



**HARRISON HIGH SCHOOL**  
**255 UNION AVENUE**  
**HARRISON, NEW YORK 10528**

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LOUIS N. WOOL, Ed.D.  
SUPERINTENDENT OF SCHOOLS

CHRISTOPHER GALANO  
DIRECTOR OF HEALTH, PHYSICAL  
EDUCATION AND ATHLETICS

**Athletic Placement Process**  
**Parent/Guardian Permission**

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 the LMK Nurses Office.

Sincerely,  
Christopher Galano  
Director of Physical Education, Health and Athletics

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Harrison Central School District  
50 Union Avenue • Harrison, NY 10528  
914-835-3300



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**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.

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Parent/Guardian Signature

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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

### SPECIAL TRY-OUT PROCESSES

#### **BOWLING**

Any 7<sup>th</sup> or 8<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> 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.

#### **RIFLE**

Any 7<sup>th</sup> or 8<sup>th</sup> grade student may be given the opportunity to try out for a varsity rifle team. At the completion of the tryout sessions, which must include shooting at all three (3) positions over a three-day period (the first three days of the individual's tryout), if the individual's cumulative scoring average puts him/her in the top eight (8) of your shooters, he/she is eligible for the team.

## 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 <sup>1</sup>		1 Mile- Walk/Run min/sec*	Choose one <sup>2</sup>	
				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.

<sup>1</sup> Upper body strength can be measured by performing pull-ups, or right angle push-ups.

<sup>2</sup> Flexibility can be measured by performing the V-sit Reach or the Sit and Reach



## **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 specialty 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.

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## 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



April 2015

## **Athletic Placement Process for Interschool Athletic Programs (APP) – Frequently Asked Questions (FAQ)**

The selection classification process was first developed in the early 1970's. This process was developed to screen students to determine their readiness to compete in interscholastic athletic competition by evaluating their physical maturity, fitness and skill. The intent of the program is to provide for students in grades 7 through 12 to safely participate at an appropriate level of competition based upon readiness rather than age and grade. After several years of implementation, in the 1990's the physical fitness standards were updated. In 2005, the selection classification standards were revised again, however, the physical maturity and physical fitness standards were not updated at that time. The Department has continued to receive feedback from the medical community, athletic administrators, and district administrators requesting that the standards for the process be updated to reflect changes in research regarding physical fitness and maturity. The newly announced Athletic Placement Process for Interschool Athletic Programs (APP) was revised to address those concerns in a comprehensive manner and to update the applicable standards in accordance with Commissioner's Regulation § 135.4(c)(7)(ii)(a). Private schools and charter schools participating in interschool athletics with public schools (e.g., New York State Public High School Athletic Association, NYSPHAA; or Public School Athletic League, PSAL) should comply with the APP as a condition of participation.

### **1. When does the current Selection Classification Process end and when will the APP be effective?**

The current Selection Classification Process, last updated in 2005, will continue to be in effect through the Spring 2015 season, and will be discontinued at the conclusion of that season. The APP will be effective beginning with the Fall 2015 season. See: <http://www.p12.nysed.gov/ciai/pe/documents/Athletic-Placement-Process.pdf>

### **2. What are the major changes to the process outlined in the APP guidance?**

Pursuant to Commissioner's Regulation § 135.4(c)(7)(ii)(a), a school district may choose to permit students to compete at a level of competition deemed appropriate to their physiological maturity, physical fitness, and skill level in relationship to other students at the desired level of competition. However, if a district chooses to adopt such a process, the district medical director, director of physical education/athletics and

ultimately the Board of Education are responsible for implementing the APP consistent with these standards.

- A student, teacher, coach, or parent/guardian may ask the Physical Education Director and/or Athletic Director to evaluate the student for the APP. However, students will not undergo the evaluation procedures without both a request from the physical education director and/or athletic director and written permission from the parent/guardian.

#### **A. Physical Fitness Standards**

- The previous guidance included separate fitness tests for specific sports and levels of play. Beginning in the fall of 2015, the President's Physical Fitness Test will be the physical fitness standard used in the APP. See: <https://www.presidentschallenge.org/challenge/physical/benchmarks.shtml> To meet the APP physical fitness standards the student must meet the 85th percentile level of the national norm for their age in 4 out of 5 test components (see Appendix E, I, and J in the APP document). For students trying out for swimming, students may choose either the 1 mile walk/run or the 500 yard swim. (See Appendix J).

