

AGENDA

BOARD OF EDUCATION • LEVITTOWN, NEW YORK

LEVITTOWN UNION FREE SCHOOL DISTRICT • TOWN OF HEMPSTEAD • LEVITTOWN, NEW YORK
www.levittownschools.com

PLANNING SESSION

LEVITTOWN MEMORIAL EDUCATION CENTER

Wednesday, July 15, 2015

6:30 P.M. Meeting convenes with anticipated adjournment to Executive Session

7:30 P.M. Meeting reconvenes in Planning Session

Success for Every Student

(Note: Items on this Planning Session appear in order of intended discussion. As per previous understanding with the Board, any items which are not reached during the meeting will be carried forward to subsequent Planning Sessions or Ad Hoc portion of Regular Meetings.)

I. INFORMATIONAL ITEMS

- | | |
|--|-----------|
| 1. Athletic Placement Process | Enclosure |
| 2. Concussion Management Policy - First Read | Enclosure |
| 3. Board Committees | Inclusive |
| 4. Security | Inclusive |

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

THE UNIVERSITY OF THE STATE OF NEW YORK

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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 7th and 8th 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

Attachment: Athletic Placement Policy2015-07-07-122523 (1873 : Athletic Placement Process)

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

Attachment: Athletic Placement Policy 2015-07-07-122523 (1873 : Athletic Placement Process)

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/cj411071.pdf>

Girls: <http://www.cdc.gov/growthcharts/data/set2clinical/cj411072.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**

- Physical Maturity Form sent to Dir. PE/ATH

DATE _____

APPENDIX

A

ATHLETIC PLACEMENT PROCESS

SAMPLE RESOLUTION BY BOARD OF EDUCATION

ATHLETIC PLACEMENT PROCESS POLICY¹

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

(Page 2 of 2)

(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

Attachment: Athletic Placement Policy 2015-07-07-122523 (1873 : Athletic Placement Process)

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?

_____ %

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 _____

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.

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	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



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

SEX	AGE	Curl-Ups # in one minute	Shuttle Run in seconds	Choose one		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

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

Levittown Public Schools

Concussion Management Policy

And

Return to Play Procedure





LEVITTOWN PUBLIC SCHOOLS

Division Avenue High School

120 Division Ave.
Levittown NY 11756
(516) 434-7150

General Douglas MacArthur High School

3369 Old Jerusalem Rd.
Levittown NY 11756
(516) 434-7225

Jonas E. Salk Middle School

3359 Old Jerusalem Rd.
Levittown NY 11756
(516) 434-7350

Wisdom Lane Middle School

120 Center Lane
Levittown, NY 11756
(516) 434-7300

"Success For Every Student"

To all Levittown Parents/Guardians, Students, and Coaches,

On July 1, 2012 NYS enacted a law titled "The Concussion Management and Awareness Act". This act outlines rules and regulation related to students who sustain a concussion, also known as traumatic brain injury (TBI), at school and at any district sponsored event or related activity.

In regards to law stated above, the Levittown School District has adopted a specified Concussion Management policy along with a "return to play policy". Such policy will be implemented for every reported concussion.

It is imperative that the information provided in the policy is read and understood for the safety of all students and athletes. All Levittown coaches, school nurses, and certified athletic trainers have been trained in the prevention, symptoms, and protocols regarding concussions.

If there are any questions or concerns please feel free to call

Sincerely,

Levittown School District



Levittown School District

Concussion Management Policy

Protocols, Guidelines, and Procedures

The Levittown School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in athletic, physical education and recreational activities. Therefore, the District adopts the following policy and procedures to assist in the proper evaluation and management of concussions and head injuries.

Purpose

To comply with the New York State Assembly's Concussion Management and Awareness Act:

- Directs the commissioners of education and health to adopt and implement rules and regulations for the treatment and monitoring of students with traumatic brain injuries (TBIs) otherwise known as Concussions
- Requires school personnel to receive training regarding Concussions
- Applies such rules and regulations for the school districts and boards of cooperative educational services
- Requires provisions of an information checklist on Concussions to parents of pupils who have suffered a Concussion
- Provides for establishment of concussion management teams to implement such provisions

Concussions Defined

A concussion is an injury to the brain which can be caused by a single incidence of trauma or repetitive blows to the head. The disturbance in brain function can be a result of direct or indirect force to the head.

