

Athletic Placement Process

Step by Step Process for Parents and Student Athletes

1. Student Athletes will need to obtain an Athletic Placement Process Informational Packet and return the same before fitness testing can be completed.
2. Parent/Guardian must read and complete the Parent/Guardian Permission Statement (page 1 of 2, marked "A") and sign the Parent/Guardian Statement (page 2 of 2, marked "A") before fitness testing, or Student Athletes will not be allowed to participate in the Fitness Testing Process.
3. Very Important – Student Athletes receive a Skill Evaluation, completed by one of the following:
 - Youth/Club Coach who is knowledgeable about the student's skill level and has witnessed him/her participate against students of the age level in which they wish to compete; or
 - Grand Island Central School District Physical Education Teacher who is knowledgeable of the student's skill and fitness level for the specific sport.
4. Student Athletes must have on file in the Health Office or provide a current physical exam (within the last 12 months), including tanner maturity score. Physicals can be obtained from student's primary care physician or local urgent care.
5. Review and practice fitness procedures before taking the test. This cannot be emphasized enough.

Packets can be either picked up in the Athletics Department Office or found online at www.grandislandschools.org (click Athletics Tab).

GRAND ISLAND SCHOOL DISTRICT
ATHLETIC PLACEMENT PROCESS
PARENT/GUARDIAN PERMISSION

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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 _____ may be eligible to participate in the sport _____ 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 (girls) and genitals (boys). The district does 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.

The physical maturity form (form C) may be completed by a private medical provider. If unable to have this form completed by a private medical physician, the Grand Island School District will supply physical maturity testing on a scheduled date/time/location.

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 8th grade(s). 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 the 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 at the time of testing.

Sincerely,

Physical Education Director and/or Athletic Director

A

**GRAND ISLAND SCHOOL DISTRICT
ATHLETIC PLACEMENT PROCESS**

PARENT/GUARDIAN PERMISSION

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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 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

**GRAND ISLAND SCHOOL DISTRICT
ATHLETIC PLACEMENT PROCESS**

COACH'S SPORT SKILL EVALUATION

Page 1 of 2

INSTRUCTIONS:

Youth/Club Coach/PE Teacher _____

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 the process. Please complete and return this form as soon as possible to the 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 evaluated, the decision is irreversible. Please keep in mind that, until you are notified by the athletic director'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?

Junior Varsity Varsity

Which level of play would you recommend for this student?

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? _____%

**GRAND ISLAND SCHOOL DISTRICT
ATHLETIC PLACEMENT PROCESS**

COACH'S SPORT SKILL EVALUATION

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, Junior Varsity, Varsity level).

Coach's Signature _____ DATE _____

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST

Curl-Ups

This activity measures abdominal strength and endurance.

Test

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 scapula's (shoulder blades) touch the floor, for one curl-up.

The time is for one minute.

Shuttle Run

This activity measures speed and agility.

Test

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.

One Mile Run/Walk

This activity measures heart/lung endurance.

Test

On a safe, one mile distance, students begin running.

Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

Pull-Ups

This activity measures upper body strength and endurance.

Test

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.

Right Angle Push-Ups

Test

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 his/her hands at the point of the 90-degree angle so that the student being tested goes down only until his/her 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 second interval.

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.

*Students will be allowed to choose either the pull-ups or push-up.

V-sit Reach

This activity measures flexibility of the lower back and hamstrings.

Test

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 "O" 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.

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

Test

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.

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.

Students will be allowed to choose either the V-sit or Sit and Reach.

**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	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	5
Wrestling !	2	3	4	3	4	5

Classification of Sports According to Contact (AAP)

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