

Greene Central School Coaches Handbook 2022-2023





518-690-0771

www.nysphsaa.org

I continue to hear from parents that their son or daughter is going to play at the “next level.” I recently heard from a father that his daughter’s club coach thinks she has potential to play collegiate soccer because of her leadership skills, work ethic and talent; she is going to be ten years old this summer. I no longer fear that some have lost perspective on why kids participate in sports; it is now a sad reality that so many perceive the purpose of participation as being a direct path to college scholarships and even professional careers.

I have begun to use the following to describe our Association’s goal and I think it is more important today than ever before: “NYSPHSAA does not seek to prepare students for the next level of competition, but for the next level of life.” Let’s stay focused on preparing the youth of today to become the leaders of tomorrow. Let’s continue our efforts of allowing kids to be creative, innovative and forward thinking. And if they are prepared for the next level of life, we can proudly link their success to their participation in interscholastic sports and not their quest to play at the next level.

Robert J. Zayas

NYSPHSAA Executive Director

Dear Coaches:

As you know, the educational process has top priority and the Greene Central School District believes that a dynamic program of student activities is vital to the process. Athletics play an important part of those student activities offered. Young people learn a great deal from participation in an interscholastic athletic program. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are integral parts of our athletic program. Athletic participation also plays an important part in helping student-athletes develop healthy self-concepts as well as a healthy body. Athletic competition also improves school spirit and helps students develop pride in their school. The major objective of the Greene Central Interscholastic Athletic Program is to provide wholesome opportunities for our student-athletes to develop positive leadership habits and attitudes of social and group interaction.

Coaching leadership should be the highest quality and should provide student-athletes with examples of exemplary behavior. Measurement of leadership success should not be measured in terms of tangible evidence of the victories and defeats. Diligence, enthusiasm, integrity, honesty and a love for the game are all part of the professional pride that should be exhibited by every coach. Personal appearance, dress, physical condition—all should be exemplary. Public demeanor and decorum should always reflect positively on the school and athletic department.

A coach must be able to develop good rapport with numerous individuals and community groups; team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.), the community as a whole, spectators, officials, fellow coaches in the league, media representatives and the parents of his/her players.

Every team requires a high level of discipline among coaches, players and support staff. Individually, the coach becomes a model of all that the program represents—observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants, throughout the season and especially where the student body is concerned. The district expects the highest level of cooperation by **ALL** coaches and athletic staff members in the execution of their duties. Coaches must work cooperatively with the Athletic Director, administration, other staff, teams and parents.

This Coaches Handbook will provide the coaching staff with pertinent information for achieving the above goals.

On behalf of the student-athletes at Greene Central Middle/Senior High School, I thank you for your time, dedication, and efforts to our athletic program. Good luck with your season—Let the games begin! Go Trojans!

Sincerely,

Mr. Bryan Ayres
Athletic Director

GREENE CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

Seth Barrows
Nicholas Drew
John Fish, President
Douglas Markham, Vice President
Natalie McMahon
Brian Milk
Ken Pickard

SUPERINTENDENT OF SCHOOLS

Timothy Calice

PRINCIPALS

David Daniels – Interim, High School Elena Longo – Middle School
Bryan Ayres - Intermediate School January Pratt – Primary School

DIRECTOR OF ATHLETICS

Bryan Ayres

ATHLETIC COORDINATOR

Dave Gorton

DIRECTOR OF TRANSPORTATION

Cliff Jones

DIRECTOR OF FACILITIES AND GROUNDS

Tom Fargo, DCMO BOCES

SCHOOL NURSES

Lisa Craver - Middle/High Schools
Pam Gerst- Intermediate/Primary Schools

MEMBERSHIPS

1. New York State Public High School Athletic Association (NYSPHSAA)
2. Section IV- Bill Bryant, Interscholastic Sport Coordinator
3. Midstate Athletic Conference

MAC LEAGUE MEMBER SCHOOLS

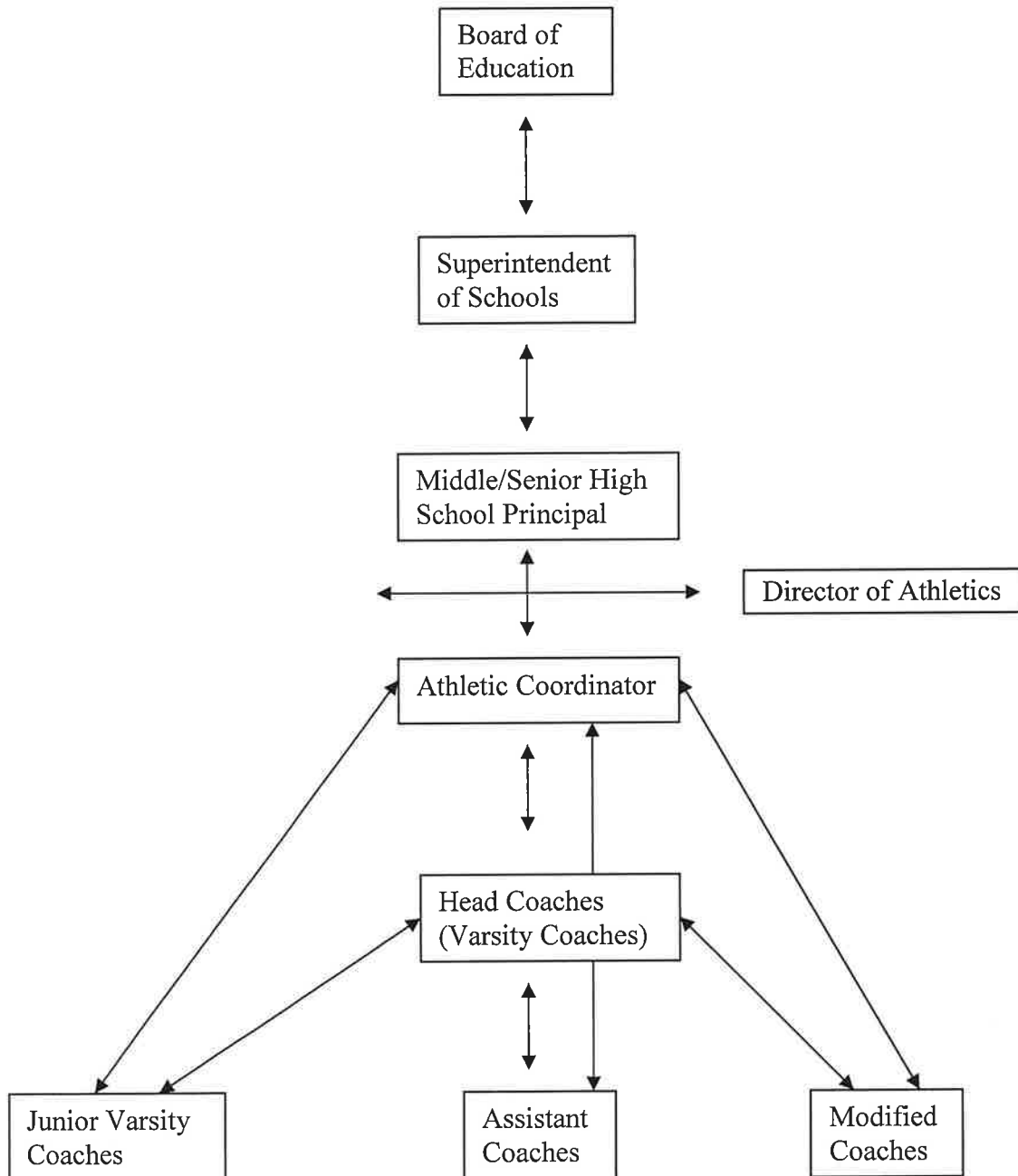
Afton	Bainbridge-Guilford
Delhi	Deposit
Greene	Harpursville
Hancock	Oxford
Sidney	Unadilla Valley
Unatego	Walton

HOME FACILITIES

Soccer	High School, Primary Fields
Basketball	High School, Intermediate School
Swimming	High School Pool
Volleyball	High School, Intermediate School
Baseball	Primary Fields
Softball	High School Fields
Tennis	High School
Golf	Genegantslet Golf Course
Bowling	Greene Bowl-a-Drome
Football	High School
Field Hockey	High School, Intermediate Field

Administrative Organization

A. Chain of Command



B. Responsibility of Coaches

1. Head Coaches (Varsity)- shall be responsible to the Athletic Coordinator & Athletic Director for the total operation of their respective sport programs. Head coaches shall act as official representatives of the school as they carry out their interscholastic competition responsibilities. He/she will be responsible for the normal duties required of interscholastic competition, those duties described in the coaches' job description and/or duties delegated by the Athletic Director & Athletic Coordinator.

2. Junior Varsity Coaches, Assistant Coaches, and Modified Coaches- shall be responsible to the Head Coach of their respective sport program and the Athletic Coordinator and Athletic Director. They shall act as official representatives of the school as they carry out their interscholastic competition responsibilities. He/she will be responsible for the normal duties required of interscholastic competition, those duties described in their job description and/or duties delegated by the Athletic Director & Athletic Coordinator

C. To be a Coach at Greene Central School

Steps: 1. First Aid - Standard (Red Cross), needs updating every 2-3 years.

2. CPR Certification, needs updating every 2 years

3. A written letter of interest to the Athletic Coordinator

4. Concussion Management Certification, needs updating every 2 years

5. Child Abuse Identification

6. School Violence Intervention & Prevention

7. DASA Training

8. Fingerprint Clearance

9. Coaching License through TEACH Website

10. Take 3 coaching courses (needed within 5 years, no cost through MAC)

A. Philosophy of Coaching (within 2 years)

B. Health Science

C. Theory & Techniques of Coaching

The District will reimburse volunteer coaches for the cost of the coaching license upon successful completion of requirements. Coaches who are paid are responsible for the cost of their own license.

New York State Coaching Certification Requirements

To help provide a safe environment and successful experience for boys and girls who participate on interscholastic athletic teams.

Purposes for Coaching Certification

- A. To possess an understanding of the social, moral, and physical values inherent in secondary school athletics.
- B. To be aware of the basic philosophy and principles of athletics as integral parts of physical education and the total educational program for children.
- C. To know the various regulations and rules governing athletics so that decisions made will not adversely affect the eligibility of a student or penalize a student unfairly.
- D. To protect the health and well-being of the students by having knowledge of the structure and function of the human body.
- E. To properly condition athletes and prevent injuries as well as recognize, evaluate, and follow the proper course of action when injuries do occur.

Persons Who May Coach and the Requirements for Each

A. Physical Education Teachers

- 1. May coach any sport in any school.
- 2. Must have a NYS provisional or permanent certificate to teach physical education.
- 3. Must have completed an appropriate first aid course prior to the start of the season and be updated every three years.
- 4. Must have completed an adult CPR course and be updated every two years
- 5. Must have completed a concussion education course and be updated every two years.

B. Classroom Teachers

- 1. Those teachers who started coaching prior to September 1, 1974 may coach any sport in any school in which they are currently teaching. Those teachers who started coaching after September 1, 1974 may coach in any school for which they qualify under the following requirements:
 - a. Must have a NYS provisional or permanent teaching certificate.
 - b. Must have completed an appropriate first aid course prior to the start of the season and be updated every three years.
 - c. Must have completed an adult CPR course and be updated every two years.
 - d. Must have completed a concussion education course and be updated every two years
 - e. Must complete an approved course in Philosophy, Principles, and Organization of Athletics in Education within **two years** from the date of initial appointment as a coach.
 - f. For strenuous/contact sports, must complete an approved course in Health Sciences Applied to Coaching and an approved course in Theory and Techniques of Coaching (specific sport) within **five years** of appointment as a coach.

C. Non-Teacher Coach

1. May coach in any school for which they qualify under the following requirements:
 - a. No certified teachers available with appropriate experience and qualifications.
 - b. Must have completed an appropriate first aid course prior to the start of the season and be updated every three years.
 - c. Must have completed an adult CPR course prior to the start of the season and be updated every two years.
 - d. Must have completed a concussion education course and be updated every two years.
 - e. Must have a current temporary coaching license that must be reissued every year (\$50 fee).
 - f. Must complete or be enrolled in an approved course in Philosophy, Principles, and Organization of Athletics in Education within **two years** from the date of initial appointment as a coach.
 - g. For strenuous/contact sports, must complete or be enrolled in an approved course in Health Sciences Applied to Coaching and an approved course in Theory and Techniques of Coaching (specific sport) within **five years** of appointment as a coach.
 - g. Must complete a workshop in Identification and Reporting of Suspected Child Abuse or Maltreatment as part of the licensing process.
 - h. Must complete a workshop in School Violence Prevention and Intervention as part of the licensing process.
 - i. An individual may apply for a professional coaching certificate when all course work and three years of coaching experience in a specific sport has been completed. This certificate will be valid for three years. Another certificate must be obtained after three years. The fee for each application is \$50.

Strenuous/Contact Sports

Football, soccer, track and field (indoor and outdoor), cross country, gymnastics, wrestling, basketball, swimming, ice hockey, baseball, softball, lacrosse, field hockey, team handball, volleyball, tennis, fencing, crew, skiing, handball, badminton

Non-Strenuous/Non-Contact Sports

Bowling, golf, archery, riflery, shuffleboard, table tennis

Coaching Certification Requirements

Obtaining Your Coaching License

1. Physical Education Teachers:

- Current First Aid and CPR

2. Other Certified Teachers:

- Current First Aid and CPR prior to starting coaching
- Complete approved courses: Philosophy, Principles and Organization of Athletics in Education within 2 years from the date of initial appointment; Health Sciences Applied to Coaching and Theory and Techniques of Coaching within 5 years of appointment of coach
- Does not have to apply for a Temporary Coaching License

3. Non-teacher Coaches:

- Can be appointed if there are no certified teachers available with experience and qualifications to coach the team
- Must obtain a Temporary Coaching License from BOCES by applying online through NYSED TEACH system
- Meet all the same course requirements for coaching as does the certified classroom teacher within the same time lines and extensions

Pathways to Receive Certificate

1. Temporary Coaching License

- Valid First Aid and CPR
- Workshop-Child Abuse Identification
- Workshop-School Violence Intervention and Prevention
- Workshop-Dignity for All Student Act (DASA)
- Fingerprint Clearance
- School District Recommendation

2. Temporary Coaching License 1st Renewal

- Valid First Aid and CPR
- Workshop-Child Abuse Identification
- Workshop-School Violence Intervention and Prevention
- Workshop-Dignity for All Student Act (DASA)
- Fingerprint Clearance
- School District Recommendation

3. Temporary Coaching License 2nd - 4th Renewal

- Valid First Aid and CPR
- Workshop-Child Abuse Identification
- Workshop-School Violence Intervention and Prevention
- Workshop-Dignity for All Student Act (DASA)
- Fingerprint Clearance
- School District Recommendation
- Coursework: Philosophy, Principles and Organization of Athletics

4. Professional Coaching License

- Valid First Aid and CPR
- Workshop-Child Abuse Identification
- Workshop-School Violence Intervention and Prevention
- Workshop-Dignity for All Student Act (DASA)
- Fingerprint Clearance
- School District Recommendation
- Coursework: Philosophy, Principles and Organization of Athletics
- Coursework: Health Sciences Applied to Coaching
- Coursework: Theory & Techniques of Coaching
- 3 years of experience coaching NY Licensed Coaching in specific sport

5. Professional Coaching License Renewal

- Valid First Aid and CPR
- Workshop-Child Abuse Identification
- Workshop-School Violence Intervention and Prevention
- Workshop-Dignity for All Student Act (DASA)
- Fingerprint Clearance
- School District Recommendation
- Coursework: Philosophy, Principles and Organization of Athletics
- Coursework: Health Sciences Applied to Coaching
- Coursework: Theory & Techniques of Coaching
- Satisfactory Evaluation: 3 years in specific sport

NFHS Coaching Course New York State (NYS) Specific Second Pathway Guidelines

Note

Effective **July 1, 2015**, coaches in New York State (NYS) will be able to pursue a second alternative pathway to complete the 3 NYS required coaching courses (Principles, Philosophy and organization of Athletics in Education, Health Sciences Applied to Coaching, and Theory & Techniques of Coaching (Sport Specific) by utilizing the NFHS online coaching courses (AIC-Level 1 and CIC-Level 2) and completion of an internship in accordance with guidelines.

See link: https://nfhslearn.com/home/coaching_requirement

The NFHS NYS Specific Second Pathway Process is outlined below:

- I. First Temporary Coaching License – No Change
 - a. SED Approved First Aid course
 - b. SED Approved CPR/AED course
 - c. Child Abuse recognition course
 - d. School Violence Prevention Course,
 - e. DASA training
 - f. FingerprintingNot required for certification, however required by District to coach: Concussion Course (Every 2 years)
- II. Second Temporary Coaching License (First Renewal) – No Change
 - a. SED Approved First Aid course
 - b. SED Approved CPR/AED course
 - c. Child Abuse recognition course
 - d. School Violence Prevention Course,
 - e. DASA training
 - f. FingerprintingNot required for certification, however required by District to coach: Concussion Course (Every 2 years)
- III. Third, Fourth and Fifth Temporary Coaching License (2nd – 4th Renewal) – Two Options

Option I (Current Requirements)	Option II NFHS
SED Approved First Aid course	SED Approved First Aid course
SED Approved CPR/AED course	SED Approved CPR/AED course
Completion of Principles, Philosophy and Organization of Athletics in Education	NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1)*

Child Abuse recognition course	Child Abuse recognition course
School Violence Prevention Course,	School Violence Prevention Course,
DASA training	DASA training
Fingerprinting	Fingerprinting
Not required for certification, however required by District to coach: Concussion Course (Every 2 years)(Kept at local level)	

· ***NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1) includes:**

- i. Fundamentals of Coaching (NYS Specific)
- ii. First Aid, Health and Safety For Coaches
- iii. Concussion in Sports
- iv. One Sport Specific course of your choice. All courses can be found at <http://www.nfhslearn.org>

IV. Professional Coaching Certificate (by year 5)

Option I (Current Requirements): Must be followed if the coach was issued the third temporary using this option	Option II (NFHS) Must be followed if the coach was issued the third temporary using this option
SED Approved First Aid course	SED Approved First Aid course
SED Approved CPR/AED course	SED Approved CPR/AED course
Completion of Principles, Philosophy and Organization of Athletics in Education	NFHS Accredited Interscholastic Coach Certificate (AIC-Level 1)
Health Sciences Applied to Coaching	NFHS Accredited Interscholastic Coach Certificate (CIC-Level 2)** Internship – 30 hours***
Theory & Techniques of Coaching (sport specific)	
Verification of three years of coaching	Verification of three years of coaching
Child Abuse recognition course	Child Abuse recognition course
School Violence Prevention Course,	School Violence Prevention Course,
Fingerprinting	Fingerprinting
Not required for certification, however required by District to coach: Concussion Course (Every 2 years) (Kept at local level)	

**** Completion of the following *Certified Interscholastic Coach (CIC-Level 2)* Course Requirements:**

- i. Fundamentals of Coaching (NYS Specific) (Included in AIC)
- ii. First Aid, Health and Safety For Coaches (included in AIC)
- iii. Concussion in Sports (Included in AIC)
- iv. One sport-specific course of your choice (included in AIC)
- v. Creating a Safe and Respectful Environment
- vi. Strength and Conditioning
- vii. Teaching and Modeling Behavior
- viii. Engaging Effectively with Parents
- ix. Sports Nutrition
- x. Heat Illness Prevention

***Internship: 30 hour minimum. Includes; Internship Evaluation Form completed (Kept at local level) and Coaching Internship Attestation (Sent to SED).