The concussions themselves cannot be seen by the eye. However a concussion should be suspected with the presence of symptoms, physical signs, impaired brain function, or abnormal behavior. The Signs & Symptoms of a concussion may occur immediately or may take time, days or weeks, to appear.

If a student displays signs or symptoms synonymous of a concussion, they should be REMOVED FROM PLAY, seek medical attention, and be monitored for changes in signs & symptoms.

Signs & Symptoms

- | | | |
|-----------------------------|-------------------------|------------------------|
| • Attention Disorders | • Headache | • Personality Changes |
| • Blurred Vision | • Inappropriate Emotion | • Poor Balance |
| • Change in Sleep Pattern | • Irritability | • Ringing in the Ears |
| • Difficulty Concentrating | • Loss of Consciousness | • Sadness |
| • Dizziness | • Loss of Orientation | • Seeing Stars |
| • Fatigue | • Memory Problems | • Sensitivity to noise |
| • Feeling "Foggy" or "Slow" | • Nausea | • Vacant Stare |
| • Glassy Eyes | • Nervousness | • Vomiting |

Any staff member who observes or learns of a student with a possible concussion must immediately remove the student from physical and/or athletic activity and institute the District Procedure. At no time should the student suspected of sustaining a concussion be returned to physical activities until at least 24 hours have passed without symptoms and the student has been assessed and cleared by a medical provider to begin a graduated return to play.

Administrative Protocol:

- Levittown Districts Coaching Staff will take part in Concussion Education in addition to their yearly coaching requirements. They will view a video on concussions as well as take part in the Center of Disease Control's HeadsUp Online Education. The coaches must read and sign the Coaches Acknowledgement Statement, in which they have read and understand the concussion management protocol and that they accept the responsibility of referring any athlete suspected of sustaining a concussion to the athletic trainer. As well as be responsible for contacting the parents in the event of an injury.
- The Concussion Management Team (CMT) will consist of the Athletic Director, Athletic Coordinators, School Nurse, Certified Athletic Trainer, Guidance Counselors and School Physician. The CMTs job will be to coordinate the distribution, signing, and collection of all necessary documentation. All signed documents will be kept on file for the current academic school year. The District's CMT shall also be responsible for making available, and coordinating, training for administrators, teachers, coaches, and parents.
- Concussion training shall include: the definition of a concussion, signs and symptoms of concussions, how concussions occur, information on post concussion and second impact syndromes, return to play and school protocol guidelines, emergency protocols and procedures to be followed, and information on available area resources for concussion management and treatment.
- The chief medical director, who is the Levittown District Physician, will have the final approval of all student-athletes Return to Play (RTP)

District Procedure:

- Any positive signs and symptoms, the student is held out of physical and athletic activity
- No student will be allowed to return-to-play (RTP) on the same day they show signs or symptoms of a concussion, regardless if signs and symptoms return to normal.
- During school hours the staff member who observes the possible concussion will immediately contact the buildings school nurse
- During home athletic events, practice or competition, the athletic coach who observes the possible concussion will immediately contact the schools certified athletic trainer
- During away athletic events the athletic coach will ask for assistance from the local medical staff and then notify the schools certified athletic trainer
- During school hours the student will be assessed at the time of injury and then monitored by the school nurse
- After school hours the student-athlete will be assessed at the time of injury and then monitored by the certified athletic trainer
- It is the responsibility of the nurse, certified athletic trainer, and/or coach to contact the student's parents in the event of a possible concussion. Each parent will be given a Concussion Home Care Instructions Sheet (Appendix B) and directions on how to obtain information from the districts website.
- A student who is suspected of a concussion must be evaluated by an allied health care professional and must provide written and signed authorization from a physician of the evaluation before starting the district's RTP protocol.
- A student-athlete will only RTP after they complete the six steps of the district RTP protocol supervised by the Certified Athletic Trainer.
- Per New York State Law, the district Physician will review all authorizations and have the final approval of all student-athletes RTP status

Concussion Management Procedure:

-On-Field Evaluation

- Signs and Symptoms (S/S's) Assessment (Noticed and recorded by coach or ATC)
- Neurological Exam (Performed by Certified Athletic Trainer (ATC))
- Mental Status Testing (Performed by ATC)
- Note any S/S's requiring 'day of' referral to doctor (Appendix A)
- Note any S/S's requiring immediate medical care (Appendix A)

Any positive signs and symptoms, the athlete will be held out of competition and/or practice.