➤ *Please note: Students who desire to try out for bowling or golf teams continue to be exempt from completing the physical fitness testing components.*

- Components of the President's Physical Fitness test include the following:
  - Curl-ups for one minute (Measures strength and endurance) – Partner holds the feet, arms are crossed, elbows touch knees, then scapulas (Shoulder blades) touch floor for one curl up. Reminder-Bouncing not permitted
  - Shuttle Run (Measures speed and agility) -2 parallel lines marked 30 feet apart-Student picks up 2 blocks or similar, cross starting line. Times counted in seconds.
  - One Mile Run/Walk (Measure heart/lung endurance) -Times are recorded in minutes and seconds.
  - Pullups -Option 1 (Measures upper body strength and endurance) Can use either overhand grasp (palms facing away from the body) or (palm facing towards the body). Chin must clear the bar to count as a pullup. Reminder-Smooth motion rather than jerky or swing motion.
  - Right Angle Pushups -Option 2 (For upper body strength and endurance) Keeping knees and back straight, lower body until 90-degree angle.

Sit and Reach Testing –2 Options: 1. V-Sit Reach in inches or 2. Sit & Reach in centimeters-Legs must remain straight; fingertips of both hands should reach evenly along the measuring line. (Measures flexibility of the lower back and hamstrings).

## **B. Maturity Assessment**

- The role of the medical director is essentially the same in the revised process, as the medical director continues to determine the physical maturity of the student. However, in the past Selection Classification Process, the Tanner scores were required scores, based exclusively on the Tanner staging of sexual development. The requirement meant the students must be at an identical level of development per the chart. This was not realistic as there is generally a range of ages playing at a high school competition level. Additionally, the Tanner scores were identical for both sexes. This did not accurately reflect the earlier age of development of adolescent females versus adolescent males, which made it more likely that a less physically mature female could be approved to play at a higher level against physically matured females, and therefore be at greater risk of injury. Therefore, the APP maturity assessment standards were revised as follows: **The medical director is instructed to take into consideration the height, weight, muscle mass, and Tanner rating as compared to the other athletes he/she would compete with.** This allows for a physician to use their professional judgment taking into account the totality of the student's overall physical development when determining whether or not the student is of a comparable or similar level of physical maturity in relation to those they wish to compete with. These changes to the Selection Classification Process were made to lessen, but not eliminate, the chances of injury for a younger student competing with older students who tend to be larger and more physically mature. This change is based on recommendations from multiple physicians and medical professionals.
- The Tanner scores on (chart H found in the APP document) are no longer required numbers, as was the case in the previous Selection Classification Process but, are **now recommended numbers** for the APP. Please note: The recommended Tanner scores are based on the average Tanner score of the average aged male or female that typically competes at those levels. Tanner scores are higher for females compared to males at the same levels, which more accurately reflects the earlier ages that females achieve physical maturity.

## **C. Mixed Competition**

The Department has received several questions regarding how the updated APP guidance relates to the standards for mixed competition reviews. It is important to clarify that the regulations surrounding mixed competition for participation interscholastic sports pursuant to Commissioner's Regulation §135.4(c)(7)(ii)(c) remain the same. However, the physical tests to be used under that regulation will be updated and will also follow the President's Physical Fitness Test. The Mixed Competition Guidelines are currently under review at the Department and further communication will follow in the near future.

Please note: In mixed competition review, the fitness scores are not intended to be qualifying or disqualifying scores. The scores that appear in the chart are not absolute requirements for the panel. The scores only provide a reference for the panel to

consider. If the scores of the student differ from the standards, the panel should assess the significance of that difference.

For further clarification on the New York State Education Department Commissioner's Regulations for Physical Education and Athletics please contact the Office of Curriculum and Instruction at (518) 474-5922. For inquiries specific to competition governance you may wish to contact the New York State Public High School Athletic Association (NYSPHSAA) at (518) 690-0771 and/or toll free at (866) 598-2816.