTRICT MEDICAL DIRECTOR (SMD)**

- Maturity form sent out DATE_____
- Evaluation returned DATE_____

*Process stops if student is not approved by the medical director*

☐ **COACH'S SPORT SKILL EVALUATION**

- Correspondence sent out DATE_____
- Evaluation returned DATE_____

*Process stops if desired sport skill level is not considered appropriate for desired level of competition*

☐ **PHYSICAL FITNESS TEST**

- Correspondence sent out DATE_____
- Test results returned DATE_____

*Process stops if student fails more than one component of the fitness test*

☐ **TRY-OUT EVALUATION**

- Correspondence sent out DATE_____
- Evaluation returned DATE_____

☐ **NOTIFICATIONS SENT**

- TO SCHOOLS (copy) DATE_____
- TO SECTION (copy) DATE_____

# ATHLETIC
# PLACEMENT PROCESS

DISTRICT MEDICAL DIRECTOR

## PROCEDURES FOR THE DISTRICT MEDICAL DIRECTOR

The director of school health services, commonly referred to as the medical director, (also known as the medical officer, or the school or district medical director) must approve a student's participation in interscholastic athletics [8NYCRR 135.1(7)(i)]. The medical director, who is a physician, or a nurse practitioner employed by the district has the responsibility of ensuring that all students who enter into the school's interscholastic sport program are physically able to participate in the sport of their choosing. Special attention must be given to students in grades 7 and 8 who wish to move up to a higher level of competition. Students in grades 9-12 may qualify to move to a lower level of competition. This section will provide guidance for making the decision to allow younger students the opportunity to play at a higher level, or older students to play at a lower level, provided that they have the physical maturity, comparable physical size, fitness levels, and sport skill to do so safely and with success. Prior to being sent to the medical director, students are required to have written parent/guardian permission to participate in the APP, approval by administration to move to the desired level, and a recommendation from the athletic administrator.

## IMPLEMENTATION

The medical director will determine:

- the physical maturity level of the student in relation to the sport and level in and at which they wish to participate (see Appendix C and H), using the Tanner Scale
- the size, in height and weight, of the student in relation to the size of the average age and sex of the students against whom they wish to compete

The medical director should take into consideration the height, weight, muscle mass and Tanner rating as compared to the other athletes he/she would compete with. For physical development and maturity, Tanner staging remains the least invasive tool to gauge a person's sexual maturity rating as an indicator of physical maturation. Best practice, therefore, would dictate that the medical director use the Tanner Rating Scale and compare the developmental level of the student to the average Tanner level of students playing the sport at the desired level. The medical director may conduct the Tanner Rating examination him/herself with the prior informed consent of the parent/guardian and of the student. The school must make provisions that allow for a private, dignified, chaperoned examination, with a parent/guardian present if he/she and the student so desire. Alternatively, the medical director may decide to use, but is not obligated to use, the Tanner rating provided by a private medical provider. Additionally, for girls giving a history of having gone through menarche, assigning a Tanner rating of five without a physical examination may also be done at the professional judgment and discretion of the medical director, if the history given is consistent with observation of body appearance while clothed. Since a Tanner Rating requires an intimate examination, it is essential that school districts create a sound protocol with simple and clear information for parents/guardians and students to understand what is required during an examination and whether private medical provider assessments, or a student or parent/guardian reported history of menarche are acceptable.

For physical size comparability, the medical director should have access to the current height and weight of the student, and compare that with the size of the average age and sex of the students against whom they wish to compete. Growth charts are the easiest method of accomplishing this. For consistency, it is recommended that the following growth charts from the Centers for Disease Control and Prevention are used. (see the following page)

Centers for Disease Control and Prevention Growth Charts:
Boys: http://www.cdc.gov/growthcharts/data/set2clinical/cj41l071.pdf
Girls: http://www.cdc.gov/growthcharts/data/set2clinical/cj41l072.pdf

The medical director will clear the student to continue the APP if:

- the student is at an appropriate physical maturity* level by Tanner Scale for the desired level and sport; and

- the student is physically comparable with the average age and sex of the students against whom the student will compete.

The process stops if a student is not at a comparable physical maturity level or physical size in relation to the average age and sex of the students against whom he or she desires to compete, as determined by the medical director. The medical director does not need to do anything more than return that information to the physical education director and/or athletic director (see Appendix C). In cases where the medical director's determination differs from that of a private medical provider, there should be communication between the two to determine the best decision for the student in question. If there can be no consensus between the medical director and the private provider, the medical director's determination is final. It is advisable that the medical director complete his or her own examination of the student in such cases.