No student-athlete shall be allowed to RTP on the same day they display signs or symptoms of a concussion, regardless if the signs and symptoms subside.

Monitor athlete's status every five (5) minutes, until athlete's condition stabilizes and improves.

Contact parents about child's condition. (Performed by ATC or M.D is present)

Follow-up Evaluation

- Within 24-72 hours post injury
- Re-evaluation of S/S's
- Rest Until Asymptomatic
- Once symptom free for 24 hours and has obtained written clearance from a physician, student-athlete can start RTP protocol

Post Concussion Management

Students who have been diagnosed with a concussion require both physical and cognitive rest. Physical rest requires that a student avoid participation in any activity that will increase heart rate and/or blood pressure including but not limited to: PE classes, recess, and interscholastic sports. Cognitive rest requires that a student avoid participation in and/or limit activities requiring concentration or mental stimulation including but not limited to: using the computer, watching television, texting, reading, writing, listening to loud music, test taking, and studying. The duration and quantity of both physical and cognitive rest varies depending upon the severity of the concussion and will be determined on an individual basis. Noncompliance to such rest may prolong recovery.

Returning to activity prematurely poses many risks. It increases the risk for a second concussion as well as second impact syndrome, can exacerbate current symptoms, and has the potential to cause additional injury due to the cognitive and coordination deficits caused by the concussion. Therefore it is imperative that a student who has sustained a concussion be symptom free before returning to physical and athletic activity. If any signs and symptoms reoccur after a physician has given clearance and/or physical activity has began, all activity should cease and the school nurse and/or certified athletic trainer should be informed. Whenever there is a question of safety all parties will err on the side of caution.

Interscholastic Athletics Return to Play Protocol

Stage 1 – Rest until symptom-free (asymptomatic)

- Once the student-athlete is symptom-free for a full 24 hour period they may move on to stage 2

Stage 2 – Fast walking/stationary bike 15-20 minutes under supervision

- Any S/S's stop for the day and start Stage 2 over again after symptoms are gone for 24 hours
- If symptomatic post exertion within 24 hours, rest until asymptomatic and start Stage 2 over again
- When asymptomatic for 24 hours after clean completion of Stage 2, proceed to Stage 3

Stage 3 – Jogging/running 20 minutes,

- Any return in S/S's stop
- If symptomatic post exertion within 24 hours, rest until asymptomatic and start Stage 3 over again

Stage 4 – Non-Contact Sports Drills for 30-45 minutes

- Any return in S/S's stop
- If symptomatic post exertion within 24 hours, rest until asymptomatic start again with Stage 4
- If asymptomatic for 24 hours proceed to Stage 5

Stage 5 - Full Participation in practice without contact

- Any return in S/S's stop
- When asymptomatic for 24 hours proceed to Stage 6
- If symptomatic post exertion within 24 hours, rest until asymptomatic start again with Stage 5

Stage 6 - Full Practice No Restrictions

- Any return in S/S's stop
- When asymptomatic for 24 hours proceed to Stage 7
- If symptomatic post exertion within 24 hours, rest until asymptomatic start again with Stage 6

Stage 7 - Cleared for RTP No Restrictions for Competition by district physician and certified athletic trainer

Physical Education Return to Activity Protocol

Stage 1 – Rest until symptom-free (asymptomatic)

- Student must be asymptomatic for at least 24 hours prior to returning to activities
- Any return/lingering of S/S's, after scheduled return date, contact MD

Stage 2 – Light Aerobic Exercise (Bike, Arc Trainer)

- 15 Minutes under direct supervision
- Any return in S/S's stop participation
- In the event of symptoms, revert back to stage 1
- If asymptomatic for 24 hours, proceed to Stage 3

Stage 3 – Moderate Aerobic Exercise (Jogging Running)