Note: If using Option II -NFHS certification for additional specific sport certificates, the evaluator must submit directly to the Office of Teaching Initiatives, the Coaching Internship Attestation form for the sport and the NFHS Sport Specific course completed.

MIDSTATE ATHLETIC CONFERENCE
2022-2023 Meeting Dates

MAC League Meetings:

Thursday, October 6, 2022
Thursday, January 19, 2023
Thursday, April 20, 2023
Thursday, June 8, 2023

Section IV Meetings:

Thursday, October 13, 2022 @ TBA 2:00
Thursday, January 26, 2023 @ TBA 2:00
Thursday, April 27, 2023 @ TBA 2:00
June (tentative), 2023 @ TBA

MAC Pre-Season Coaches Meetings:

Fall – Tuesday, August 16, 2022 at Sidney High School at 6:00 P.M.

Winter – Tuesday, November 8, 2022 at Sidney High School at 6:00 PM.

Spring – Tuesday, March 7, 2023 at Sidney High School at 6:00 PM.

First Aid and CPR Courses/Updates: (Instructor: Cheryl Butler-

School 607-278-5511 x 324

607-434-9564 (C))

Email: Butler.cheryl@charlottevalley.org

Fall

CPR & FA	Tuesday August 9 th	at Sidney High School	5:00 P.M.(CPR) 5:30 (FA)
CPR & FA	Wednesday August 10 th	at Charlotte Valley H.S.	5:00 P.M.(CPR) 5:30 (FA)

Winter

CPR & FA	Monday, November 7 th	at Sidney H. S.	5:00 P.M.(CPR) 5:30(FA)
CPR & FA	Wednesday, November 9 th	at Charlotte Valley H.S.	5:00 P.M.(CPR) 5:30(FA)

Spring

CPR & FA	Tuesday, March 7 th	at Sidney H. S.	5:00 P.M.(CPR) 5:30(FA)
CPR & FA	Wednesday, March 8 th	at Charlotte Valley H.S.	5:00 P.M.(CPR) 5:30(FA)

Coaching Courses:

TBA- will need to be taken online

Varsity/JV Season Start Dates

August 22, 2022
November 14, 2022
March 13, 2023

FALL
WINTER
SPRING

Modified Season Start Dates

August 29, 2022
1st Oct 24, 2022 2nd January 3, 2023
April 17, 2023

Section IV DATES FOR 2022-2023
(Approved - June 16, 2022)

FALL 2022 Cheer (Game Day-West) Cross Country Field Hockey Football Golf (Class A & B) Soccer (B) Soccer (G) Swimming (G) Tennis (G) Volleyball (B) Volleyball (G)	SEEDING MEETINGS Entry Notification Oct. 12 @ Section IV 5:00 pm Entry Notification Oct. 12 @ Section IV 7pm Oct. 12 @ Section IV 7pm Oct. 30 by 6:00 pm, via hy-tex program October 6 @ Section IV n/a October 25 @ Section IV	SECTIONAL DATES / SITES November 3 @ CV State Park (Rain Date Nov. 4) October 18, 21, 25: Finals October 29 @ Tentative @ OFA Nov 4-5* Semis: Nov. 11-12 Finals October 3 @ Soaring Eagles (A): October 4 @ Hiawatha (B) October 19, 22* - 26: Finals AA @ Waverly, A @ M-E October 28-29 B, C & D @ WNSF Oneonta October 18, 21, 25: Finals AA @ Waverly, A @ M-E October 28-29 B, C @ TBA Finals D @ WNSF Oneonta October 29 Nov. 2 (Prelims): Nov. 4 (Divng): Nov. 5* (Finals) @ TBA October 13-15* - 19: October 21-22* State Qualifier (need team tennis dates) n/a Oct. 31-Nov 1 (play in rounds); Nov. 3 (Semis/Pool Play Semis), Nov. 5* (Finals)	REGIONAL DATES / SITES STATE CHAMPIONSHIP October 29 @ Visions FCU Memorial Arena (4) November 12 @ Vernon Verona Sherrill HS (3) November 12-13 @ Centereach High School (11) Nov. 25-26 East Semis @ Middletown HS, West Semis @ Union-Endicott; Dec. 2-4 Final @ Carrier Dome (3) n/a November 12-13 @ Middletown HS (9) November 12-13 @ Cortland, TC3, Homer (3) November 18-19 @ Webster Aquatic Center November Schenectady (2); November 4 @ USTIA Tennis Ctr (Team Tennis) November 19 @ Capital Center, Albany (2) November 19-20 @ Cool Insuring Arena Glens Falls (2)
WINTER 2022-2023 Badminton/TT B/G Basketball (B) Basketball (G) Bowling B/G Cheerleading Ice Hockey (B) Skiing B/G Swimming (B) Track Indoor/Winter Volleyball (B) Wrestling	SEEDING MEETINGS Entry Notification Feb 15 @ Section IV 7pm Feb 15 @ Section IV 7pm Entry Notification Feb. 12 Entry Notification Entry Notification Entry Notification Jan 15, Jan 30 & Feb 6	SECTIONAL DATES / SITES March 11 @ Bainbridge-Guilford Feb 21, 24, 28 Finals March 3-5 (AA-TBA; A&B-TBA; C-TBA; D-TBA) Feb. 22, 25, March 1: Finals March 3-5 (AA-TBA; A&B-TBA; C-TBA; D-TBA) Feb. 17-18 @ Midway Lanes; Feb 24-25 (State Qualifier @ Valley Bowling Center) Feb. 18 @ Union-Endicott TBA Need Sectional Date and Site Feb. 15 (prelims); Feb. 17(closing); Feb 18 (finals) @TBA Feb. 10 (Sectionals); Feb. 24 (State Qualifier) March 18 @ Johnson City HS January 17 (DII): January 18 (DII) Dual Meets @ TBA Feb 4 (A & B Qualifiers @ TBA) Feb 11* (Div I & Div II Finals @)	REGIONAL DATES / SITES STATE CHAMPIONSHIP March 17-19 @ Cool Insuring Arena Glens Falls (2) March 17-19 @ NYCC Troy (2) March 10-12* @ Strike N Spare Lanes March 4 @ Visions FCU Memorial Arena (4) March 11*-12 @ LECOM HarborCenter Buffalo (6) February 27-28 @ Bristol Mtn/Harriet Hollister March 3-4 @ Ithaca College (4) March 2 @ Ocean Breeze Athletic Complex n/a January 28 @ Onondaga CC, SRC Arena (3) February 24-25 @ MVP Arena Albany (2)
SPRING 2023 Baseball Boys Golf Girls Golf Lacrosse (B) Lacrosse (G) Softball Tennis (B) Track & Field B/G	SEEDING MEETINGS May 15 @ Section IV Office Entry Notification Entry Notification May 15 @ Section IV Office May 15 @ Section IV Office May 15 @ Section IV Office May 4 @ Section IV Office Entry Notification	SECTIONAL DATES / SITES May 19, 22, 24 Finals May 26 May 18 & 20 (Medalist @ Mark Twain) May 22 (C @ Maple Hill GC) May 25 (D @ SUNY Delhi GC) Need Sectional Dates and Sites May 19, 23, May 25 (Finals) May 18, 22, May 24 (Finals) May 18, 23, 25; May 27 (Finals @ BASSAI) May 11 (Class Meets) (May 12-14 RD) May 19-20 (SC) Need Team Tennis Dates May 23, 24, 25 (RD May 26) Class Meets: May 31-June 1 (State Qualifier)	REGIONAL DATES / SITES STATE CHAMPIONSHIP June 9-10 @ Binghamton (4) June 3-5* @ Mark Twain Golf Course June 3-5* @ Eddison Club June 7 (East/West-Cortland) and June 10 @ Hofstra University June 9-10 @ SUNY Cortland June 10 @ Moriches Athletic Complex June 1-3 @ TBA; June 9 @ USTA Tennis Center (Team Tennis) June 9-10 @ Middletown HS (9)

*** - SAT and/or ACT on this date conflicts with Sectional, Regional or State Championship Dates**

Executive Committee Meetings
October 6 @ Section IV Office at 10:00 am
January 12 @ Section IV Office at 10:00 am
April 19 @ TBA at 10:00 am
June 2023 TBA

Athletic Council Meetings
October 13 @ TBA at 2:00 pm
January 26 @ TBA at 2:00 pm
April 27 @ TBA at 2:00 pm
June (Tentative) @ TBA

DATES ARE SUBJECT TO CHANGE!!!!

Section IV

Classification Enrollments for 2022-2023
(as per NYSPHSAA October 2021)

ELMIRA HIGH SCHOOL	1293	DELAWARE ACADEMY HIGH SCHOOL	171
CORNING-PAINTED POST HIGH SCHOOL	1103	SETON CATHOLIC CENTRAL JHS *	162
BINGHAMTON HIGH SCHOOL	1071	CANDOR JUNIOR-SENIOR HIGH SCHOOL	161
ITHACA SENIOR HIGH SCHOOL	1015	NEWFIELD SENIOR HIGH SCHOOL	156
HORSEHEADS SENIOR HIGH SCHOOL	896	HARPURSVILLE JUNIOR-SENIOR HIGH SCH	152
UNION-ENDICOTT HIGH SCHOOL	818	OXFORD ACADEMY HIGH SCHOOL	149
VESTAL SENIOR HIGH SCHOOL	756	SOUTHERN CAYUGA CS	143
JOHNSON CITY SENIOR HIGH SCHOOL	549	MARATHON HIGH SCHOOL	143
MAINE-ENDWELL SENIOR HIGH SCHOOL	530	AFTON JUNIOR/SENIOR HIGH SCHOOL	140
NORWICH HIGH SCHOOL	407	ODESSA-MONTAIGNE JR/SR HIGH SCHOOL	134
OWEGO FREE ACADEMY	401	ELMIRA NOTRE DAME HIGH SCHOOL *	122
WINDSOR CENTRAL HIGH SCHOOL	399	HANCOCK JUNIOR-SENIOR HS	104
CHENANGO VALLEY HIGH SCHOOL	360	DEPOSIT MIDDLE-SENIOR HIGH SCHOOL	99
WAVERLY HIGH SCHOOL	356	CHERRY VALLEY-SPRINGFIELD CENTRAL	92
ONEONTA SENIOR HIGH SCHOOL	354	RICHFIELD SPRINGS CENTRAL SCHOOL	89
CHENANGO FORKS HIGH SCHOOL	341	CHARLOTTE VALLEY SCHOOL	87
WHITNEY POINT SENIOR HIGH SCHOOL	333	MORRIS CENTRAL SCHOOL	87
SUSQUEHANNA VALLEY SENIOR HIGH SCH	300	MARGARETVILLE CENTRAL SCHOOL	81
DRYDEN HIGH SCHOOL	299	GILBOA-CONESVILLE CENTRAL SCHOOL	74
LANSING HIGH SCHOOL	288	WORCESTER SCHOOL	74
NEWARK VALLEY SENIOR HIGH SCHOOL	273	SOUTH KORTRIGHT CENTRAL SCHOOL	68
THOMAS A EDISON HIGH SCHOOL	240	WINDHAM ASHLAND CENTRAL SCHOOL	68
SIDNEY HIGH SCHOOL	233	LAURENS CENTRAL SCHOOL	68
CHARLES O DICKERSON HS (T-BURG)	228	MILFORD CENTRAL SCHOOL	66
WATKINS GLEN CENTRAL HIGH SCHOOL	225	GILBERTSVILLE-MOUNT UPTON JR-SR HS	65
GREENE HIGH SCHOOL	219	HUNTER-TANNERSVILLE MIDDLE/HIGH SCH	65
MORAVIA JUNIOR-SENIOR HIGH SCHOOL	219	STAMFORD CENTRAL SCHOOL	63
WALTON HIGH SCHOOL	206	EDMESTON CENTRAL SCHOOL	62
SPENCER-VAN ETTEEN HIGH SCHOOL	201	SCHENEVUS CENTRAL SCHOOL	60
TIOGA SENIOR HIGH SCHOOL	200	FRANKLIN CENTRAL SCHOOL	60
BAINBRIDGE-GUILFORD HIGH SCHOOL	200	SHARON SPRINGS CENTRAL SCHOOL	56
UNADILLA VALLEY SECONDARY SCHOOL	200	DOWNSVILLE CENTRAL SCHOOL	54
UNION SPRINGS MIDDLE/HIGH SCHOOL	194	ROXBURY CENTRAL SCHOOL	51
UNATEGO JUNIOR-SENIOR HIGH SCHOOL	186	JEFFERSON CENTRAL SCHOOL	45
GROTON JUNIOR/SENIOR HIGH SCHOOL	182	ANDES CENTRAL SCHOOL	17

NYSPHSAA CLASSIFICATIONS

5 CLASSES

AA	965-UP
A	500-964
B	270-499
C	150-269
D	0-149

4 CLASSES

A	801-UP
B	401-800
C	215-400
D	214-Below

3 CLASSES

A	800-UP
B	400-799
C	0-399

2 CLASSES

(Individual Sports)
Division I 600-Up
Division II 0-599

Sports with variations to classification:

B/G X-Country

A	815 - Up
B	450-814
C	255-449
D	254-Below

Field Hockey

A	915-Up
B	450-914
C	449-Below

Football

AA	1025-Up
A	630-1024
B	397-629
C	261-396
D	260-Below

Girls Volleyball

AA	950-Up
A	598-949
B	368-597
C	221-367
D	220-Below

Cheerleading

D1	750-Up
Small	5-16
Large	17-32
D2	749-Below
Small	5-16
Large	17-32
Co-Ed All Div	5-32

Girls Lacrosse

A	1060 - Up
B	775-1059
C	465-774
D	464-Below

Boys Lacrosse

A	1060 - Up
B	765-1059
C	430-764
D	429-Below

Please note: The above school Classification Enrollment numbers are the base numbers approved by the NYSPHSAA, member schools are allowed to request to "Move up in Classification" and Seton Catholic and Elmira Notre Dame HS are moved up in classification in certain sports by the Classification Committee.

Also, when teams are approved to merge that may also change the Classification numbers.

Policy # 56

SECTIONAL PLAY POLICY

Participation in Sectional Play

In order to participate in Sectional Play, a team must have a .400 or better record for the season in which they wish to participate in Sectional Play.

In sports where individuals progress to Sectional Play, as opposed to the entire team, those students that qualify would be permitted to participate in Sectional Play.

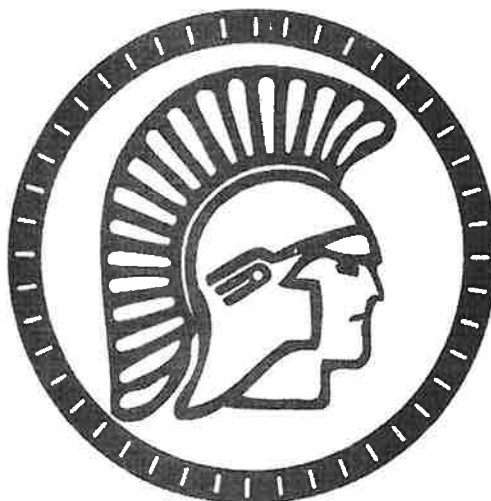
First Reading:	May 3, 2017
Second Reading:	waived
BOE Adoption:	May 3, 2017

POLICY 56.1
SCHOOL SPORTS – Uniform Policy

The official school colors of the Greene Central School District are: Dark Green, Gold and White.

All teams representing Greene Central School should make every effort to include these colors on team uniforms and athletic apparel. The District authorizes the additional color of black to be utilized in sports uniforms when the particular sport causes excessive staining to garments. (One example would be football pants.) The remainder of the uniform should adhere to the color policy. Any special colors should be approved by the Athletic Director.

Additionally, The Greene Central School official mascot is the Trojan. The Trojan emblem used on uniforms and athletic apparel should be the same as, or as similar to, as practicable, the logo featured below.



First Reading:	September 19, 2018
Second Reading:	October 3, 2018
BOE Adoption:	October 3, 2018



SPALDING

OFFICIAL BALL LIST



Alpha

- **BLADDER:** Thick 2-ply TPU bladder for the ultimate air retention
- **LINER:** Ultra durable 3-ply Hartco liner provides superior shape retention
- **COVER:** Spalding exclusive "S" tack Horween leather is now thicker to provide increased pebble & shape retention
- **LACES:** Raised Diamond Rubberized lace delivers exceptional grip in wet & dry conditions
- **SPIN TECH SEWN STRIPE:** Provides quarterbacks key touch points to improve grip & control

Item Number > 72-6758



TF-1000 Legacy

- Exclusive Microfiber Composite Leather Cover for Advanced Moisture Management.
- Soft Carcass and Deep Channels for better Feel and Playability.
- Blended Butyl bladder for enhanced air retention
- 100% Nylon winding material for best shape retention and durability.

Item Numbers > 76-2258 (Full size), 76-2268 (28.5)

Baseball

**Recommended practice ball*



Pro (NFHS & NOCSEA Stamped)

- Premium Full Grain Leather Cover
- Grey and White wool windings
- Raised seams for improved grip and control

Item Number > 41-100HS



500 NFHS (NFHS & NOCSEA Stamped)

- Premium Full Grain Leather Cover
- Grey wool windings
- Raised seams for improved grip and control

Item Number > 41-101HS

Softball



SB 12

- Cover: Leather
- Center: Cork
- Specs: 12", .47 COR, 375 lbs Compression
- Currently the ball of choice in NY

Item Number > 4H-311Y

Boys

Volleyball

Girls



72-1338 Red/White/Blue



72-1358 Navy/Silver/White

- Select Japanese Leather Cover with 2-Ply Soft Cloth Lining for superior shape retention.
- V-Seam Construction
- 13 Color Options Available

Soccer



TF-5000

- Hand Stitched TPU Cover
 - Latex Bladder for the Ultimate in Playability
- Item Number > 64-7929

For More Information Contact
Ezra Bartley at Ezra.Bartley@fotlinc.com or (270) 935-2743

SALARY AGREEMENT:

Prior to the season's start, coaches should receive a salary agreement which states the intended salary. Once that agreement is signed, there can be no revisions for that season.

EXPERIENCE POINTS

(In Contract)

<u>YEARS</u>	<u>A POINTS</u>	<u>B POINTS</u>	<u>MID-POINT</u>	<u>C POINTS</u>
1	0	0	0	0
2	40	30	25	20
3	50	40	35	30
4	60	45	40	35
5	70	55	48	40
6	80	65	55	45
7	90	70	60	50
8	100	75	65	55
9	110	85	73	60
10	120	95	80	65
11	135	105	88	70
12	150	115	95	75
	Head Coaches	All JV Bowling Fall Tennis Spring Tennis Golf Cross Country Varsity Cheerleading Varsity Assistants	All Modified A	All Modified JV Cheerleading Ass't Bowling

Coaches who are above the 12th step will be paid their previous year's rate multiplied by () percent.