***Important Note on the Physical Maturity Examination:*** *For the medical director, determining the physical maturity level of the student is an important step in the APP. This is done to ensure that the student has attained a level of physical development at which the chances of growth plate or overuse injury are minimized. Since the growth plate is the weakest area of the growing skeleton, weaker than the nearby ligaments and tendons that connect bones to other bones and muscles, injury to a growth plate can lead to a serious and potentially permanent injury to a joint or long bone. While growth plate injuries are usually caused by an acute event, such as a fall or a blow to a limb, they can also result from overuse, such as when a gymnast practices for hours on the uneven bars, a runner runs long distances, or a baseball pitcher spends hours perfecting a curve ball. Growth plate trauma and other overuse injuries may occur in competitive sports such as football, basketball, softball, track & field, and gymnastics. The likelihood increases when students are doing a single sport year round without substantial rest; therefore, caution must be exercised in determining the physical maturity of students at this age level. Developmental staging reduces, but does not eliminate, the risks of injury to a younger student moving up to sport activities involving larger and more developmentally mature students. Since all growth plates might not be fully matured by the time that a student reaches Tanner 5, care must be exercised in determining the physical maturity of athletes. It is always best to err on the side of caution and keep a student at the age-appropriate level of play in order to safeguard the student.*

**DISTRICT MEDICAL DIRECTOR**

**ATHLETIC PLACEMENT PROCESS CHECKLIST**

**STUDENT NAME**: _____**GRADE**: _____

☐ **MEDICAL DIRECTOR APPROVAL**

- Physical Maturity Form sent to Dir. PE/ATH **DATE**_____

☐ **MEDICAL DIRECTOR DENIAL** **DATE**_____

- Physical Maturity Form sent to Dir. PE/ATH

# APPENDIX

A

# ATHLETIC PLACEMENT PROCESS

## SAMPLE RESOLUTION BY BOARD OF EDUCATION

### ATHLETIC PLACEMENT PROCESS POLICY[1]

**WHEREAS,** Section 135.4(c) (7) (ii) (a) (4) of the Regulations of the Commissioner of Education provides for a board of education to permit pupils in grades no lower than seventh grade to compete on interscholastic athletic teams organized for senior high school pupils, or senior high school pupils to compete on interscholastic athletic teams organized for pupils in the seventh and eighth grades; and

**WHEREAS,** these pupils are to be allowed to compete at levels that are appropriate to their physical maturity, physical fitness, and sport skills in relationship to other pupils in accordance with the standards established by the Commissioner of Education; and

**WHEREAS,** the State Education Department issues the competition standards for these pupils to compete under a program called the Athletic Placement Process;

**THEREFORE BE IT RESOLVED** that the (name of school district) Board of Education shall permit pupils to compete after successfully completing the Athletic Placement Process for the requested sport and level.

[1] Districts may be more restrictive than the Commissioner's Regulation, but not less restrictive. If any limitation is to be placed on the Athletic Placement Process (example: specific sports or specific levels), it shall be specified within the content of the Board of Education resolution.

**B**

(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 passing the medical clearance, 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

**B**



(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 passing the medical clearance, 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

C

# 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 ❑ **cleared** ❑ **not cleared** for the sport of: _____

at the following level: ❑ Modified ❑ Freshman ❑Junior Varsity ❑ Varsity

SIGNED_____ DATE ____/____/____

District Medical Director

**D**

# 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?
_____ %

D

# ATHLETIC PLACEMENT PROCESS

## COACH'S SPORT SKILL EVALUATION

*Page 2 of 2*

List or provide documentation (coaches' evaluations, previous playing statistics, etc.), of any evidence of sport skills in respect to playing at the proposed level (Modified, Freshman, Junior Varsity or Varsity level).

_____
_____
_____

E

# 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.**

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_____

**F**

# 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 revised 2014 guideline.

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

* 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)*

G

# 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.

H

# ATHLETIC PLACEMENT PROCESS

## PHYSICAL MATURITY CHART

**Recommended Tanner Scores for the Athletic Placement Process**

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

I

# 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.

J

# ATHLETIC PLACEMENT PROCESS

## Physical Fitness: Scores

Required for the Athletic Placement Process

| | | | | Choose one[1] | | | Choose one[2] | |
|---|---|---|---|---|---|---|---|---|
| SEX | AGE | Curl-Ups # in one minute | Shuttle Run in seconds | V-sit Reach in inches | Sit & Reach in centimeters | 1 Mile-Walk/Run min/sec* | 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

# ATHLETIC PLACEMENT PROCESS

**Physical Fitness Scores**

Required for the Athletic Placement Process

## SWIMMING

The swimming endurance component of the physical fitness test allows the athlete to choose which endurance test he/she prefers. It will be necessary to choose one: either the one mile run (see Appendix J) or the 500 yard swim.

SWIMMING TIMES REQUIRED FOR 500 YARD SWIM

**BOYS**

| **LEVEL** | 500 Yard Swim Time (min:sec) |
|---|---|
| Modified | 9:15 |
| Freshman | 9:00 |
| Junior Varsity | 8:45 |
| Varsity | 8:30 |

**GIRLS**

| **LEVEL** | 500 Yard Swim Time (min:sec) |
|---|---|
| Modified | 10:00 |
| Freshman | 9:45 |
| Junior Varsity | 9:30 |
| Varsity | 9:00 |