- 20 Minutes under direct supervision
- Any return in S/S's stop participation
- Wait 24 hours and start Stage 3 again

Stage 4 – Non-Contact Exercises

- 30 Minutes of PE Specific Skills
- i.e. increased running intensity, skills development
- Any return in S/S's stop participation
- Wait 24 hours and start Stage 4 again

Stage 5 – Non-Contact PE Activities

- Participation in all Non-Contact PE Activities
- Any return in S/S's stop participation
- Wait 24 hours and start Stage 5 again

Stage 6 – Full Contact PE Activities

- After final clearance from overseeing physician
- Any return in S/S's stop participation
- Wait 24 hours and start Stage 6 again

Stage 7 – Cleared for Return to Full PE

Referral Checklist

Immediate Referral to ER

1. Deterioration of neurological function (feeling, sensation, limb movement)
2. Decreasing level of consciousness
3. Decrease or irregularity in respirations
4. Decrease or irregularity in pulse
5. Unequal, dilated, or un-reactive pupils
6. Any signs or symptoms of associated injuries (spine or skull fracture or bleeding)
7. Seizure Activity

Day of Injury Referral

1. Loss of consciousness
2. Amnesia (lasting longer than 15 minutes)
3. Increase in blood pressure
4. Mental status changes, confusion, or agitation
5. Vomiting
6. Motor deficits subsequent to initial on-field assessment
7. Sensory deficits subsequent to initial on-field assessment
8. Cranial nerve deficits subsequent to initial on-field assessment
9. Post-concussion symptoms that worsen
10. Additional post-concussion symptoms as compared with those on the field
11. Athlete is still symptomatic at the end of the game

Next Day Referral

1. Any of the findings in the "day of" injury category
2. Post-concussion symptoms worsen or do not improve over time
3. Increase in the number of post-concussion symptoms reported
4. Post-concussion symptoms interfere with daily activities (i.e. sleep, cognitive difficulties)

Appendix B

Student: _____ Phone #: _____
Parent/Guardian: _____ Date: _____

Concussion Home Care Instructions

It is the belief of the MacArthur Athletics Department that your child may have sustained a Concussion while participating in his/her sport. At times, the signs and symptoms of a concussion do not occur for several hours after the initial injury takes place. Please be observant for the following signs and symptoms:

1. Headache (especially for *increasing intensity**)
2. Nausea and *vomiting**
3. Differing pupil sizes from right to left eye, dilated
4. Mental confusion/behavior changes
5. Dizziness
6. Memory Loss
7. Ringing in the ears
8. Changes in gait (walking) or balance
9. *Blurred or double vision**
10. *Slurred Speech**
11. *Noticeable changes in level of consciousness (difficulty awakening, or losing consciousness suddenly)**
12. *Seizure Activity**
13. *Decreased or irregular pulse or respiration**
14. Sensitivity to light or noise

An asterisk denotes a possible medical emergency. Please seek the nearest emergency medical attention

Concussion recommendations:

1. Your son/daughter must be evaluated by a physician.
2. Have your son/daughter report to the Athletic Trainer the next day they are in school for a follow-up examination.
3. Please review the information below and on the accompanying hand outs. If symptoms worsen, or new ones arise, please contact your child's physician or seek the closest emergency medical system.
4. Follow the instructions outlined below if your physician has not given you other directions:

It is ok to:

- Use acetaminophen (Tylenol) for headaches as directed on the bottle
- Use ice packs on head and neck as needed for comfort
- Eat a light diet
- Go to sleep
- Rest (no strenuous activity)

There is NO need to:

- Check eyes with a flashlight
- Wake up every hour
- Test reflexes
- Stay in bed

Do NOT:

- Drink alcohol
- Drive while symptomatic
- Exercise or lift weights
- Play video games/watch excessive TV/excessive computer usage
- Take ibuprofen, aspirin, naproxen, or another non-steroidal anti-inflammatory medications



Levittown School District

Return to Play Protocol:

Please initial any recommendations that you select below.

1. Athletes should not return to practice or play for at least 24 hours after their head injury has occurred.
2. Athletes should never return to play or practice if they still have ANY symptoms.
3. Athletes: Be sure that your coach and/or athletic trainer are aware of your injury and symptoms, and that they have the contact information for the treating physician.