POST SEASON PLAY:

Shall be defined as beginning the week after the last scheduled league game. Post-season play will be enumerated at the rate of 8 points for Column "A" and 16 points for Column "B" per each additional week.

"A" Teams where individuals qualify to participate:

Cross Country	Wrestling
Girls Tennis	Bowling
Boys Tennis	Golf
Track	Swimming

"B" Teams where all members participate:

Football	Baseball
Field Hockey	Volleyball
Soccer	Girls Basketball
Boys Basketball	Softball
Bowling	

Post-season play shall be defined as:

- a) Beyond regular league schedule
 - b) Contests/games which individuals or teams must qualify to enter
 - c) (Bowling's post-season play begins after sectional play. Individuals do not have to qualify to participate in sectional play in this sport.)
1. Bowling and Cross Country pay schedule reflects the additional week for sectionals. Therefore, the post-season pay should not become a factor until the second week of post-season play.
 2. In the case of sectional tournaments which are open to any team regardless of their record, the district may wish to require a .500 season record for the team to enter.

FALL SPORTS – POSITION POINTS

FOOTBALL

Head Coach	225
Assistant	145
Assistant	145
Junior Varsity	145
Junior Varsity	145
Modified	102
Modified	102

FIELD HOCKEY

Head Coach	203
Assistant	130
Junior Varsity	130
Junior Varsity	130
Modified	87
Modified*	87

*If needed-22 participants or more

SOCCER (B & G)

Head Coach	203
Assistant	130
Junior Varsity	130
Junior Varsity	130
Modified A	91
Modified	87

TENNIS (G)

Head Coach	116
Assistant*	87

*If needed-14 participants or more

GOLF

Head Coach	106
------------	-----

GIRLS SWIMMING

Head Coach	181
Assistant	123
Modified	88
Modified*	88

*If needed-20 participants or more

GIRLS VOLLEYBALL

Head Coach	203
Junior Varsity	130
Modified A	91
Modified	87

WINTER SPORTS – POSITION POINTS

BOYS BASKETBALL

Head Coach	225
Junior Varsity	157
Modified	106

GIRLS BASKETBALL

Head Coach	225
Junior Varsity	157
Modified	106

WRESTLING

Head Coach	228
Assistant	155
Modified	106

BOWLING

Head Coach	122
Assistant	97

BOYS SWIMMING

Head Coach	193
Assistant	135
Modified	104
Modified*	104

*If needed-20 participants or more

SPRING SPORTS – POSITION POINTS

BASEBALL

Head Coach	185
Assistant	137
Junior Varsity	137
Modified (8)*	96
Modified (7)*	96

*If 7 and 8 are combined, a second coach may be added if there are 18 or more participants

SOFTBALL

Head Coach	185
Assistant	137
Junior Varsity	137
Modified (8)*	96
Modified (7)*	96

*If 7 and 8 are combined, a second coach may be added if there are 18 or more participants

TRACK

Head Coach	185
Assistant	127
Assistant	127
Modified	88
Modified*	88

*If needed-20 participants or more

TENNIS (B)

Head Coach	124
Assistant*	91

*If needed-14 participants or more

Varsity & JV Sports @ GCS

Fall

Boys	Girls
Varsity Soccer	Varsity Soccer
JV Soccer	Mod A Soccer
Varsity Football	Varsity Field Hockey
Varsity Golf	JV Field Hockey
	Varsity Swimming
	Varsity Volleyball

Winter

Boys	Girls
Varsity Basketball	Varsity Basketball
JV Basketball	JV Basketball
Varsity Bowling	Varsity Bowling
Varsity Wrestling	
Varsity Swimming	

Spring

Boys	Girls
Varsity Baseball	Varsity Softball
Mod A Baseball	Mod A Softball
Varsity Track	Varsity Track
Varsity Tennis	

Modified Sports @ GCS

Fall

Boys	Girls
Football	Field Hockey
Mod A Soccer	Mod A Soccer
	Swimming

Winter

Boys	Girls
Basketball	Basketball
Wrestling	Mod A Volleyball
Swimming	

Spring

Boys	Girls
Mod A Baseball	Mod A Softball
Track	Track

Sports and the Athletic Program

Athletics are an integral part of a well-balanced educational program. Therefore, a broad sports program with equal access for both sexes, with emphasis on maximum participation, through interscholastic and intramural activity, should be provided. The primary role of all athletics is to encourage and expand students' opportunities to participate in activities, which provide support to the academic programs of the Greene Central School District. The secondary role of these activities is to facilitate student development of teamwork skills and the interpersonal relations required to operate effectively in a team environment.

Accelerated Placement of Student Athletes

The Superintendent will permit accelerated placement of student athletes on a limited basis, under the administration and recommendation of the Coach, Director of Physical Education and Athletics, and the Athletic Coordinator. Each season, the Superintendent will report to the Board of Education, information on any athletic teams that have approved accelerated placements.

Number of Participants and Cuts

Since there are many benefits to students for participation in interscholastic athletics, the goal is to provide as many qualified students as possible, the opportunity to participate in these activities at an appropriate skill level. Each year the Superintendent, Director of Physical Education and Athletics and the Athletic Coordinator will communicate with the Coach to determine the number of student participants for each sport. The Superintendent will report these approved numbers of participants to the Board of Education each season. Cuts will be made where necessary, based on rubrics, scores, or other approved evaluation tools.

Athletic Practices

The Athletic Coordinator in accordance with all League, Section, and State Athletic rules will schedule practices.

Coaching Positions, Expectations and Evaluations

The Superintendent will recommend to the Board of Education for approval, qualified candidates for coaching positions for each sport season. All coaching positions are to be appointed annually and coaches serve at the discretion of the Board of Education. Coaches will be compensated at the level specified in the negotiated agreement between the Superintendent and the Greene Teachers' Associations.

It is expected that coaches will act in a professional, respectful, and fair manner at all times. This expectation is also found in the first paragraph of the Greene Central School Criteria, which is as follows: "It is the School District's expectation for the professional staff to exhibit professional demeanor. This behavior is characterized by: receptiveness to evaluative criticism, follows building/district handbook, rules and policies, continues to grow professionally, and demonstrates an attitude of respect and cooperation."

It is the District's goal to provide coaches with a written evaluation at least once per year. The District will explore administrative options to affect this goal. The evaluations will cover such areas as: coaching abilities, techniques, motivational strategies, professional demeanor and sportsmanship. The District will use existing evaluation forms, or will negotiate new forms if practicable.

Chain of Command for Athletic Complaints and Concerns

If a parent, student or community member has a complaint or concern, they are strongly encouraged to follow the Greene Central School Athletic Chain of Command. The first step is to contact the respective coach. If additional assistance is needed, the Director of Physical Education and Athletics and the Athletic Coordinator should be contacted. If there are still unresolved concerns, the Superintendent of Schools should be contacted, and will intervene. The Board of Education may be contacted to review these complaints or concerns if prior resolution cannot be reached. The decision of the Board of Education shall be final.

Prohibition of Retaliation

In the event of a parental or student complaint or concern, the Board of Education prohibits retaliatory behavior directed against complainants, student athletes, witnesses, and/or any other individuals who participate in the investigation of such complaints or concerns. Any act of retaliation is subject to appropriate action by the District.

Philosophy:

Interscholastic Athletic Program

At Greene Central School District, we believe that athletics are an integral part of a student's life. It is our mission to provide all interested students with an opportunity to participate in athletic competition. It is the nature of athletic competition to strive for success. As important as winning may be, it does not replace all other goals. The number of victories is only one criterion when determining the season's success. The main purposes are to promote the physical, mental, moral, social, and emotional well being of the student-athletes through aspects of athletic contests.

Athletics are an extension of the classroom and all student-athletes should remember that academics support the mission of our educational programs. Student-athletes and coaches are constantly observed and are expected to be role models both on and off the field and within the school and community. All coaches involved with the athletic program have the unique opportunity to teach young people positive life skills and values. Desire, dedication, and self-discipline should be developed in order to ensure the commitment and personal self sacrifice required by athletes. It is the nurturing of these personal skills that assists in developing integrity, pride, loyalty, and overall character which is the intended culmination for these student-athletes to use throughout their lives. The determination of success will be based on the ability to teach the student-athletes to prepare their minds and bodies to reach for their maximum potential, be modest in victory, and accept defeat with dignity.

Coaches perform a critical role in the development of the student-athlete's desire to reach his or her fullest potential. Coaches should always be enthusiastic. Each coach should prepare, for each day of practice and games, a schedule of events to help all student-athletes reach their fullest potential. The coach is in control of the team during all circumstances relating to competition and the school. The student-athletes are responsible each day to be prepared to work towards their fullest potential, respect for others, and follow the coaches' directions.

The goals and aspirations for each student-athlete should be:

- To perform at his or her personal best to help the team achieve its goals.
- To strive to achieve educational goals through competition.
- To pursue individual goals through team concepts.
- To develop healthy competitive attitudes such as health lifestyles, teamwork, leadership, and citizenship.
- To develop personal traits such as a strong work ethic, self-discipline, self-esteem, and good sportsmanship.
- To develop within our student-athletes the appreciation of sport activities and its value as a lifelong pursuit.

Both the student-athlete and the coach may feel pressure to perform for friends and family, but this is not the motivation that will enhance the athletic program. The goal and motivation should be for each participant to perform at his or her personal best to help the team achieve its goals. Athletics are an excellent opportunity to practice the principles of life. Athletic competition offers an arena for the demonstration of our commitment to excellence and desire to succeed through individual, team and program goals.

While contest participation over the course of the season is desirable, a specified amount of playing time is not guaranteed. Each student interested in participating on a varsity team must understand their role on the team, know its importance, and be prepared to be committed to that role.

Modified Programs:

The modified program is open to all academically eligible students in grades seven (7) and eight (8), and sometimes grade nine (9). At this level, the focus is on learning athletic skills, game rules, fundamental team play, commitment to a team, appropriate sportsmanship descriptions, and to participate in healthy competition. It is our policy to play all participants at this level, however each participant will be expected to make a commitment to all the practices and follow the Athletic Contract. This program is designed to offer students the opportunity to engage in a more highly organized competitive experience than what is found in intramural programs, but not as involved as in Varsity and Junior Varsity competition.

Junior Varsity Program:

The Junior Varsity level is opened to those academically eligible student-athletes who display the potential of continued development into productive varsity level performers. The majority of the roster will be students in grade nine (9) and ten (10). Students in middle school may be considered if they have satisfied all SED requirements of the Athletic Placement process required for their particular sport and have the approval of the Junior Varsity Coach, Varsity Coach, and the Athletic Coordinator (this program cannot commence without the authorization of the AD). A letter of recommendation from the modified coach must be written and submitted to the Athletic Coordinator. Any questions about the Athletic Placement Process, please contact the Athletic Coordinator. Junior Varsity programs work toward achieving a balance between team and player development and striving for victory. The outcome of the contest becomes more of a consideration at this level.

Varsity Program:

The Varsity program is opened to all academically eligible students who display advanced athletic skills in grade ten (10), eleven (11), and twelve (12). Occasionally a student in grade nine (9) may be included, provided that evidence of advanced levels of physical development, athletic skills and appropriate social-emotional development is demonstrated. It is possible, but rare, for middle school students to be included. Students in middle school may be considered if they have satisfied all SED requirements of the Athletic Placement Process and have the approval of the Varsity Coach, and the Athletic Coordinator. (This program cannot commence without the authorization of the AD.) Any questions about the Athletic Placement Process, please contact the Athletic Coordinator.

The goals of the Varsity teams include preparing to perform at the highest level, striving for victory in each contest, and working to reach the group and individual maximum potential. The Varsity coach is the leader of the sport's program and will, in collaboration with the AD & AC, establish the program's instructional strategy that is age and level appropriate.

Remember, an athletic contest is only a game...not a matter of life or death!

Goals and Objectives of the Interscholastic Athletic Program

1. To provide a positive image of school athletics.
2. To always strive for playing excellence that will produce competitive teams within the bounds of good sportsmanship while enhancing the mental health of the student-athletes.
3. To ensure growth and development that will increase the number of participants; that will give impetus to increased contest attendance; that will enhance a program of maintenance and improvement of athletic facilities.
4. To provide opportunities that will allow the program to serve as a laboratory where student-athletes may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world. The laboratory should be adequate and natural opportunities for:
 - A. Physical, mental and emotional growth and development.
 - B. Acquisition and development of special skills in activities of choice.
 - C. Development of commitments such as loyalty, cooperation, fair play and other desirable social traits.
 - D. Directed leadership and supervision that stresses self-discipline, self-motivation, excellence, and the ideals of good sportsmanship that make for winning and losing graciously.
 - E. A focus of interests on activity programs for student body, faculty, and community that will generate a feeling of unity.
 - F. Achievement of initial goals as set by the school in general and the student-athlete as an individual.
 - G. Provisions of worthy use of leisure time in later life, either as a participant or spectator.
 - H. Participation by the most skilled that will enable these individuals to expand possibilities for future vocational pursuits.
5. To provide an excellent program of student activities that includes appropriate activities for every participant.
6. To provide an opportunity for students to experience success in those activities he/she selects.
7. To provide sufficient activities to respond to a wide variety of student interests and abilities.
8. To provide student activities which offer the greatest benefits for the greatest number of students.
9. To create an environment for each participant to experience excellence and success.
10. To provide the opportunities for the students' to develop appropriate use of leisure time now and in the future.
11. To develop ideals of fair play and interpersonal skills that foster healthy relationships.
12. To practice and develop self-discipline, emotional maturity and the strategies to make decisions under pressure.
13. To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others.
14. To develop an understanding of the value of activities in a balanced educational process.

Codes of Conduct for the Coach

Codes of conduct generally specify expectations for coaches, players, and spectators within the framework of an educationally sound competitive environment. Positive conduct is viewed as a commitment to fair play, ethical behavior and integrity. In perception and practice, these qualities apply equally in all activity disciplines. Individuals, regardless of their roles in the activities, are expected to be aware of their influence on the behavior of others and model exemplary behavior.

- Set an example **both on and off** the playing area. Be an example of sound personal values and good sportsmanship.
- Recognize that athletic competition is a means toward an end, not an end in itself. Specifically, athletics should lead to the development of healthy, well-adjusted young men and women.
- Approach competition as a healthy and constructive exercise, not an experience that requires victory at any price. It should be fun and enjoyable.
- Recognize that the participants in individual or team sports are adolescents with frailties and limitations who are capable at times of making mistakes.
- Be gracious in victory. A poor winner is no more acceptable than a bad loser and the participants should be instructed accordingly.
- Be prepared to accept the success of your opponent. In each contest somebody must fall short of his or her goal. Winning is not the only thing. Instruct the players that when one does his/her best there is no shame in losing.
- **Be positive.** Identify areas of improvement, and those areas that need additional work for improvement.
- Your personal attitude and behavior should command the respect and affection of the players.
- You are a professional. Appearance is an indication of respect for self and others and helps set the tone for both individual and team pride.
- **Use appropriate and professionally accepted language with players, opponents, officials, or spectators.**
- Respect the judgment of the officials. **Although at times you may want to question officials' decisions, even disagree, the official's decision must be accepted graciously.** Questionable decisions may be referred to the Athletic Director, League executive secretary, and Section IV Sports Coordinator. They are also professionals and deserve the same respect as you want from them.
- Do not bait or harass officials by word or action. If dissatisfied with an official's performance, use the rating system to register dissatisfaction.
- In all situations, avoid behavior that may be misinterpreted and may incite players, opponents, or spectators.
- Instruct the players to respect the officials. Only the captains or the coach should make any question with officials concerning rules interpretation.
- Instruct the players in the elements of good sportsmanship, what your expectations are and let them know that unsportsmanlike behavior will not be accepted.

Title: Head Coach

Reports to: Athletic Coordinator and High School Principal

Function: All coaching assignments will be a one-year term. The coach's primary responsibility is to ensure maximum growth of each squad member. In this regard, the safety and welfare of student-athletes should always be uppermost in the coach's mind.

ASSIGNED RESPONSIBILITIES:

- To ensure that all aspects of the program comply with the guidelines, rules and policies that have been established by the School District, League, Section, State and National Federation.
- To recruit eligible student candidates for participation in the program.
- To confirm that each participant has a sports physical verifying that they have received a physical examination before they begin practicing.
- To distribute practice and game schedules (given out by the Athletic Coordinator).
- To select team members; develop positive attitudes; promote and teach ethical, aggressive and fair play while stressing good sportsmanship at all times.
- To instruct athletes in individual and team fundamentals, strategy and physical training necessary to realize a degree of individual and team success.
- To ensure that all student athletes receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline and self-confidence.
- To be fair and unprejudiced with players and sensitive to individual differences, needs, interests, and self-confidence.
- To formulate and submit team lists and rosters to the Athletic Coordinator within 5 practice days.
- To contact parents or guardian when a student athlete is dropped or becomes ineligible.
- To develop written daily practice plans and game plans throughout the season.
* For new coaches only
- To provide supervision to all aspects of the program including, but not limited to:
 - Teaching proper safety procedures and proper use of equipment.
 - Keeping practice area and locker room in order.
 - Storing equipment properly.
- To supervise and direct student managers, assistants, and statisticians.
- To assist student athletes in their college or advanced educational selection.
- To complete and submit all accident reports in a timely manner.
- To maintain certification CPR, AED and first aid.
- To attend conference, workshops and clinics for professional growth in all aspects of the program to be paid for by school district.
- To represent the School District and the program in a positive manner. The coaching staff owes his/her school maximal effort and loyalty at all times.

- To understand the proper administrative lines of command and refers all student athletes and parent grievances through proper channels.
- To assist the Athletic Coordinator in the recruitment of certified coaches for the program.
- To encourage independent thought by all staff members and have open exchange of ideas in a courteous thoughtful manner.
- To support and cooperate with other coaches whenever possible.
- To actively support all elementary athletic programs.
- To collaborate with the Athletic Coordinator in the formulation of scrimmages and non-league schedules; in the determination of transportation times and destinations and in the completion of requisition and claim forms; etc.
- To maintain an updated inventory of uniforms, equipment and supplies within the program.
- To document, distribute and collect all uniforms, equipment and supplies issued to players.
- To assist the Athletic Coordinator in the development of the program's annual budget.
- To review with the Athletic Coordinator the development of the program's annual budget.
- To review with the Athletic Coordinator all facilities on an annual basis.
- To coordinate and organize all special events related to the program such as overnight trips, tournaments, state competitions, etc.
- To document the requirements of an athlete to earn a Varsity letter and awards to all team members in the program.
- To submit, at the conclusion of the season, a list of Varsity letter winners, captains, Sportsmanship award winners, all-stars, and MVP/MIP recipients to the Athletic Coordinator in end of season report form.
- To attend all appropriate meetings the School, League, or Section conducts.
- Supervise and evaluate assistant coaches, junior varsity coaches and modified coaches in conjunction with the Athletic Coordinator.
- To perform all other duties as assigned.

<u>Title:</u>	Assistant, Junior Varsity and Modified Coach
<u>Reports to:</u>	Head Coach, Athletic Coordinator and Middle/Senior High School Principal.
<u>Function</u>	All coaching assignments will be a one-year term. The Coach's primary responsibility is to ensure maximum growth of each squad member. In this regard, the safety and welfare of student-athletes should always be uppermost in the coach's mind. Coaches must carry out the aims and objectives of the sport program as outlined by the head coach and school administration.

ASSIGNED RESPONSIBILITIES:

- To ensure that all aspects of the program comply with the guidelines, rules and policies that have been established by the School District, League, Section, State and National Federation.
- To instruct athletes in individual and team fundamentals, strategy and physical training necessary to realize a degree of individual and team success, depending on their individual development.
- To confirm that each participant has a sports physical verifying that they have received a physical examination by our school doctor before they begin practicing.
- To distribute practice and game schedules (given out by the Athletic Coordinator).
- To select team members; develop positive attitudes; promote and teach ethical, aggressive and fair play while stressing good sportsmanship at all times.
- To be fair and unprejudiced with players and sensitive to individual differences and developments, needs, interests, temperaments, aptitude and tolerances.
- To formulate and submit team lists and rosters to the Athletic Coordinator within the first 5 days of practice.
- To contact parents or guardian when a student-athlete is dropped or becomes ineligible.
- To develop written daily practice plans and game plans throughout the season. After first week of practice, send attendance sheet and 5 practice plans to Athletic Coordinator. This is so the Athletic Coordinator can see how things are working out for the new coaches only.
- To provide supervision to all aspects of the program including, but not limited to:
 - Teaching proper safety procedures and proper use of equipment.
 - Keeping practice area and locker room in order.
 - Storing equipment properly.
- To complete and submit all accident reports in a timely manner to the school nurse.
- To maintain certification in CPR, AED and first aid.
- To attend conferences, workshops and clinics for professional growth.
- To represent the School District and the program in a positive manner. The coaching staff owes his/her school maximal effort and loyalty at all times.

- To understand the proper administrative lines of command and refers all student-athletes and parent grievances through proper channels.
- To support and cooperate with other coaches whenever possible.
- To actively support and volunteer at all elementary athletic programs.
- To collaborate with the Athletic Coordinator in the determination of transportation times and destinations.
- To maintain an updated inventory of uniforms, equipment and supplies within your level of sport.
- To distribute and collect all uniforms, equipment and supplies issued to players. This must be documented!
- To submit, at the conclusion of the season, an end of season report and your sportsmanship award winner.
- To assist the Varsity program in any way.

Responsibilities and Job Description

<u>Title:</u>	Athletic Coordinator
<u>Reports to:</u>	Superintendent of Schools, Athletic Director and Middle/Senior High School Principal
<u>Supervises:</u>	Coaching Staff
<u>Function:</u>	Provide overall leadership, supervision and coordination of all sports programs to provide students worthwhile learning experiences

ASSIGNED RESPONSIBILITIES

- Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, which respects the individual dignity of every athlete and which is an integral part of the total educational process.
- Assists in the formulation of school objectives, policies, plans, and programs.
- Considers the well being of the entire student body as fundamental in all decisions and actions.
- To assist student athletes in their college or advanced educational selection.
- Reports to the Superintendent of Schools and works under the direction of the Middle/Senior High School Principal and Athletic Director to supervise the overall athletic program.
- Reports to Building Principal any needs or concerns seen in the respective building or with the respective staff.
- Supports the Building Principal of due process and protects the civil and human rights of all individuals.
- Develops budgets, prepares requisitions, and is responsible for up-to-date appropriation expense accounting for the interscholastic athletic program.
- Organizes and supervises the purchase, distribution, storage, inventory, and maintenance of all equipment and supplies.
- Carries a major responsibility for design of athletic facilities in the planning of new buildings and the remodeling of existing facilities.
- Responsible for the leadership in carrying out the athletic program, including facility preparation, security, and medical services.
- Responsible for the recruitment, and management of coaching staff.
- Recommends, in conjunction with Athletic Director, appointment or employment for coaching positions.
- Monitors coaching, first aid, CPR and AED certifications.
- Responsible for organizing and conducting workshops and other in-service activities for the purpose of promoting student safety and improved coaching techniques.

- Encourage, reviews, and makes recommendations for coaches to attend coaching clinics.
- Acts impartially in the execution of basic policies and in the enforcement of the conference, league, and state high school administration rules and regulations.
- Keeps the Athletic Director, Building Principal and Superintendent of Schools informed on all planned activities.
- Organizes the preparation, use, and allocation of facilities for practice sessions, scheduled league activities and community-sponsored events.
- Responsible for arranging practice and game schedules in keeping with school district, sectional, and state athletic policies.
- Responsible for arranging practice and game facility use for elementary athletic programs (i.e. soccer and basketball)
- Prepares League, Sectional, and State Athletic Association data as required.
- Arranges for the procurement of certified game officials, their necessities, and appropriate service claims.
- Responsible for the arrangements needed for team travel. (ex. Bus slips)
- Cancels or postpones athletic contests, officials and transportation because of weather or other hazardous conditions.
- Assist in the planning, organizing, and implementation of school and community-sponsored recreational programs, on a year-round basis.
- Determines scholastic eligibility of all student-athletes in a marking period and notifies coaches.
- Assists in preparation of athletic publicity for school and public media.
- Responsible for the preparation and presentation of individual and team awards. (Ex. 3 times a year-Varsity & JV, 3 times a year Modified)
- Improves the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state, and national in-service programs.
- Supervises/administers the New York State Selective Classification Program.
- Fulfills professional responsibilities with honesty and integrity.
- Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public.
- Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student-athletes, and community to commit to these high standards.
- Performs all such tasks as may from time to time be assigned by the Superintendent, or seen as necessary to help other staff meet the overall objective of the school district.
- Responsible for crowd control and/or providing such supervision (this person and/or an Administrator).
- Supervises Sectional games as Site Chairperson.

ELIGIBILITY

The purpose of this policy is to encourage and promote student achievement and set guidelines for student eligibility for school sponsored co-curricular activities, events and sports.

In the High School, a student with two failures in five weeks is placed on probation. A high school student with two failures in two consecutive five-week periods makes the student ineligible. Any high school student who fails three subjects or more becomes ineligible. On the Thursday after the first full week of ineligibility, a student may request to be re-evaluated. If they are passing, they may improve their status or be taken off the ineligibility list.

Endangered List: A student with an average below seventy (70) at either the five (5) or ten (10) weeks mark reporting period in two (2) or more subjects will be placed on the endangered list. The student on the endangered list may practice and participate in all school sponsored co-curricular activities, events and sports. The student is encouraged to attend remediation.

Probation: A student on probation may practice and participate in contests. The student is required to attend remediation during the 9th period a minimum of two (2) times per week, stay until 3:05 p.m. and obtain a signature from the teacher with whom the student stayed. This signature will be given to the student's current season coach or advisor for verification of attendance. If the student has not attended remediation the student may not participate that day.

Ineligibility: A student on ineligibility may participate in practice but not in any co-curricular activity, event or sporting contest. The student is required to attend remediation during the 9th period a minimum of three (3) times per week, stay until 3:05 p.m. and obtain a signature from the teacher with whom the student stayed. This signature will be given to the student's current season coach or advisor for verification of attendance. The student must attend the remediation in order to participate in practices, rehearsals, etc. On the Thursday after the first full week of ineligibility, a student may request to be re-evaluated. If they are passing, they may improve their status or be taken off the ineligibility list.

At the end of the school year, the student who failed two or more subjects in the fourth quarter but earned course credit will not be considered ineligible.

A student becomes ineligible at the end of the school year as a result of failing two or more subjects in the fourth quarter and not earning course credit. The student will be allowed to practice in pre-season the following August. The student will be required to sit out the first twenty-five (25) percent of the games for the fall season. The student will be considered on probation for the remainder of the first five (5) week marking period.

Students can satisfy the required remediation period upon attendance in and successful completion of an approved summer school program. Students who choose the summer school option restore their eligibility for the fall season.

Additionally, students on the probation or ineligibility list will be placed on a no passes / no privileges restriction. This will require a pre-signed pass from one of the students' teachers to leave class or study hall during the school day.

At the High School, an Appeal Committee consisting of the High School Principal, Guidance Counselor, off-season Coach, in-season Coach, Teacher, and if need be, Director of Special Education may be convened to look into specific eligibility matters. The decision of the Committee is final.

Greene Central School defines co-curricular activities, events and sports as those listed on the school's parental consent forms, and as outlined in this policy.

GREENE MIDDLE SCHOOL ELIGIBILITY PLAN

The Greene Middle School Eligibility Plan will take effect at the first five week interval of the school year and will remain in effect for the remainder of the school year.

Phase I Student is failing one subject and may participate in extracurricular activities (including dances). For all full year courses, ninth period remediation for the subject failed will be available. Attendance will be taken by the teacher.

Phase II Student is failing two subjects. The student **can** practice for extra-curricular activities, *but may not participate in games, footlight productions, dances, ski trips, competitions, pep rallies etc.* For all full year courses, ninth period remediation for the subjects failed will be required and attendance will be taken by the teachers.

Phase III Student is failing three or more subjects. The student **cannot** practice for extra-curricular activities or participate in games, footlight productions, dances, ski trips, competitions, pep rallies etc. For all full year courses, ninth period remediation(s) for the subjects failed will be required and attendance will be taken by the teacher(s).

Phase II and III students can request to be re-evaluated on a weekly basis and status may be changed. (Evaluation forms will be available to the student in the middle school office on Thursdays and must be returned prior to 2:30.)

Extra Curricular Activities- Include all activities requiring a parent signature on the Greene Middle School Parental Consent form and the Athletic Participation Permission form

HIGH SCHOOL SPORT STANDARDS

	# of practices for Student- Athletes to Represent their school (Feb. 2019)	Team and Individual Maximum Number of Contests *	Min. Time Between Contests or Scrimmages	Individual Contest Limitations Per Day	RULES	Scrimmage Limitations Per Day
Sport						
<u>Badminton</u>	6		1 night	3 matches 1 contest	USBA	1
<u>Baseball</u> <u>Battery</u>	10 10	20	1 night	2 contests	NFHS	2
<u>Basketball</u> <u>GIRLS/ BOYS</u>	6	20	1 night	1 contest	NF-Boys NCAA-Girls	1
<u>Bowling</u>	Training	20+	1 night	6 games	USBC	1
<u>Competitive Cheerleadin</u>	6	12	1 night	1 competition	NFHS	1
<u>Cross-country</u>	6	16	2 nights	5000meters or 3.1miles	NFHS	1
<u>Fencing</u>	6	20	1 night	3 contests	USFA	1
<u>Field Hockey</u>	6	16	1 night	1 contest	NFHS	1
<u>Football</u>	10	10	4 nights(1)	1 contest	NFHS	1
<u>Golf</u>	Training	16	1 night	1 match 2 – 9-holeM non-school days.	USGA& Local course rules	1
<u>Gymnastics</u>	10	16	1 night	6 events (boys) 4 events (girls) 1 contest	Boys- NFHS Girls- USAGJO/ Tech HB	1
<u>Ice hockey</u>	6	20	1 night	1 contest	NFHS	1
<u>Lacrosse</u>	6	16	1 night	1 contest	NFHS-Boys US Lacrosse -Girls	1
<u>Rifle</u>	6	16	1 night	1 contest	NRA	1
<u>Skiing</u>	6	16	1 night	2 events	FIS & USSA	1
<u>Soccer</u>	6	16	1 night	1 contest	NFHS	1
<u>Softball</u>	6	20	1 night	2 contests	ASA	2
<u>Swimming/ Diving</u>	6	16+	1 night	4 events 1 contest	NFHS	1
<u>Tennis</u>	6	16	1 night	2 matches ++	USTA	1
<u>Outdoor Track</u>	6	16+	1 night	4 events 1 contest	NFHS	1
<u>Winter Track</u>	6	16+	1 night	3 events 1 contest	NFHS	1
<u>Volleyball</u>	6	20	1 night	2 matches/day	NCAA	1
<u>Wrestling</u>	10	20 points+	1 night	4 bouts 5 bouts tournament only	NFHS	1

(1) 2 nights for scrimmage

* indicates maximum plus section, state championships and games necessary to break divisional or league ties

+ indicates maximum number of contests in which an individual competitor may participate

++ Modified scoring system must be used (see Tennis Standard)

MODIFIED SPORTS STANDARDS CHART FOR INTERSCHOOL COMPETITION

Sport	# of Practices for student to represent their school	Team and Individual Maximum No. Contests	Minimum Time Between Contests*	Individual Limitations per Day	Rules	Time and Distance Limits
Badminton	6	14	1 Night	2 Matches/ 1 Contest	USBA	
Baseball	10	14	1 Night	2 Games *	NFHS	
Baseball Pitcher	10	14	2 Nights *	1 Game	NFHS	Pitch Count Restrictions
Basketball	6	14	2 Nights	1 Game	NFHS- Boys NCAA- Girls	7 Minute Quarters
Bowling	6	14	1 Night	3 Games	USBC	
Cross Country	6	10	2 Nights	1 Meet	NFHS	
Cheerleading	6	12	1 Night	1 Competition	NFHS	
Field Hockey	6	12	2 Nights	1 Game	NFHS	25 Minute Halves
Football	10	7	4 Nights **	1 Game	NFHS	10 Minute Quarters
Golf	6	14	1 Night	1 Match	USGA & Local Course Rules	
Gymnastics	10	10	2 Nights	3 Events */ 1 Contest	NFHS- Boys USAJO- Girls	
Ice Hockey	6	14	2 Nights ***	1 Game	NFHS	13 Minute Periods
Lacrosse- Boys	6	12	2 Nights	1 Game	NFHS	9 Minute Quarters
Lacrosse- Girls	6	12	2 Nights	1 Game	NFHS/ US Lacrosse	25 Minute Halves
Skiing	6	12	2 Nights	2 Events	FIS & ESA	
Soccer	6	12	2 Nights	1 Game	NFHS	
Softball	6	14	1 Night	2 Games *	ASA	
Swimming & Diving	6	14	2 Nights	3 Events/ 1 Contest	NFHS	
Tennis	6	14	1 Night	2 Matches *	USTA	
Track & Field (Outdoor)	6	10	2 Nights	3 Events/ 1 Contest	NFHS	
Track & Field (Indoor)	6	10	2 Nights	3 Events/ 1 Contest	NFHS	
Volleyball	6	14	1 Nights	2	NCAA	
Wrestling	10	14 Pts.	2 Nights	2 Bouts *	NFHS	Max of 10 Pts. Thru 2 Pt. Contests

(*) See details in Game Rules Section

*Except in football and cross country, contests may be played with only one night's rest.

(**) Three nights/scrimmage

(***) In Ice Hockey, contests may be played with only one night's rest three times per season scheduling or rescheduling. See details in Game Rules section.

Checklists for Coaches

Home Soccer Game Checklist

- Scorers table (1)
- Chairs (4)
- Clock
- Horn
- Lines on the field - maintenance
- Game balls (4/5)
- Ball chasers (2-4)
- First aid kit
- Warm-up balls
- Ice
- Scorebook & pencils
- Officials rating forms (Varsity only)
- Microphone
- CD or person to sing National Anthem & announce sportsmanship rules
- Towels
- Claim form for officials
- Corner flags
- Secure equipment after the game
- Water/Gatorade jug and cups
- Defibulator

Away Soccer Game Checklist

- First aid kit
- Ice
- Warm-up balls
- Roster to give to opposing coach
- Scorebook & pencils
- Officials rating form (Varsity only)
- Towels
- Player equipment
 - Cleats – Do not wear on bus or in hallways!
 - Shinguards
 - Uniforms
 - Captain arm bands
- Water/Gatorade jug and cups
- Bus seating chart filled out properly & handed to driver

Home Field Hockey Game Checklist

- Clock
- Lines on field
- Game balls
- First aid kit
- Ice chest
- Water cooler
- 4 cones for corners of field
- Scorebook
- Officials rating forms (Varsity only)
- Claim forms for officials
- Equipment needed:
 - Balls
 - Goalie equipment
 - Microphone
 - CD or person to sing National Anthem & announce sportsmanship rules
- Player Equipment
 - Uniform
 - Stick
 - Shin guards
 - Mouth guard
 - Cleats – Do not wear on bus or in hallways!
 - Goggles
 - Water bottles

Away Field Hockey Game Checklist

- First aid kit
- Ice chest
- Water cooler
- Officials rating forms (Varsity only)
- Scorebook
- Equipment:
 - Balls
 - Goalie equipment
- Player equipment
 - Uniform
 - Stick
 - Cleats - Do not wear on bus or in hallways!
 - Goggles
 - Mouth guard
 - Shin guards
 - Water bottles
- Bus seating chart filled out properly & handed to driver

Home Basketball Game Checklist

- Baskets Up- done by custodians.
- Bleachers Out- done by custodians.
- Score Clock- done by scorekeeper and/or clock person.
- Shot Clock- done by scorekeeper and/or clock person.
- Scorebook
- Towels
- Officials rating forms (Varsity only)
- Claim forms for officials
- Microphone
- CD or person to sing National Anthem
- Warm-up music- make sure it is school appropriate and not too loud.
- Scorer
- Timer
- Programs- done by athletic office, set on ticket table
- First aid kit & ice chest
- Water bottles
- Room for officials
- Announcer's starting lineup sheet is ready & Sportsmanship rules typed up and ready to announce. (Taped to the scorer's table)
- Ticket taker table & chair (1)

Away Basketball Game Checklist

- First aid kit and ice chest
- Towels
- Scorebook- double check names and numbers in book
- Stat sheets
- Player equipment:
 - Sneakers
 - Socks
 - Uniform (bring both during tournament play)
 - Shooting shirt
 - Warm-up pants
 - Water bottles
- Bus seating chart filled out properly & handed to driver

Home Softball/Baseball Game Checklist

- Score Clock (Baseball Only)
- Lines on the field and bases in place
- Game balls (Optic Yellow- Softball)(10- Baseball)
- First aid kit and ice chest
- Warm-up balls
- Scorebook
- Officials rating forms (Varsity only)
- Stat sheets
- Old towels to wipe bats and balls if necessary
- Claim forms for officials
- Corner flags to mark the outfield
- Secure equipment after the game (bring bases in & put wood covers on)
- Equipment needed:
 - Bats
 - Batting Helmets (Never throw down helmets)
 - Balls
 - Catcher's equipment
- Player equipment
 - Uniform
 - Glove
 - Socks
 - Cleats – Do not wear on bus or in hallways!
 - Hat
 - Water bottles

Away Softball/Baseball Game Checklist

- First aid kit and ice chest
- Warm-up balls
- Officials rating forms (Varsity only)
- Scorebook
- Stat sheets
- Towels
- Equipment needed:
 - Bats
 - Batting Helmets (Never throw down helmets)
 - Balls
 - Catcher's equipment
- Player equipment
 - Uniform Cleats – Do not wear on bus or in hallways!
 - Glove Hat
 - Socks water bottles
- Bus seating chart filled out properly & handed to driver

Home Track Meet Checklist

- Water Jug
- Cups
- Med Kit
- Ice
- Ice Bags
- Batons (4)
- Shots
- Discus
- Stop Watches
- Official's Vouchers
- Scorebook
- Pencils
- Tape Measures and Rakes
- Starter gun and shells for gun

Away Track Meet Checklist

- Water Jug
 - Cups
 - Med Kit
 - Ice
 - Ice Bags
 - Batons
 - Shots
 - Discus
 - Stop Watches
 - Sign-out Sheet
 - Scorebook
 - Pencils
 - Tape Measure
 - Bus Seating Chart filled out properly & handed to driver
 - No girls sitting with boys
-

HOME CONTEST PROCEDURES

It is the responsibility of the coach to complete the following duties for all home contests:

- The official's forms are put in the appropriate place to be filled out.
- Return all claim forms, and official rating forms to the Athletic Coordinator's office immediately.
- Provide game balls and all necessary equipment.
- Notify the media of the results of the contest. Please include:
 - Press & Sun Bulletin 1-800-365-0077
 - Norwich Evening Sun 1-800-236-1368
- Secure all equipment and game site after the contest.
- Check all locker rooms after officials and players have left.
- Leave game site after all others have left.