PLEASE NOTE:

Athlete's Name:

Date of Birth:

Date of Injury:

THIS RETURN TO PLAY IS BASED ON TODAY'S EVALUATION

Date of Evaluation: Care Plan Completed By:

Return to This Office (Date/Time):

Return to School On (Date):

RETURN TO SPORTS

The following are the return to sports recommendations at the present time:

Physical Education: ☐ Do **NOT** return to PE class at this time.

☐ May return to PE class at this time.

Sports:

☐ Do **NOT** return to sports practice or competition at this time.

☐ May gradually return to sports practices under the supervision of the healthcare provider for your school or team.

☐ May be advanced back to competition after phone conversation with attending physician (MD/DO/PAC/LAT/ARNP/Neurophysiologist)

☐ Must return to physician (MD/DO/PAC/LAT/ARNP/Neurophysiologist) for final clearance to return to competition.

- OR - ☐ Cleared for full participation in all activities and restrictions. Return of symptoms should result in re-evaluation by physician (MD/DO/PAC/LAT/ARNP/Neurophysiologist) for assessment.

Medical Office Information (Please Print/Stamp):

Evaluator's Name: Office Phone:

Evaluator's Signature:

Evaluator's Address:

Return to Play (RTP) Procedures after a Concussion

1. Return to activity and play is a medical decision. The athlete must meet all of the following criteria in order to progress to activity:
Asymptomatic at rest and with exertion (including mental exertion in school) AND have written clearance from their primary care provider or concussion specialist (athlete must be cleared for progression to activity by a physician other than an Emergency Room physician, if diagnosed with a concussion).
2. Once the above criteria are met, the athlete will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by a Certified Athletic Trainer. If your school does not have an athletic trainer, then the coach must have a very specific plan to follow as directed by the athlete's physician).
3. Progression is individualized, and will be determined on a case by case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the athlete, and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.
4. Stepwise progression as described below:
Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

Return to school full-time.

Step 1: Light exercise. This step cannot begin until the athlete is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the athlete may begin walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Must be cleared by physician before returning to play.

Step 6: Play in game/competition.

- The athlete should spend 1 to 2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, the athlete must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the athlete may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred.

Step 1+2: Aerobic conditioning -

- Intensity: 4 out of 10.
- Duration: no more than 30 minutes.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 1.
- No symptoms for 24 hours move to Step 2.

Step 3: Sports specific drills –

- Intensity: 5 or 6 out of 10.
- Duration: no more than 30-60 minutes.
- No head impact activities. No scrimmages/potential for contact.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 1.
- No symptoms for 24 hours move to Step 3.

Step 4: Non-contact training drills –

- No head contact, or potential for body impact.
- OK to begin resistance training.
- Intensity: 7 out of 10.
- Duration: no more than 90 minutes.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 2.
- No symptoms for 24 hours move to Step 3.

Step 5: Full contact practice.

- No intensity/duration restrictions.
- If symptoms return, wait until you are symptom free for 24 hours and repeat Step 3.
- No symptoms for 24 hours, move to Step 5

Step 6: Full clearance for return to play.

STAGE	EXERCISE	DATE	COMPLETED/COMMENTS	SUPERVISED BY
1	20-30 min of cardio activity: walking, stationary bike. Weightlifting at light intensity (no bench, no squat): low weight, high reps. Goal: 30-40% of maximum HR			
2	30 min of cardio activity: jogging at medium pace. Sit-ups, push-ups, lunge walks x 25 each. Weightlifting at moderate intensity. Goal: 40-60% of maximum HR			
3	30 minutes of cardio activity: running at fast pace. Sit-ups, push-ups, lunge walks x 50 each. Sport-specific agility drills in three planes of movement. Resume regular weightlifting routine. Goal 60-80% of maximum HR			
4*	Participate in non-contact practice drills. Warm-up and stretch x 10 minutes. Intense, non-contact, sport-specific agility drills x 60 minutes. Goal 80-100% of maximum HR			
5	Participate in controlled contact practice.			
6	Resume full participation in competition.			

*Consider consultation with collaborating physician regarding athlete's progress prior to initiating contact at Stage 5