AWAY CONTEST PROCEDURES

It is the responsibility of the coach to complete the following duties for all away contests:

- Gather all necessary equipment and make the necessary accommodations for the equipment to be secure on the bus. (see checklist for necessary equipment)
- Supervise team members on the bus. (Be sure that the team members act in a mature and responsible manner while on the bus.)
- Supervise the team members in the host's school.
- Account for all team members before leaving for the contest and prior to the return trip. All team members are encouraged to ride to and from away athletic events on the school bus.
- Team members may ride home with their parents if that parent is present and signs her/him out on the game sign-out sheet. (GCS permission slip must be turned into their respective offices before a parent can sign an athlete out.)
- Supervise team members during any rest or food stops.
- Be sure the bus is clean. Coach is the LAST person off the bus after checking every seat and all floor areas.
- Leave Greene after all players have left.
- If problem arises during the athletic event, see the Administrator in charge.

THE ATHLETIC COORDINATOR WILL SCHEDULE ALL TRANSPORTATION

Submit requests/paperwork for any special trips, in writing, to be approved by the Athletic Coordinator.

Medical Procedures

Safeguarding the Athlete

- The nurse will notify student-athletes when their physical is going to expire.
- The nurse will schedule physicals near the end of school year. All other physicals need to be scheduled by the athletes' parents and be done by the school physician.
- Physicals must be done by the school physician.
- To protect all student-athletes, the school doctor will give each student-athlete a physical every year, prior to participation in an athletic practice.
- To verify that a student-athlete has had a physical he/she must be listed on the updated physical list.
- The coach should keep the ½ sheet "permission slip" with parent name and phone number in the first aid kit or in a secured folder, for emergencies.

Procedure in cases of serious accidents or illness

- Make the student-athlete as comfortable as possible.
- Administer necessary first aid until relieved by medical personnel.
- If situation requires medical attention, contact emergency personnel.
- Contact the parent, or responsible person, listed on the ½ sheet "permission slip".
- Advise them of the situation.
- If not able to contact parents use permission slip and call Emergency Contact person.
- If emergency is real and urgent, make arrangements with the local ambulance service to transport injured player to the hospital.
- Send an adult with the student-athlete.

Procedure after accidents

- Continue attempting to contact the parents (if have not already made contact).
- Check on the progress of the student-athlete while in the emergency room.
- Submit an "Injury Report" to the nurse and Athletic Coordinator in a timely manner.
- Make a follow-up phone call to parent and student-athlete to check on progress.

TRANSPORTING INJURED ATHLETES

- If EMS is present at the sporting event and evaluates the athlete, a parent would have to sign off if they choose to transport the child instead of EMS.
- If EMS is not present and an athlete gets injured, the parent has the absolute right to make the decision in whether they transport the athlete to the hospital themselves.

AAP STATEMENT ON BLOOD EXPOSURE DURING SPORTING EVENTS

The following summary appeared in CDC HIV/STD/TB Prevention News
Update on December 7, 1999

“New Warning Issued on Danger of Blood Contact During Sports”

The American Academy of Pediatrics (AAP) is warning students, teachers, and coaches to be aware of the risk of contracting hepatitis from blood exposure during and after sporting events. The AAP had previously issued a similar warning about HIV, and the group's revised policy statement includes warnings for hepatitis B and C. According to the AAP, anyone who could be exposed to athletes' blood should be vaccinated against hepatitis B, and athletes should be warned not to share such personal products as razors and toothbrushes.

The statement is by AAP's Committee on Sports Medicine and Fitness, and is entitled “Human Immunodeficiency Virus and Other Blood-borne Viral Pathogens in the Athletic Setting (RE9821). If you would like to see the entire statement, go to <http://www.aap.org/policy/re9821.html>

Policy # 52**CONCUSSION MANAGEMENT POLICY**

The Board of Education recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The school nurse or appropriate coach will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district expects the parent/legal guardian to report the condition to school nurse and appropriate coach so that the district can support the appropriate management of the condition.

The student shall not return to school or activity until authorized to do so by an appropriate health care professional. The school's chief medical officer or his designee will make the final decision on return to activity including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider. The Superintendent, in consultation with appropriate district staff, including the chief school medical officer, will develop regulations and protocols to guide the return to activity.

www.nysphsaa.org/safety/pdf/DraftPolicyConcussionManagement.pdf

First Reading:	April 5, 2017
Second Reading:	April 24, 2017
BOE Adoption:	April 24, 2017

Return to Play Protocol once symptom free for 24 hours and cleared by School Medical Director. Athlete must see school nurse the following day after each practice to get clearance they are symptom free.

Day 1: Low impact, non-strenuous, light aerobic activity.

Day 2: Higher impact, higher exertion, moderate aerobic activity.

No resistance training.

Day 3: Sport specific non-contact activity. Low resistance weight training with a spotter.

Day 4: Sport specific activity, non-contact drills. Higher resistance weight training with a spotter.

Day 5: Full contact training drills and intense aerobic activity.

Day 6: Return to full activities with clearance from School Medical Director. Any return of symptoms during the return to play protocol, the student will return to previous day's activities until symptom free.



Communicating Effectively about Concussions

INFORMATION FOR COACHES

It's important to raise awareness about concussion throughout the league or school community and to educate athletes, parents, and others about how to prevent, recognize, and respond to concussions. Enlist the help of other coaches and league or school staff, including a certified athletic trainer or school nurse, and pass out the "Heads Up" fact sheets, show the videos, and/or make presentations to each group.

TALKING TO ATHLETES:

Pass out the "Heads Up" fact sheet for athletes and show the videos on concussion found online at: **www.cdc.gov/Concussion/Resources**. Emphasize that you take the issue seriously and that you expect them to do so as well. Devote a regular team meeting to this topic and invite the school nurse, certified athletic trainer, or other health care professional to speak to your team. Here are some things you can discuss with your athletes:

- » "Every bump, blow, or jolt to the head or body can potentially cause a concussion."
- » "Playing injured does not show courage or strength. Do not play through symptoms of concussion. You can increase your chances of having a repeat concussion and more serious long-term problems."
- » "Tell coaching staff right away if you receive a bump, blow, or jolt to the head or body and have signs and symptoms of concussion or just don't 'feel right.'"
- » "Signs and symptoms of concussion can appear right away or may not be noticed for days or weeks after the injury. Tell your coach if you think you have a concussion or if you think a teammate has one."
- » "You can get a concussion even if you are not 'knocked out.'"
- » "Concussions can happen during drills, practices, and games. Injuries that happen during practice should be taken just as seriously as those that happen during competition."
- » "Tell your coach if you have ever had a concussion."
- » "If you think you have a concussion, don't hide it, report it. Take time to recover. It's better to miss one game than the whole season."



TALKING WITH PARENTS:

Send a copy of the concussion policy and action plan to each athlete's family during the preseason, along with the "Heads Up" fact sheet for parents. Parents should sign the concussion policy statement at the beginning of each sports season and be informed that if an athlete has a concussion s/he will be kept out of play until a health care professional, experienced in evaluating for concussion, says the student is symptom-free and it's OK to return to play. Here are some things you can discuss with your athletes' parents:

- "Your child's or teen's safety is our first priority. Every concussion should be taken seriously."
- "Let your child or teen know that it's not smart to play injured. Don't let your child or teen convince you that s/he is 'just fine.'"
- "We know you care about your child's or teen's health. That is why it is so important that you talk with her/him about the potential dangers of concussion and how to prevent it."
- "Learn about and watch for any signs and symptoms of concussion if your child or teen has a bump, blow, or jolt to the head or body. Signs and symptoms can appear right away or may not be noticed for days after the injury."
- "Help look for signs of concussion. Carry the list of symptoms and the action plan with you to practices and games."
- "Alert your child's or teen's coach to any known or suspected concussion. To help prevent the possibility of long-term problems, don't let your child or teen return to play until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play."

TALKING WITH SCHOOL AND LEAGUE STAFF:

Enlist support from and look for opportunities to meet with your certified athletic trainer, school nurse, athletic director, or other school or league staff. Explain your concerns, the seriousness of the issue, and the impact that concussions in sports can have on an athlete, the team, and the league or school. Discuss the league, school or district's concussion policy and action plan and ask for support to implement them. Here are some things you can discuss with league or school staff:

- "A concussion can happen in any sport or recreational activity. All concussions are serious."
- "League and school staff, working as a team with health care professionals and parents, are key to preventing, recognizing, and correctly responding to concussions."
- "Keeping athletes and students safe and healthy helps enhance the reputation of the school and league and provides a positive and supportive environment for kids and teens."
- "A monitoring and communication plan should be established among coaches of different sports, so that an athlete does not go from one sport to another with a concussion."
- "It's ideal to have a health care professional available during athletic activities—both practices and competitions."
- "Coaches of all sports should be encouraged to distribute educational materials about concussion to athletes and parents."

For more information on concussion and to order concussion educational materials for coaches, parents, and athletes, free-of-charge, visit: **www.cdc.gov/Concussion**.



Concussions: The Invisible Injury

Student and Parent Information Sheet

CONCUSSION DEFINITION

A concussion is a reaction by the brain to a jolt or force that can be transmitted to the head by an impact or blow occurring anywhere on the body. Essentially a concussion results from the brain moving back and forth or twisting rapidly inside the skull.

FACTS ABOUT CONCUSSIONS ACCORDING TO THE CENTER FOR DISEASE CONTROL (CDC)

- An estimated 4 million people under age 19 sustain a head injury annually. Of these approximately 52,000 die and 275,000 are hospitalized.
- An estimated 300,000 sports and recreation related concussions occur each year.
- Students who have had at least one concussion are at increased risk for another concussion.

In New York State in 2009, approximately 50,500 children under the age of 19 visited the emergency room for a traumatic brain injury and of those approximately 3,000 were hospitalized.

REQUIREMENTS OF SCHOOL DISTRICTS

Education:

- Each school coach, physical education teacher, nurse, and athletic trainer will have to complete an approved course on concussion management on a biennial basis, starting with the 2012-2013 school year.
 - * School coaches and physical education teachers must complete the CDC course.
(www.cdc.gov/concussion/HeadsUp/online_training.html)
 - * School nurses and certified athletic trainers must complete the concussion course. (<http://preventingconcussions.org>)

Information:

- Provide concussion management information and sign off with any parental permission form.
- The concussion management and awareness information on the State Education Department's web site must be made available on the school web site, if one exists.

Removal from athletics:

- Require the immediate removal from athletic activities of any pupil that has or is believed to have sustained a mild traumatic brain injury.
- No pupils will be allowed to resume athletic activity until they have been symptom free for 24 hours and have been evaluated by and received written and signed authorization from a licensed physician. For interscholastic athletics, clearance must come from the school medical director.
 - * Such authorization must be kept in the pupil's permanent health record.
 - * Schools shall follow directives issued by the pupil's treating physician.

SYMPTOMS

Symptoms of a concussion are the result of a temporary change in the brain's function. In most cases, the symptoms of a concussion generally resolve over a short period of time; however, in some cases, symptoms will last for weeks or longer. Children and adolescents are more susceptible to concussions and take longer than adults to recover.

It is imperative that any student who is suspected of having a concussion is removed from athletic activity (e.g. recess, PE class, sports) and remains out of such activities until evaluated and cleared to return to activity by a physician.

Symptoms include, but are not limited to:

- Decreased or absent memory of events prior to or immediately after the injury, or difficulty retaining new information
- Confusion or appears dazed
- Headache or head pressure
- Loss of consciousness
- Balance difficulties, dizziness, or clumsy movements
- Double or blurry vision
- Sensitivity to light and/or sound
- Nausea, vomiting and/or loss of appetite
- Irritability, sadness or other changes in personality
- Feeling sluggish, foggy or light-headed
- Concentration or focusing problems
- Drowsiness
- Fatigue and/or sleep issues – sleeping more or less than usual

Students who develop any of the following signs, or if signs and symptoms worsen, should be seen and evaluated immediately at the nearest hospital emergency room.

- Headaches that worsen
- Seizures
- Looks drowsy and/or cannot be awakened
- Repeated vomiting
- Slurred speech
- Unable to recognize people or places
- Weakness or numbing in arms or legs, facial drooping
- Unsteady gait
- Change in pupil size in one eye
- Significant irritability
- Any loss of consciousness
- Suspicion for skull fracture: blood draining from ear or clear fluid from the nose

STATE EDUCATION DEPARTMENT'S GUIDANCE FOR CONCUSSION MANAGEMENT

Schools are advised to develop a written concussion management policy. A sample policy is available on the NYSPHSAA web site at www.nysphsaa.org. The policy should include:

- A commitment to reduce the risk of head injuries.
- A procedure and treatment plan developed by the district medical director.
- A procedure to ensure proper education for school nurses, certified athletic trainers, physical education teachers, and coaches.
- A procedure for a coordinated communication plan among appropriate staff.
- A procedure for periodic review of the concussion management program.

RETURN TO LEARN and RETURN TO PLAY PROTOCOLS

Cognitive Rest: Activities students should avoid include, but are not limited to, the following:

- Computers and video games
- Television viewing
- Texting
- Reading or writing
- Studying or homework
- Taking a test or completing significant projects
- Loud music
- Bright lights

Students may only be able to attend school for short periods of time. Accommodations may have to be made for missed tests and assignments.

Physical Rest: Activities students should avoid include, but are not limited to, the following:

- Contact and collision
- High speed, intense exercise and/or sports
- High risk for re-injury or impacts
- Any activity that results in an increased heart rate or increased head pressure

Return to Play Protocol once symptom free for 24 hours and cleared by School Medical Director:

Day 1: Low impact, non strenuous, light aerobic activity.

Day 2: Higher impact, higher exertion, moderate aerobic activity. No resistance training.

Day 3: Sport specific non-contact activity. Low resistance weight training with a spotter.

Day 4: Sport specific activity, non-contact drills. Higher resistance weight training with a spotter.

Day 5: Full contact training drills and intense aerobic activity.

Day 6: Return to full activities with clearance from School Medical Director.

Any return of symptoms during the return to play protocol, the student will return to previous day's activities until symptom free.

CONCUSSION MANAGEMENT TEAM

Schools may, at their discretion, form a concussion management team to implement and monitor the concussion management policy and program. The team could include, but is not limited to, the following:

- Students
- Parents/Guardians
- School Administrators
- Medical Director
- Private Medical Provider
- School Nurse
- Director of Physical Education and/or Athletic Director
- Certified Athletic Trainer
- Physical Education Teacher and/or Coaches
- Classroom Teachers

OTHER RESOURCES

- New York State Education Department
<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices>
- New York State Department of Health
http://www.health.ny.gov/prevention/injury_prevention/concussion/htm
- New York State Public High School Athletic Association
www.nysphsaa.org/safety/
- Center for Disease Control and Prevention
<http://cdc.gov/TraumaticBrainInjury>
- National Federation of High Schools
www.nfhslearn.com – The FREE Concussion Management course does not meet education requirement.
- Child Health Plus
http://www.health.ny.gov/health_care/managed_care/consumer_guide/about_child_health_plus.htm
- Local Department of Social Services – New York State Department of Health
http://www.health.ny.gov/health_care/medicaid/ldss/htm
- Brain Injury Association of New York State
<http://www.bianys.org>
- Nationwide Children's Hospital – Concussions in the Classroom
<http://www.nationwidechildrens.org/concussions-in-the-classroom>
- Upstate University Hospital – Concussions in the Classroom
<http://www.upstate.edu/pmr/healthcare/programs/concussion/classroom.php>
- ESPN Video – Life Changed by Concussion
<http://espn.go.com/video/clip?id=7525526&categoryId=5595394>
- SportsConcussions.org
<http://www.sportsconcussions.org/ibaseline/>
- American Association of Neurological Surgeons
<http://www.aans.org/Patient%20Information/Conditions%20and%20Treatment/Concussion.aspx>
- Consensus Statement on Concussion in Sport – Zurich
<http://sportconcussions.com/html/Zurich%20Statement.pdf>

Best Practices for Preventing Skin Infections

Types of skin infections:

Bacterial skin infections: Caused by “Strep” or “Staph”

Examples: Impetigo and MRSA

Symptoms: redness, swelling, pain, or pus

Viral skin infections: Caused by Herpes Simplex Virus Type-1 (HSV-1)

Examples: Herpes Gladitorium (Mat Herpes)

Symptoms: fever, swollen glands, blisters surrounded by redness

Fungal skin infections: Caused by a dermatophyte

Examples: Ringworm (Tinea)

Symptoms: itchy red raised scaly patches, sores in the shape of a ring or circle, redness around the outside, bald patches on the scalp, infected nails can be discolored, thick, and crumble

What should athletes do if they have a rash or skin infection?

- Tell parent or guardian, coach, and/or school nurse
- Have medical personnel diagnose and prescribe appropriate treatment
- Do not practice or compete until cleared by the Chief School Medical Officer.
- Do not cover the affected area and continue to practice or compete

How can coaches and trainers prevent the spread of skin infections?

- Examine athletes before each practice and competition for and skin irregularities
- Know and use proper hand washing hygiene, teach these techniques to all of your student-athletes
- Educate student-athletes on appropriate wound management
- Provide enough clean towels so that student-athletes do not have to share

What can student-athletes do to prevent skin infections?

- Report any skin lesions or sores to the appropriate adults
- Have rashes or sores examined by appropriate health care provider
- Wash hands, towels, uniforms, and clothing frequently
- Shower before and after practice
- Do not share deodorant, lotions, ointments, gels, or creams

What can schools do to prevent skin infections?

- Environmental surfaces should be cleaned and disinfected on a regular basis
- Repair or discard equipment with damaged surfaces
- Cover treatment tables
- Wash towels and clothing with laundry detergent and hot water (min 160 degrees)

Sources:

NYSDOH:

- Health Advisory: Prevention of Methicillin-Resistant Staphylococcus Aureus (MRSA) Infections in the School Setting:
http://www.nyhealth.gov/diseases/communicable/staphylococcus_aureus/methicillin_resistant/community_associated/health_advisory_2008-12-09.htm

CDC:

- Group A Streptococcal (GAS) Disease (includes impetigo):
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/groupastreptococcal_g.htm
- Community Associated MRSA (CA-MRSA) Information for the Public:
http://www.cdc.gov/ncidod/dhqp/ar_mrsa_ca_public.html
- National MRSA Education Initiative: Preventing MRSA Skin Infections:
<http://www.cdc.gov/mrsa/>
- Methicillin-Resistant *Staphylococcus aureus* (MRSA) among Athletes:
http://www.cdc.gov/ncidod/dhqp/ar_MRSA_AthletesFAQ.html
- Environmental Management of Staph and MRSA in Community Settings:
http://www.cdc.gov/ncidod/dhqp/ar_mrsa_Enviro_Manage.html
- Morbidity and Mortality Weekly Report (MMWR) - Epidemiologic Notes and Reports Herpes Gladiatorum at a High School Wrestling Camp—Minnesota:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/00001552.htm>
- Dermatophytes (Ringworm):
<http://www.cdc.gov/nczved/divisions/dfbmd/diseases/dermatophytes/>
- Ringworm and Animals: <http://198.246.98.21/healthypets/diseases/ringworm.htm>

MedlinePlus (National Library of Medicine [NLM] and the National Institutes of Health [NIH]):

- Impetigo: <http://www.nlm.nih.gov/medlineplus/impetigo.html>
- Herpes Simplex: <http://www.nlm.nih.gov/medlineplus/herpessimplex.html> and
<http://www.nlm.nih.gov/medlineplus/ency/article/001324.htm>
- Ringworm: <http://www.nlm.nih.gov/medlineplus/ency/article/001439.htm>

National Institute of Allergy and Infectious Diseases (NIAID):

- Impetigo: <http://www.niaid.nih.gov/topics/impetigo/pages/default.aspx>

US Food and Drug Administration (FDA):

- New Ointment Treats Impetigo:
<http://www.fda.gov/downloads/ForConsumers/ConsumerUpdates/ucm048859.pdf>

Allegheny County (Pennsylvania) Health Department (ACHD):

- Mat Herpes: A Fact Sheet: <http://www.achd.net/factsheet/mat.html>

Mayo Clinic:

- Contact Dermatitis: <http://www.mayoclinic.com/health/contact-dermatitis/DS00985>
Impetigo: <http://www.mayoclinic.com/health/impetigo/DS00464>



HEAT INDEX PROCEDURES

Administration of Heat Index Procedures:

- Feels Like Temperature (Heat index) or THI using a Wet Bulb indicator on the field will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 80 degrees (Fahrenheit) or higher.
- Download WeatherBug app to your phone or log into www.weatherbug.com. Schools may also use a Wet Bulb indicator on the field that will be used.
- Enter zip code or city and state in the location section of the app or on-line or determine the THI by using a Wet Bulb indicator.
- If the Feels Like temperature (heat index) or the Wet Bulb Indicator is 90 degrees or above, the athletic trainer, athletic director, or school designee must re-check the Feels Like temperature (heat index) or Wet Bulb indicator at halftime or midway point of the contest. If the Feels Like temperature (heat index) or Wet Bulb indicator is 96 degrees (Fahrenheit) or more, the contest will be suspended.

Please refer to the following chart to take the appropriate actions:

	Feels Like Temp (Heat Index) or Wet Bulb Indicator under 79 degrees	Full activity. No restrictions
RECOMMENDED	Heat Index Caution: Feels Like Temp (Heat Index) or Wet Bulb indicator 80 degrees to 85 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session.
	Heat Index Watch: Feels Like Temp (Heat Index) or Wet Bulb indicator 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time).
	Heat Index Warning: Feels Like Temp (Heat Index) or Wet Bulb Indicator 91 degrees to 95 degrees	Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices only Football Helmets should be worn. No other protective equipment should be worn.
REQUIRED	Heat Index Alert: Feels Like Temp (Heat Index) or Wet Bulb indicator 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.

Approved May 1, 2010
Updated July 27, 2016



WIND CHILL PROCEDURES

Administration of Wind Chill Procedures:

- Feels Like Temperature (Wind Chill) will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 39 degrees (Fahrenheit) or lower.
- Download WeatherBug app to your phone or log into www.weatherbug.com.
- Enter zip code or city and state in the location section of the app or on-line.
- If the Feels Like temperature (wind chill) is 10 degrees or below, the athletic trainer, athletic director, or school designee must re-check the Feels Like (wind chill) at halftime or midway point of the contest. If the Feels Like (wind chill) temperature is -11 degrees (Fahrenheit) or lower, the contest will be suspended.

Please refer to the following chart to take the appropriate actions:

	Feels Like Temp (wind chill) above 40 degrees	Full activity. No restrictions
R E C O M M E N D E D	Wind Chill Caution: Feels Like Temp (wind chill) 39 degrees to 20 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing.
	Wind Chill Watch: Feels Like Temp (wind chill) 19 degrees to 10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss.
	Wind Chill Warning: Feels Like Temp (wind chill) 9 degrees to -10 degrees	Stay adequately hydrated. Notify coaches of the threat of cold related illnesses. Have students and coaches dress in layers of clothing. Cover the head and neck to prevent heat loss. Consider postponing practice to a time when the Feels Like temp is much higher. Consider reducing the amount of time for an outdoor practice session.
REQUIRED	Wind Chill Alert: Feels Like Temp (wind chill) -11 degrees or lower	No outside activity, practice or contest, should be held.

Special Note: Alpine Skiing will be exempt from this policy and will follow the regulations of the host ski center where the practice or event is being held.

Approved May 1, 2010

Updated July 27, 2016

NYSPHSAA
THUNDER & LIGHTNING POLICY

(Effective 10/25/04)
(Revised October 20, 2008)

Applies to regular season through NYSPHSAA Finals:

1) Thunder and lightning necessitates that contests be suspended. The occurrence of thunder and/or lightning is not subject to interpretation or discussion - thunder is thunder, lightning is lightning.

- a) With your site administrator, set up a plan for shelter prior to the start of any contest.

2) When thunder is heard and/or when lightning is seen, the following procedures should be adhered to:

- a) Suspend play and direct participants to go to shelter, a building normally occupied by the public or if a building is unavailable, participants should go inside a vehicle with a solid metal top (e.g. bus, van, car).
- b) Do not permit people to stand under or near a tree; and have all stay away from poles, antennas, towers and underground watering systems.
- c) After thunder and/or lightning have left the area, wait 30 minutes after the last boom is heard or strike is seen before resuming play or competition.

EMERGENCY CLOSING PROCEDURE

- In the event that school is closed because of inclement weather or other uncontrollable situations, all scheduled activities for that day and evening are canceled. All students are to leave the building at the close of school. Coaches are **not to encourage or permit student to remain** after the close of school or return to the school.
- In the event that school is closed during a practice session, make sure that your team members have a ride home. The coach will be the last to leave the practice site.
- If athletic events are canceled, the coach should contact the athletic coordinator as soon as possible to arrange makeup.
- Should school be closed for the day, there will be no practices that day unless there is special clearance (Varsity post-season exceptions only) from the Superintendent.

PRACTICE/GAME CANCELLATION

- Rainy day decisions should be made as soon as possible so everyone involved can be notified of cancellations.
- When possible decisions will be made by 1:30pm
- Announcements will be made accordingly.
- Assume all practice/games will be held unless there is an official announcement.
- When canceling a practice, notify the Athletic Coordinator immediately and other coaches just in case the Athletic Coordinator cannot inform them. Otherwise, follow the weekly practice schedules.

Athletic Coordinator's Yearly Timetable

June

Fall Coaches Meeting
League & AD Final meetings
Verify all coaches for First-Aid, CPR, AED
Bus slips for August away trips
Officials assigned for all August home games
Workers assigned for all home Varsity contests in August
Prepare Fall sports first-aid kits, assign and give out
Give principal review of all Varsity sports for school pamphlet.
Prepare fall show cases
Send codes of conducts to BOCES to make copies
Encourage all students to get sports physicals
Letters and bills sent to athletes for any uniform not returned.
Test any Fall selective classification students recommended by their respective coaches
Give Fall coaches roster and salaries to District Office
Go over "end of season" reports with Spring coaches.

August

Check in all supplies and equipment ordered on July 1st
Have all fields checked for safety and lined for pre-season practice
Send out all finalized Fall sports schedules to Section IV office
Prepare and have "meet the coaches-parent mtg." the 2nd week of pre-season, with principal, AD & AC
Verify all paperwork-especially physicals
Re-test any selective classification students that missed in June
Bus slips written and sent to bus garage for away trips for September
Officials assignments checked for all home contests
Attend pre-season coaches meeting in Sidney
Put all rosters in computer and send Varsity roster to all schools for programs
Send Fall schedules to newspapers
Mid or end of season pay papers out to Fall coaches
Make hallway calendar for August & September contests
Create Varsity Football programs
Assign all workers for home Varsity contests

September

Attend league & AD mtg.
Bus slips written for October away contests and sent to bus garage
Officials assignments checked for all home contests
Have a parent meeting for all Fall sport Modified athletes
Put rosters in show cases, share rosters with high school teachers
Send Fall sports schedules packet to Police, Ambulance, & all BOE
Put up bulletin boards w/ schedules for students & teachers
Make a sportsmanship showcase
Post open winter sports coaching positions
Create Varsity Football programs
Assign all workers for home Varsity contests
Hallway calendar written for October

October

Letters of recommendation for all winter coaches for BOE
End of season pay papers out to coaches
Prepare for sports awards-order trophies, type certificates, letters, pins
Test any middle school student for winter selective classification
Verify that all winter supplies and equipment are checked in
Prepare packets for winter sports coaches/athletes sign-up mtgs.
Verify sectionals locations, paperwork, and post season arrangements
Finalize winter schedules

Send winter schedule to Assignors, Press, Administrators, BOE
Send in "scholar athlete" choices to Roger Brown
Update winter sports schedules on computer
Prepare for Homecoming activities-Pep Assembly, Parade, ½ time show
Bus slips written for November away trips and sent to bus garage
Hallway calendar written for November
Post winter coaches and figure out points salaries and give to District Office
End of season pay papers out to coaches
Collect end of season pay sheets and give to Business Office
Go over end of season reports with all modified coaches & JV coaches that are done

November

Attend League and AD meeting
Mid or end of season pay papers given to winter coaches
Assign winter sports home contest workers
Clean and refurbish all fall first-aid kits-reissue to winter sports
Attend pre-season winter coaches meeting in Sidney
Review with clock, timer, scorers how to set up a game and the clock
Go over "end of season" reports with fall coaches (make sure all are in)
Have pre-season winter coaches meeting
Showcases done for winter sports
Bus slips written for December away trips and sent to bus garage
Hallway calendar written for December
Create inside gym practice schedule weekly with varsity coaches' input
Meet w/ winter I athletes/parents & coaches re: sportsmanship
Mid or end of season pay papers give to winter coaches

December

Prepare pre-game announcement (respect/sportsmanship) for all home varsity contests
Assign national anthem singer for all home Varsity contests w/ the help of Mrs. Boel
Assist/ help plan Basketball Tournament
Hallway calendar written for January
Bus slips written for January away trips and sent to bus garage
Re-schedule all winter contest affected from "snow days"
Make sure all coaches have phone trees (athletes, coaches, officials, drivers)
Start budget process Dec. 1st- must be in from coaches before Christmas vacation
Prepare budget packets for all varsity coaches
Create inside gym practice schedule weekly.

January

Bus slips written for February away trips and sent to bus garage
Hall way calendar written for February
Attend league and AD meeting
Officials assignments checked for all home contests
Work on and complete budget for next school year
Discuss budget w/ business manager and discuss cuts with head coaches
Create inside gym practice schedule weekly
Post spring coaches and figure out points for salaries and give to District Office
Send reminder notice to all coaches for CPR & AED, re-cert to be held in February

February

Prepare winter sports awards - order trophies, type certificates, letter, pins
Verify all sectional locations, paperwork, & post season arrangements
Go over "end of season" reports w/ winter coaches (make sure all are in)
Present athletic budget to Budget Committee
Go over budget with business manager again to finalize
Site chairperson for all home post season league & sectional contests
Create inside gym practice schedule weekly

Re-cert CPR/AED in Café for all coaches
Post spring coaches and figure out points for salaries and give to District Office
Make sure end of season pay requests are collected and given to Business Office
Select scholar athlete (through guidance office), sportsmanship, MVP, MIP.

March

Create inside gym practice schedule weekly
Bus slips written for April for all away trips and sent to bus garage
Hallway calendar written for April
Attend league and AD meeting
Attend pre-season spring coaches meeting in Sidney
Give Varsity and JV coaches ½ season pay sheets and bring to Business Office
Sign-up meeting for Modified Spring sports
Issue all first-aid kits and ice chests to each sport
Reschedule 8th grade contests not to interfere w/ Washington Trip

April

Start Modified sports practices
Post any coaching positions for Fall
Prepare Easter vacation practice/game schedule
Hallway calendar written for May
Reschedule all rain/snow out contests.
Bus slips written for May and sent to bus garage
Prepare all schedules for next school year Varsity, JV and Mod sports.
Sports Participation Survey for next year (done during PE classes)

May

Prepare sports awards – trophies, certificates, pins
Verify all sectional locations, dates and post season paperwork
Select scholar athletes (through guidance office), sportsmanship, MVP, MIP
Order trophies for sports awards in June
Recommend to the BOE all Fall coaches
Figure out points and salaries for Fall coaches and give to District Office
Verify that all Spring sports rosters are correct
No contests on Prom day-Sat
Collect all first-aid kits and ice chests, wash and inventory them for next year.



Greene Central School District

Board of Education

Policy Manual

Community Relations

3160 Nancy Bromley Coaches' Wall of Fame

The Nancy Bromley Coaches' Wall of Fame was established by the Greene Central School Board of Education in the fall of 1997 to honor the retired distinguished Field Hockey Coach, Mrs. Nancy Bromley. Mrs. Bromley coached field hockey at Greene over a 25-year period and three of her teams were state champions. She was a dedicated coach, teacher and role model for thousands of students.

From time to time, other retired coaches will be nominated to the Board of Education for the honor of having a plaque placed in their name on this wall. The following procedures and criteria will be used by the Board of Education in selecting these coaches:

Criteria

- a) The nominee must be a retired coach from the Greene Central School District.
- b) The nominee has made exceptional contributions as a coach, to the students of Greene Central School and to the sport in general.
- c) The nominee, while a coach, consistently demonstrated the highest level of good sportsmanship, and commitment to the Greene community.

Procedure

- a) Any recognized school organization, class or individual residing within the school district may nominate a retired coach who meets the above criteria for recognition on the Nancy Bromley Coaches' Wall of Fame. The nominator should outline how the nominee meets each of the above stipulated criteria in their letter of nomination.
- b) It is the responsibility of the nominating organization, group or individual, to provide the plaque if the coach is selected, to be displayed on the Wall of Fame. Each plaque should be made of finished wood and be no larger than 12" X 9" in size.
- c) In April of each year, the Board will review nominations, if any, and the Board approved nominee(s) will be recognized or acknowledged at the end of the year sports award ceremony with the plaques being mounted on the wall following the ceremony.

First Reading:	October 15, 1997
Second Reading:	November 5, 1997
Approved by Board of Education:	November 5, 1997
Reviewed:	February 15, 2006

Greene Athletic Department

End of Season Report

Sport:

Head Coach:

Assistant Coach(s):

Team Record (League and Overall):

Overview of Season:

Try Out Procedures/Cuts (if applicable):

Parent Meeting/Parent Communication (Date and Key Information Covered):

Equipment and Uniform Needs:

Facility Needs or Recommendations:

Awards (if applicable):

Recommendations/Needs:

Athletic Placement Process (APP) Athletes:

Ineligible Athletes (training rules-list remaining suspension days if applicable):

Areas you are unsure about/More Support Needed:



Permission for Special Accommodations

Every situation requesting permission for special accommodations (including religious apparel) is evaluated on an individual basis.

The procedure is as follows:

SPECIAL DEVICES AND PROSTHESIS

1. Written approval by the school physician to participate in a specific sport while wearing the device.
2. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
3. The member school requests, in writing from the Athletic Director on school stationery, a review and evaluation by the Assistant Director responsible for safety. All requests are to be accompanied by photos of the device being worn by the student taken from several different angles. Additionally, documentation of school physician approval is to be sent.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

RELIGIOUS ACCOMMODATIONS

1. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
2. For a special accommodation the member school requests, in writing, a review and evaluation by the Assistant Director responsible for safety.
3. Written explanation of the special accommodation needed from the student's religious leader.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

SPECIAL ACCOMMODATION

1. Review of the NYSPHSAA approved sport specific rules to determine if there is a prohibition.
2. The member school requests, in writing, a review and evaluation by Assistant Director responsible for safety.
3. Written documentation from school physician outlining the student's physical limitations and need for a special accommodation.
4. NYSPHSAA review consists of reviewing the game rules, evaluating if the student would be safe participating while wearing the device, evaluating if teammates and opponents are placed at risk, and possible consultation with our medical advisors.

The NYSPHSAA will provide written notice of approval or denial to the school district in a timely manner.



New York State Public High School Athletic Association Drone Policy

The New York State Public High School Athletic Association prohibits the use or possession of unmanned aircraft or aerial systems (UAS), also known as drones, for any purpose by any person or entity at all scrimmages, regular season and post season events.

This prohibition applies to the area above and upon all spectator areas, fields of play, courts, arenas, stadiums, mats, gymnasiums, pools, practice facilities, parking areas and or other property being utilized for the purpose of the interscholastic activity.

If there is a report of UAS activity at an athletic event school, Section and/or State Association officials will, in consultation with the sports officials, suspend the play until such time as the UAS is removed from the area as defined above or the school, Section/ State and sports officials determine it is safe to proceed.

For purposes of this policy, a UAS is any unmanned airborne device or aircraft. The NYSPHSAA, Section and/or Member School reserves the right to refuse admission to anyone operating or attempting to operate a UAS or to request the immediate removal of any person using or attempting to use a UAS in violation of this policy.

The NYSPHSAA Executive Director has the authority to grant an exception to this policy to law enforcement, public safety agencies, NYSPHSAA media partners, or other entities or individuals. Any request for an exception to the policy must be submitted to the Executive Director at least a week prior to the event. The exception is limited to the specific event requested and requires the consent of the host venue.

Any use granted under this provision must comply with the applicable FAA regulations as well as any and all requirements set forth by NYSPHSAA. News media must have the necessary FAA authorization. Any individuals granted an exception would be required to sign a document acknowledging and agreeing to the terms of use and agreeing to hold the NYSPHSAA and its member schools harmless from damage to persons or property.

**Approved May 5, 2017 (Executive Committee)*

Section IV
Application for Team of One

Occasionally a district will have a student athlete that has developed an interest and sufficient skill to compete in a sport not offered by the school district. A district may elect to petition Section IV for a Team of One in the particular sport. Please fill out the information requested by Section IV for consideration.

School District: _____

Sport (include level; mod., JV, Varsity): _____

Student Name(s): _____

Home District Date of BOE resolution approving Team of One: _____

Name of Host School: _____

Host School Date of BOE resolution accepting responsibility for student(s): _____

Name of certified coach assigned to this Team of One: _____

Home District Date of BOE resolution appointing coach for the Team of One: _____

Signatures: (Home School)

_____ Superintendent of Schools

_____ High School Principal

_____ Athletic Director

Please submit the completed application to:

Ben Nelson, I.S.C.
Section IV Athletic Association
21 Liberty Street
Civic Center Box 7
Sidney, NY 13838
Fax#: 607-561-2344

Please remember to consider items such as transportation to and from practice and contests. It is also imperative that schools competing against a district that is hosting a Team of One be notified by either the host AD or the Team of One AD that such a student-athlete will be participation. This is especially important in keeping track of the number of contests our athletes may participate in. Once approved, the Executive Director will notify the Student-Athlete's school, the host school, the league(s) involved and the respective Section IV Sport Coordinator. Teams of One do not impact calculations for determining classifications.

Protests and procedures for a protest

The concept of a protest in soccer is outlined at all four pre-season interpretation meetings held in August.

N.B. - The parameters for protesting a contest are very narrow and limited in scope. Only a misinterpretation or misapplication of a rule, that has had a significant effect on the outcome of the game, may be addressed in a protest. The judgment of an official is not open to question, nor can it be the basis of a protest. Such protests are without merit and are to be summarily denied upon their presentation without any other consideration.

The following is the directive quoted from the Section Four Boys and Girls Soccer handbook:

- Q. The Site Chairman will also establish a **protest committee** prior to each game. All protests must be made and resolved immediately. (Protests may be upheld, denied, or denied with recommendation.)*
- 1. The Protest Committee shall be made up of the site chairman, the reserve official (when available) and another person chosen by the site chairman. (When a reserve official is not available, the third member of the committee will be one of the working officials.)*

General Guidelines to follow are listed below:

The Protest committee shall be:

1. The site coordinator
2. The center official (or one of the field officials if the center official is unavailable)
3. One designee appointed by the site coordinator prior to the game. (from the visiting school if available)
(A member of the school's coaching staff or parent of players on the team would not be appropriate for this committee)

PROTEST Procedure:

Only a coach or school administrator can lodge protest.

At the time of the protest the coach shall go immediately to the scorers table or sideline official and register the protest in writing. The time of protest must be noted as this becomes very important if the protest is upheld.

At the first dead ball situation following the lodging of the protest, the reserve official or scorer shall call the attention of the referee on the field. The referee will then come to the scorer's table. The reserve official or scorer will then record the following in the official scorebook:

1. The time of the protest.
2. The reason for the protest.
3. The coach and the official will then sign the scorebook.

The reserve official will immediately notify the site supervisor and the opposing coach of the protest.

The game will resume.

The site supervisor will notify the other members of the Committee.

During an appropriate stoppage of play but no later than immediately after the game the Committee will:

1. Meet and discuss the protest.
2. Rule on the protest.
3. The official will then record the ruling in the official scorebook and notify the referees and both coaches of the ruling.

The protest can:

1. Be denied
2. Be denied with future recommendations
3. Be upheld

**** N.B.** A Protest based on the field conditions or equipment is void, upon the initiation of play. The protest is technically denied since by playing the game both teams agree to accept the conditions, as they exist.

**** Please note** that only a misapplication or misinterpretation of a rule that had a significant effect on the contest may be protested

APPEALS:

THERE IS NO RIGHT OF APPEAL! All decisions are final.

**NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION
SECTION IV**

MISCONDUCT REPORTING FORM

Name of Reporting Party _____

Address _____

Phone _____ Your Position _____
(Official, Athletic Director, Other)

Date of Contest _____ Place _____

Schools Involved _____

Sport _____ Level of Play _____ Boys _____ Girls _____
(Varsity, JV, Modified)

Outcome of Contest _____

Officials Working Contest _____

Name of Coach or Player Cited _____

Address of Coach or Player for mailing of notice (to be provided by Athletic Director of School) _____

School Affiliation _____

Brief Description of Conduct (use additional sheet if necessary): _____

Action Taken by School _____

School (only): Was this the final game of the season? ☐ yes ☐ no

(Signature of Reporting Party)

(Report Date)

Instructions for Officials:

1. Complete this form as soon as possible after the game and forward the YELLOW COPY by hand delivery, FAX or mail to the Athletic Director with which the offending player or coach is affiliated.
2. On the day of the incident or the next school day, contact Ben Nelson by telephone, FAX or E-mail to report the matter to him and then forward by mail the WHITE COPY of the form to Ben Nelson at the address indicated below.

Instructions for Athletic Director:

1. Investigate and report to Ben Nelson.
2. See "New Sportsmanship Standard." (NYSPHSAA)

See reverse for description of violation and definitions.

This form should be mailed and/or FAXED to:

Mr. Ben Nelson, I.S.C., 21 Liberty Street, Civic Center Box 7, Sidney NY 13838.

FAX: 607-561-2344 Phone: 607-561-2347 (W) 607-967-5941 (H) E-mail: sectioniv@stny.rr.com

White: Interscholastic Sports Coordinator

Yellow: School

Pink: Official

MIXED COMPETITION POLICY

Any school involved with Mixed Competition at any level should refer to:

1. NYSPHSAA, Inc. Handbook (current issue) Index; Mixed Competition
2. The State Education Department – Commissioner of Education guidelines for Mixed Competition in Interscholastic Athletic teams.

Important Notice: All school personnel are to be sure that all details and paperwork found in this section of the handbook are followed closely. Mixed Competition data reports must be filed for all situations of mixed competition for all levels. Failure to act in a timely fashion with complete data may cause your team to forfeit games or contests and may result in the declaration that “your” “mixed” student athlete is ineligible.

SECTION IV PROCEDURES

1. No student athlete may participate in a Mixed Competition program until all parties involved with this process are notified prior to or no later than the date established for that sport season by the Athletic Council. Complete sets of student data must be sent to each of the following parties prior to the deadline date. (Seven calendar days from the day of the first practice for that sport.)

Data forms must be sent to all of the following parties on or before the deadline date:

- a. The Section IV Office
276 State Hwy 7
Sidney, NY 13838
mcweenej@dcmoboces.com
 - b. The Mixed Competition Chairperson
David Garbarino
Binghamton High School
98 Oak Street
Binghamton, NY 13905
garbarid@binghamtonschoools.org
 - c. All schools that the mixed team will compete against during the regular season.
2. Procedures and Forms found on pages MC-3, 4, 5 and 6 must be completed (all spaces must be filled in and the document signed by the required panel members before being submitted.) Incomplete forms will be sent back and the student declared ineligible until the forms are completed.

3. Mixed Competition Committee makeup:

The Section IV Mixed Competition Committee is made up of a Chairperson and one (1) representative from each league in Section IV. Each league will recommend a committee member and an alternate for approval.

The Section IV Executive Committee will approve the appointments to this committee in June.

The Mixed Competition Committee will convene to review a specific case or cases when or if an official challenge is received.

Upon receipt of an official challenge, the committee will set up a panel from among the committee representatives with no conflict of interest in the case. (eg., Panel members will not be from the same league from which the challenge is made.) The panel will include the Mixed Competition Chairperson or a designated Chairperson if a conflict exists.

4. Mixed Competition Challenges:

Time Lines

A School district, league or sport coordinator wishing to challenge a student's participation must do so in writing within the following challenge dates:

Final dates for challenge of Mixed Competition participant:

Fall Season - The first Wednesday after the first Saturday of September.

Winter Season - The first Wednesday after the first Saturday of December.

Spring Season - The first Wednesday after the first Saturday of April.

The challenge must be received on or before the cut-off date. All the cut-off dates would have the exception that the team has participated in at least two contests.

The challenge must be from a school, league or section and must be signed by a school official, league officer or section sport coordinator.

The two primary areas for review will be:

- A. Safety – the size, weight, strength, speed, etc., in relationship to the other players.
- B. Adverse affect upon the opportunity of females to participate successfully in interschool competition in a particular sport. The committee would review any factors that were considered to adversely affect the character or a girl's team. (ie. Number of boys on team, etc.)

Refer to NYSPHSAA, Inc. Handbook current issue - Mixed Competition: Regulation of the Commissioner of Education.

The Mixed Competition Committee will meet on the first Monday following the season challenge date, at which time the two parties should be prepared to present their case. Following a review, the Mixed Competition Committee will make a timely decision regarding the individual player. The player is eligible to participate until such time that they are declared ineligible.

5. The school or schools challenging must provide statistical and observation data including game films, statistics, etc. in support of their challenge. Challenges must not be based on assumption, but on facts. No challenge will be accepted prior to contests actually being

played. If evidence of collusion on the part of the challenging schools or coaches occurs, this will be reason to declare the challenge/s invalid.

6. The result of the hearing will determine, from that point on, whether the “mixed” student athletes/s is eligible or ineligible.
7. Once a challenge is filed, the school districts involved shall designate one (1) spokesperson (AD, HS Principal, Superintendent) through whom all information and correspondences pertinent to the case will be directed.
8. All due process procedures will be afforded and adhered to for the student and his/her parents/s or guardian/s.

Mixed Competition Appeal Procedures:

Following the Committee’s decision, either party may appeal the decision to the Section IV Appeals Committee, the Commissioner of Education or through the court system.

Special Notes:

For underclass mixed competitors:

All statistics pertinent to those students participating under mixed competition should be kept at the league level and sent to the Section IV Executive Director at the conclusion of the season – for those underclassmen that may choose to participated a second year, in case a new challenge is filed.

Mixed Competition Testing:

It is recommended that all Section IV schools test all students annually and use the results of these tests to determine appropriate placement of students in their athletic programs. This would reduce the pressure on the local professional staff to make a judgement based upon a single set of test scores. At a minimum, the school should test all students on the Mixed Competition team. (team sports only).

It has been the opinion of the committee that testing every student each Fall would provide valuable local comparison data and would make it easier for local school districts to make their decisions about mixed competition as well as selective classification.

MIXED COMPETITION FORMS**INDIVIDUAL ATHLETIC PROFILE FOR MIXED COMPETITION****PART I: School Information**

Date _____

District _____

Superintendent _____

City _____

Director of P.E. _____

School Physician _____

Family Physician _____

Physical Education Teacher _____

PART II: Pupil Information

Previous mixed competition? _____ YES _____ NO

Name _____ What sport and level? _____

Age _____ Grade _____ Sport and level being requested? _____

PART III: Physical Education and Medical History

Is the pupil enrolled in regular physical education without restrictions? _____ YES _____ NO

If NO, Explain _____

History of conditions, injuries or illness that would be restricting? _____ YES _____ NO

If YES, Explain _____

PART IV: Physical Data

Weight _____ lbs. Height _____ feet _____ inches

Maturity level (See Appendix B) _____

Body Type (check): Mesomorph _____ Endomorph _____ Ectomorph _____

Comments: _____

PART V: *Fitness Test Scores*

Curl-Ups: _____ Upper Body (Pull-ups or Pushups) _____

Shuttle Run: _____ Flexibility: _____

Endurance:

1 mile run _____ Or 500 yard swim _____

PART VI: *Panel Decision*

Approved for tryout: _____ YES _____ NO

Reason(s) _____

Panel Members:

School Physician (print or type name) _____

Signature _____

Physical Education Teacher (print or type name) _____

Signature _____

Family Physician (print or type name) _____

(if needed)

Signature _____

PREVIOUS ATHLETIC EXPERIENCE

(Be Specific)

SCHOOL COMPETITION

<u>SPORT / ACTIVITY</u>	<u>LEVEL</u>	<u>YEARS PARTICIPATED</u>	<u>GRADE</u>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

OUTSIDE COMPETITION

<u>SPORT / ACTIVITY</u>	<u>LEVEL</u>	<u>YEARS PARTICIPATED</u>	<u>GRADE</u>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

MIXED COMPETITION FORM

SCHOOL – LEAGUE – SECTION IV (Submit Prior to Competition)

_____ has been approved to participate in
Student's Name

_____ for _____
Sport & Level Season & Year

by the _____ School Review Panel.

Superintendent _____

Submitted by:

_____ Athletic Director

_____ School Principal

_____ Superintendent

Cc: Section IV Office – mcweenej@dcmoboces.com

All Opponents

Chairperson, Mixed Competition – garbarid@binghamtonschoools.org

League Secretary

SECTION IV

Classification Policy for Public Schools

General Rules & Procedures Public Schools moving up in Class

1.0 General Rules and Procedures for Public School Classification in Section IV

- 1.1 Classification of Section IV Public Schools will be based upon the number of students (Boys & Girls) enrolled in grades 9-11.
- 1.2 Non-Public schools' initial classification may be based upon its enrollment where there is no significant difference in strength of programs offered by like classified public schools.
- 1.3 BEDS numbers as submitted to the State Education Department in Albany in October will serve as the base line data for enrollment figures for all Section IV schools, both public and non-Public.
- 1.4 This enrollment data is provided to Sections by the NYSPHSAA after approval at their winter meeting.
- 1.5 The NYSPHSAA Statewide classification system and guidelines shall be used by Section IV schools for Sectional, Regional and State competition.

2.0 Voluntary Request to Move Up in Classification

- 2.1 Requests from a school to **move up in classification** in any sport(s) must be submitted to the Classification committee for review, and recommendations on the request are to be sent to the Athletic Council for a vote.
- 2.2 The request must state a specific rational as the reason for wanting to move up.
- 2.3 A rational that the school is seeking better competition would require that the team in that sport would have been the sectional finalist in the previous year *in the class from which the school is requesting to move up from*.
- 2.4 The request to move up will be for two (2) years and must be submitted as follows:

Fall Sports	August 1st
Winter Sports	October 1st
Spring Sports	February 1st
- 2.5 If a sport classification change occurs, it will remain in effect for a two (2) year cycle.
- 2.6 Should you be approved to move up in classification, upon your request you may stay up in classification for another two years with Classification Committee approval.
- 2.7 A **Notice of Appeal** of any action of a Section IV Committee must be presented in writing within ten (10) business days of the action by the specific Section IV Committee or legislative body to the Executive Director. Unless otherwise directed the Appeal Committee shall hear all appeals as stated in the appeal procedure and outlined in the NYSPHSAA Handbook under appeals.

*Letter of Intent
For
Moving to a Higher Class*

Sport _____

School _____

Date _____

*Current
Classification* _____

*Our school is requesting to move to a higher class to participate in the Section IV _____
_____ Tournament. We would like move up to participate as a Class _____ school.*

Signature of Coach _____

*Signature of
Athletic Director* _____

*This form must be returned to the Interscholastic Sports Coordinator of Section IV by August 1st
for Fall, October 1st for Winter and March 1st for Spring ONLY if your school intends to play in
the Section IV _____ Tournament at a higher class.*

*Make sure you are familiar with the Classification Committee policy on moving up in
classification prior to sending in your letter of intent to move up in any sport.*

*Submit to:
Section IV Athletic Association
43 Pearl Street West – Suite 1
Sidney, NY 13838
sectioniv@stny.rr.com*

SECTION IV MERGER COMMITTEE

Application for Merger of Schools for Athletic Activity

This application form must:

- (A) Be completed by each school involved in the sport described.
- (B) Be reviewed and approved by the athletic league involved.
- (C) Be submitted to the Section IV Merger Committee after A and B have been resolved.

A separate application must be submitted for each activity. Requests should be for a one-year period of time only.

School District _____

Address of School Involved _____

Athletic Director of School Involved _____

Phone Number _____

Other School(s) Involved _____

Sport to be considered _____

Level(s) being merged (circle) _____

Varsity

IV

Modified

School Year _____

Describe conditions which prompted your school to request or support a merger--provide all appropriate rationale which will assist the league and merger committee in reaching a decision considered most beneficial to all:

What will be the identity of the combined team? _____

Where will practices be held? _____

Where will competition be held? _____

Attach a copy of the action item from your school Board of Education meeting minutes which includes the approval of this application.

Signed: Principal _____

Superintendent _____

Board of Education _____

Date: _____

Submit to Athletic League (This step must precede the Section action!):

League Action _____ Approved

_____ Not Approved

Date _____

League Secretary _____

Forward to: Section IV Athletic Association
276 State Hwy 7
Sidney, NY 13838
mcweenej@dcmoboces.com

by: January 30, 2023 for Football

August 29, 2022 for Fall activity

November 21, 2022 for Winter activity

March 20, 2023 for Spring activity

COMBINING OF TEAMS - The joining together of students from two or more member schools in the same district or close proximity to form a single team shall be permitted subject to the following conditions:

The joining together of students from two or more-member schools in the same district or proximity to form a single team shall be permitted subject to the following conditions:

1. Permission must be obtained from their league and section on an annual basis.

2. Section approval must be reported to the NYSPHSAA, Inc., Executive Committee. NOTE: If a combined school team goes beyond sectional level competition their boys and girls grade 9-11 enrollment shall be combined, using the below criteria, for state level competition.

The graduated scale is used for up to 3 "team" mergers and mergers with 4 or more "teams" take 100% of their BEDS; ONLY in team sports. (July 2017)

NOTE: If two or more schools are located within the same physical building, 100% of their BEDS will be used if they are following the Combining of Teams process. (Feb. 2019)

The school(s) with the higher(est) classification number will have a percentage of the other school(s) classification number added according to the graduated scale below.

Beginning in 2019-2020 The percentages is dependent upon the association's "Sport Specific classification cut-off numbers" (July 2018)

Five Classes (100%, 100%, 100%, 40%, 30%)

Four Classes (100%, 100%, 40%, 30%)

Three Classes (100%, 40%, 30%)

Two Divisions (100%, 40%)

3. Section shall determine the deadlines for schools to merge or demerge programs.

4. If a non-public school is part of the merger, the "merged" team may be subject to the Section's Classification of Non-Public School Committee.

5. If a merger is denied by the Section, schools have the ability to resubmit a merger using 100% of all schools BEDS enrollment numbers. (July 2016)

Reporting Procedure: All violations shall be reported to the League and Section.

=====

Action of Section IV Merger Committee

The above request for merger is _____ Approved
_____ Not Approved

for the activity of _____

for the school year _____.

Classification AA A B C D

_____ Chairperson _____ Date

TRANSFER: (Foreign Exchange/International #9)

NOTE: The Transfer Rule will be enforced as written with no variations permitted. **NOTE:** A student's eligibility is determined by the situation/ facts at the time of registration.

a. A student in grades 9-12 who transfers, with a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) shall become eligible after starting regular attendance in the second school. A residence change must involve a move from one school district to another. Furthermore, when a student moves from public school district to another public-school district for athletic eligibility the student must enroll in the public school district or in a private school within that district's boundaries of his/her parent's residency. For athletic eligibility, a residency is changed when one is abandoned by the immediate family and another residency is established through action and intent. Residency requires one's physical presence as an inhabitant and the intent to remain indefinitely. The Superintendent, or designee, will determine if the student has met district residency requirements.

b. A student who transfers without a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months prior) is ineligible to participate at the varsity level in any interscholastic athletic contest in a particular sport for a period of one (1) year if as a 9-12 student participated in that sport during the one (1) year period immediately preceding his/her transfer. A student's period of ineligibility begins with the date of registration at the student's new school. (May 2020) **NOTE:** Students in grades 7-10, shall be eligible to participate at the sub-varsity level and practice at all levels, while students in grades 11- 12 shall be limited to practice (all levels) only. (July 2019). At no time during the one-year period of ineligibility at the varsity level should a student participate in a scrimmage or be an exhibition participant at the varsity level.

Students who transfer from any school to the public-school district of the residence of his/her parents (or other persons whom the student has resided for at least six months) or a private school within that district's boundaries shall receive a waiver from the Transfer Rule. Such a transfer without penalty will only be permitted once in a high school career. Schools must submit the required transfer form to the Section office. Athletes are not permitted to practice before the form has been submitted. Athletes are not permitted to compete without approval. **NOTE:** A student in a foreign exchange program listed by CSIET has a one-year waiver of the Transfer Rule. If such a student elects to stay a second year he/she becomes a foreign student at the start of the school year with item (b) in effect.

Exemptions to (b): For athletic eligibility, a student must enroll in the public-school district or in a nonpublic school within that district's boundaries of his/her parent's residency. **Note:** Multiple High School Districts - The policies/boundaries of the school district will be followed. If the district has an open enrollment policy, the interpretation to be used will be the same as used for students of K-8 school districts. When a student enrolls in 9th grade, this is the district (building) of their residence. Any subsequent transfer would be subject to the Transfer Rule.

1. The student reaches the age of majority and established residency in a district and can substantiate that they are independent and self-supporting.

2. If a private or parochial school ceases to operate a student may transfer to another private or parochial school of his/her choice. Otherwise, a student must enroll in the public-school district of his/her parents' residency.

3. A student who is a ward of the court or state and is placed in a district by court order. Guardianship does not fulfill this requirement.

4. A student from divorced or "legally" separated parents who moves into a new school district with one of the aforementioned parents. Such a transfer is allowed once every six months. The legal separation agreement must address custody, child support, spouses support and distribution of assets and be filed with the County Clerk or issued by a Judge.

5. A student who is declared homeless by the superintendent pursuant to Commissioner's Regulation 100.2.

6. A student of a military employee who is transferred to an active military base may enroll in the non-public school closest to their residence and maintain eligibility if the student enrolls in a non-public school immediately following the change in residence.

NOTE: It is provided, however, that each school shall have the opportunity to petition the section involved to approve transfer without penalty based on an undue hardship for the student. Educational Waivers will not be considered as an undue hardship.

c. Transfer students trying out for sports before school opens in the fall shall register and be accepted by the principal of that school before the medical examination and the first practice. This shall constitute the start of the regular attendance for falls sports. NOTE: After approval by the school medical officer a student may practice immediately and must satisfy the specific sports standard according to the number of practice sessions.

d. Practices at the previous school may be counted toward the minimum number of practices required provided the principal or athletic director of the previous school submits, in writing, the number and dates of such practices to the principal or athletic director of the new school.

e. 7th and 8th graders that compete at the high school level will be subject to the transfer rule in "that" sport (July 2015).

Transfer Appeal Guidelines:

Financial - Appeals require documented proof of a significant loss of income or a significant increase in expenses. - Written description outlining the circumstances that led to the financial hardship - Appropriate documentation may include: - Evidence of loss income or change in financial obligation that are not self-imposed. - Family W2 forms – pay stubs - Notarized statement from parent - Statement from employer or professional with knowledge of circumstances - Most recent tax returns– two years

Health and Safety - Appeals are considered for safety, mental health, personal relationships and other similar circumstances. - Written documentation is required from Superintendent of Schools or High School Principal of the sending school indicating the specific circumstances which necessitated the transfer. - Supporting documentation from a third party outside of the school may be submitted (ex. police report)

16. **TRANSFER:** A student who is enrolled in one school may subsequently transfer no more than once during a school year without a corresponding change in the residence of his parents or guardians, or having reached the age of majority establishes a residency.

a) A student who transfers from one school to another becomes eligible after starting regular attendance.

b) Transfer students trying out for sports before school opens in the fall shall register and be accepted by the principal of that school before the medical examination and the first practice. This shall constitute the start of regular attendance for fall sports. NOTE: After approval by the school medical officer a student may practice immediately and must satisfy the specific Sports Standard according to the number of practice sessions required.

c) Practices at the previous school district may be counted toward the minimum number of practices required provided the principal or athletic director of the previous school submits, in writing, the number and dates of such practices to the principal or athletic director of the new school.

d) 7th and 8th graders that compete at the high school level will be subject to the transfer rule in “that” sport (July 2015).



TRANSFER NOTIFICATION

This form must be completed for all transfer students and submitted to:
Section IV Athletic Office - mcweenej@dcmoboces.com
Transfer Chair - Jeremiah Johnson - johnsoj2@binghamtonschools.org

UPON RECEIPT OF PART ONE IN THE SECTION OFFICE, THE STUDENT IS ELIGIBLE TO PRACTICE; BUT CANNOT PARTICIPATE IN A CONTEST UNTIL APPROVED BY THE SECTION.

Please check one: **(The required supporting documentation must be attached.)**

 Waiver Request *Financial: Requires documented proof of a significant loss of income or a significant increase in expenses. OR Health & Safety: Written documentation from the Superintendent of Schools or HS Principal of the sending school indicating the specific circumstances which necessitated the transfer and must be accompanied by supporting documentation (i.e. police report, DASA report, etc)*

 Return to School District of Residence (RSDR) (No change of residence. School registration change only.) Student is returning to a school within the district boundaries of his/her residence.

 Divorced/Legally Separated Parents A student from divorced or legally separated parents who moves into a new school district with one of the aforementioned parents is exempt provided it occurs once every six months. The legal separation agreement must address custody, child support, spouses support and distribution of assets and be filed with the County Clerk or issued by a Judge.

 Homeless Student declared homeless by the Superintendent under McKinney-Vento Legislation [NYSED 100.2].

 Residency Change NYSPHSAA transfer/residency policy states: Refer to By-Law & Eligibility Standards #30. (A residency is changed when one is abandoned and another one established through action and intent. Residency requires one's physical presence as an inhabitant and the intent to remain indefinitely. The mere renting of property within the District does not confer residency. **The Superintendent determines residency for enrollment, but this more restrictive requirement is needed for athletic eligibility per NYSPHSAA regulations.**

 Other Transfer Exemption: _____

By signing this document I attest that our previous residence has been abandoned by the immediate family and our current residence has been established through action and intent. I attest that the immediate family will be physically residing at our current address as inhabitants and intent to main indefinitely. I attest that the student has transferred without inducement, recruitment or having sought an athletic advantage or to avoid discipline at the sending school.

Parent Signature: _____ Date: _____

Print Parent's Name: _____

PART ONE TO BE COMPLETED BY STUDENT'S RECEIVING SCHOOL

Receiving School: _____ Student's Name: _____

Date of Transfer: _____ Date of Birth: _____ Grade Level: _____ Date Entered 9th Grade: _____

Student/Family Previous Address: _____

Student/Family Present Address: _____

Parent's Names and Current Address(es)

(Parent I name & address) _____

(Parent II name & address) _____

Name of Sending School _____

Did student participate in athletics at sending school? Yes No

The undersigned hereby certify that the student named herein has transferred to his/her present school without inducement, recruitment or having sought an athletic advantage or to avoid discipline at the sending school.

The receiving school's administration is responsible for verification for these and other eligibility requirements.

Superintendent's signature _____ Date _____

Principal's signature _____ Date _____

Athletic Director's signature _____ Date _____

**PART TWO TO BE COMPLETED BY SCHOOL STUDENT PREVIOUSLY ATTENDED
AND RETURNED TO STUDENT'S PRESENT SCHOOL**

Name of Student _____ Date entered 9th grade _____

Did student repeat any grades? _____ If yes, which ones? _____

Name of School(s) Attended Prior to Transfer _____

Date of entrance to this school _____ Date of withdrawal from this school _____

Student's address while attending the above school _____

With whom did student reside at this address (name)? _____

Relationship of this (these) person(s)? _____

PART THREE - TRANSFER STUDENT SPORT HISTORY (Please include all sports student participated in.)

	Year	Sport	Level	APP'd (Sel. Class.)		School
7th Grade	_____	_____	_____	Yes	No	_____
	_____	_____	_____	Yes	No	_____
	_____	_____	_____	Yes	No	_____
8th Grade	_____	_____	_____	Yes	No	_____
	_____	_____	_____	Yes	No	_____
	_____	_____	_____	Yes	No	_____
9th Grade	_____	_____	_____			_____
	_____	_____	_____			_____
	_____	_____	_____			_____
10th Grade	_____	_____	_____			_____
	_____	_____	_____			_____
	_____	_____	_____			_____
11th Grade	_____	_____	_____			_____
	_____	_____	_____			_____
	_____	_____	_____			_____
12th Grade	_____	_____	_____			_____
	_____	_____	_____			_____
	_____	_____	_____			_____

The undersigned have no knowledge that the student named herein has transferred to his/her present school without inducement, recruitment or having sought an athletic advantage or to avoid discipline at the sending school.

Superintendent's signature _____ Date _____

Principal's signature _____ Date _____

Athletic Director's signature _____ Date _____



FOREIGN STUDENT REPORTING FORM
New York State Public High School Athletic Association

Foreign Student Name _____

Country of Origin _____

Date of Birth _____

Has the student graduated from the secondary school system in their country? YES NO
(circle one)

If YES, the student is not eligible for interscholastic athletic participation.

If NO, please complete the rest of the form.

This foreign student possesses a: J1 visa F1 visa (circle one)

As stated in the NYSPHSAA, Inc. Handbook, this foreign student meets the standards and criteria of the following: (Check one)

_____ Is a bona fide **Foreign Exchange Student**, who is a participant in the approved CSIET program, _____;
FULL NAME OF FOREIGN EXCHANGE PROGRAM

_____ Is an **International Student** under the requirements of **Standard #9 Foreign Student and #30 Transfer**;

_____ The student is living not with the Athletic Director or a member of the coaching staff and has not played the sport(s) competitively. Please attach supporting documentation.

The student is interested in participating in the following sports:

FALL _____

WINTER _____

SPRING _____

Athletic Director - Name

School

Athletic Director - SIGNATURE

Date

CC: Section IV Athletic Association
43 Pearl Street West - Suite 1
Sidney, NY 13838

Revised October 2011

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

Regents of The University

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D.	New York
ANTHONY S. BOTTAR, <i>Vice Chancellor</i> , B.A., J.D.	Syracuse
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S.	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Plattsburgh
HARRY PHILLIPS, 3rd, B.A., M.S.F.S.	Hartsdale
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
ROGER TILLES, B.A., J.D.	Great Neck
CHARLES R. BENDIT, B.A.	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed. D.	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
KATHLEEN M. CASHIN, B.S., M.S., Ed.D.	Brooklyn
JAMES E. COTTRELL, B.S., M.D.	New York
T. ANDREW BROWN, B.A., J.D.	Rochester
JOSEPHINE VICTORIA FINN, B.A., J.D.	Monticello

Commissioner of Education

President of The University of the State of New York

JOHN B. KING, JR.

Executive Deputy Commissioner

ELIZABETH R. BERLIN

Deputy Commissioner of P-12 Education

COSIMO TANGORRA

Deputy Commissioner for Curriculum, Assessment and Educational Technology

KEN WAGNER

Assistant Commissioner, Office of Assessment, Standards and Curriculum

CANDACE H. SHYER

Assistant Commissioner, Office of Student Support Services

RENEE L. RIDER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity and Access, Room 530, Education Building, Albany, NY 12234.

ACKNOWLEDGMENTS

Darryl Daily, MEd

Associate in Physical Education
Office of Student Support Services
New York State Education Department

**Cynthia Devore, MD, MA, MS, FAPP
Consultant**

New York Statewide School Health Services Center

Karen Hollowood, RN, BSN, MEd

Associate in School Nursing
Office of Student Support Services
New York State Education Department

Linda Khalil, RN, BSN, MEd

Director
New York Statewide School Health Services Center

Patricia Kocialski, MEd (Retired)

Associate in Physical Education
Office of Curriculum and Instruction
New York State Education Department

Martha Morrissey, RN, BS, MA

Associate in School Nursing
Office of Student Support Services
New York State Education Department

Gail Wold, RN, BSN

Coordinator
New York Statewide School Health Services Center

TABLE OF CONTENTS

Preface	1
General Information.....	3
Physical Education Director and/or Athletic Director	5
Checklist.....	9
District Medical Director	10
Checklist	14
APPENDIX	
A. Sample Resolution by Board of Education	16
B. Parent/Guardian Permission Form	17
C. Physical Maturity Form.....	19
D. Coach's Sport Skill Evaluation Form	20
E. Physical Fitness Testing: Score Form	22
F. Notification of Qualified Athletes.....	23
G. Special Try-Out Processes–Bowling & Golf.....	24
H. Physical Maturity Chart	25
I. Physical Fitness Test: Instructions	26
J. Physical Fitness Test: Scores.....	32

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

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 2015-2016 school year, 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 approve 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 approved by the medical director, 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.

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, administrators, or coaches should confound that concern.

ATHLETIC PLACEMENT PROCESS

PHYSICAL EDUCATION DIRECTOR AND/OR ATHLETIC DIRECTOR

PROCEDURES FOR THE DIRECTOR OF PHYSICAL EDUCATION AND ATHLETICS

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

IMPLEMENTATION STEPS

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

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

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

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

Step 4 Medical Clearance: (Must be completed BEFORE the physical fitness portion of the process- See appendix C and H) The student is assessed* by the medical director to determine whether if he/she has reached a stage of physical development that will lessen the likelihood of the student being injured by participating in the level and sport desired. 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**, the medical director approves the student to proceed to the next step in the process. If the student is not approved by the medical director to proceed **the process stops**.

Please note:** *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 medical director 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.

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.

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

DATE _____
DATE _____
DATE _____
DATE _____

☐ **DISTRICT MEDICAL DIRECTOR (SMD)**

- Physical Maturity form sent out
- Evaluation returned

DATE _____
DATE _____

Process stops if student is not approved by the medical director

☐ **COACH'S SPORT SKILL EVALUATION**

- Correspondence sent out
- Evaluation returned

DATE _____
DATE _____

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

☐ **PHYSICAL FITNESS TEST**

- Correspondence sent out
- Test results returned

DATE _____
DATE _____

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

☐ **TRY-OUT EVALUATION**

- Correspondence sent out
- Evaluation returned

DATE _____
DATE _____

☐ **NOTIFICATIONS SENT**

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

DATE _____
DATE _____

ATHLETIC PLACEMENT PROCESS

DISTRICT MEDICAL DIRECTOR

PROCEDURES FOR THE DISTRICT MEDICAL DIRECTOR

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

IMPLEMENTATION

The medical director will determine:

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

The medical director should take into consideration the height, weight, muscle mass and Tanner rating as compared to the other athletes he/she would compete with. For physical development and maturity, Tanner staging remains the least invasive tool to gauge a person's sexual maturity rating as an indicator of physical maturation. Best practice, therefore, would dictate that the medical director use the Tanner Rating Scale to ascertain the physical maturity of the student. It is imperative that the medical director is trained in Tanner staging if he/she does not conduct this assessment in their daily professional practice. Additional information on the level of contact of each sport according to the American Academy of Pediatrics is provided for further consideration in Appendix H.

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 approve the student to continue the APP if:

- the student is at an appropriate physical maturity* level 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.

Resources Used to Develop Guidance for Medical Directors

- Aaltonen, S., Karjalainen, H., Parkkari, J., Kujala, U. (2007). Prevention of Sports Injuries, Systematic Review of Randomized Controlled Trials. *Archives of Internal Medicine*, 167(15), 1585-1592.
- Biru, F., Greenspan, L., Galvez, M.(2012). Puberty in Girls in the 21st Century. *Journal of Pediatric and Adolescent Gynecology*, 25(5), 289-294.
- Biru, F., McMahon, R., Striegel-Moore, R., Crawford, P., Obarzanek, E., Morrison, J., Barton, B., Falkner, F. (2001). Impact of Timing of Pubertal Maturation on Growth in Black and White Female Adolescents: The National Heart, Lung, and Blood Institute Growth and Health Study. *The Journal of Pediatrics*, 138(5), 636-643.
- Boot, A., de Ridder, M., Pols, H., Krenning, E., Keizer-Schrama, S. (1996). Bone Mineral Density in Children and Adolescents: relation to Puberty, Calcium Intake, and Physical Activity. *The Journal of Clinical Endocrinology and Metabolism*, 82(1), 57-62.
- Caine, D., Purcell, L., Maffulli, N. (2014). The Child and Adolescent Athlete: a review of three potentially serious injuries. *BMC Sports Science, Medicine, and Rehabilitation*, 2014;6:22.
- DiFiori, J., Benjamin, H., Brenner, J., Gregory, A., Jayanthi, N., Landry, G., Luke, A. (2014). Overuse Injuries and Burnout in Youth Sports: A Position Statement from the American Medical Society for Sports Medicine. *Clinical Journal of Sports Medicine*, 24(1), 3-20.
- Jayanthi, N., LaBella, C., Fischer, D., Pasulka, J., Dugas, L. (2015). Sports Specialized Intensive Training and Risk Injury in Young Athletes, A Clinical Case-Control Study. *The American Journal of Sports Medicine*, 43(4), 794-801.
- Kerr, Z., Collins, C., Fields, S., Comstock, R. (2011). Epidemiology of Player-Player Contact Injuries Among US High School Athletes, 2005-2009. *Clinical Pediatrics*, 50(7), 594-603.
- Kriz, P., Stein, C., Kent, J., Ruggieri, D., Dolan, E., O'Brien, M., Meehan, W. (2016). Physical Maturity and Concussion Symptom Duration among Adolescent Ice Hockey Players. *The Journal of Pediatrics*, 171, 234-239.e2.
- LeGall, F., Carling, C., Reilly, T. (2007). Biological Maturity and Injury in Elite Youth Football. *Scandinavian Journal of Medicine and Science in Sports*, 17(5), 564-572.
- Maffulli, N., Longo, U., Gougoulas, N., Loppini, M., Denaro, V. (2009). Long Term Health Outcomes of Youth Sports Injuries. *British Journal of Sports Medicine*, 44(1), 21-25.
- Marceau, K., Ram, N., Houts, R., Grimm, K., Susman, E. Individual Differences in Boys and Girls Timing and Temp of Puberty: Modeling Development With Nonlinear Growth Models. (2011). *Developmental Psychology*, 47(5), 1389-1409.
- Menstruation in Girls and Adolescents: Using the Menstrual Cycle as a Vital Sign. Committee Opinion Number 651, December 2015. *American Congress of Obstetricians and Gynecologists*. Retrieved April 25 2016, from <http://www.acog.org/Resources and Publications/Committee Opinions/Committee on Adolescent Health Care>.
- Powell, J., Barber-Foss, K. (1999). Injury Patterns in Selected High School Sports: A Review of the 1995-1997 Seasons. *Journal of Athletic Training* 34(3), 277-284.
- Rechel J., Yard, E., Comstock, R. (2008). An Epidemiological Comparison of High School Sports Injuries Sustained in Practice and Competition. *Journal of Athletic Training*, 43(2), 197-204.
- Rice, S. (2016). Clinical Report: Medical Conditions Affecting Sports Participation. *American Academy of Pediatrics*, 121(4), 841-848.
- Sanders, B., Blackburn, T., Boucher, B. (2013) Preparticipation Screening- The Sports Physical Therapy Perspective. *International Journal of Sports Physical Therapy*, 8(2), 180-193.
- Slora, E., Bocian, A., Herman-Giddens, M., Harris, D., Pedlow, S., Dowshen, S., Wasserman, R. (2009). Assessing Inter-Rater Reliability (IRR) of Tanner Staging and Orchidometer Use with Boys: A Study from PROS. *Journal of Pediatric Endocrinology and Metabolism*, 22, 291-299.
- Valovich McLeod, T., Decoster, L., Loud, K., Micheli, L., Parker, J., Sandrey, M., White, C. National Athletic Trainers' Association Position Statement: Prevention of Pediatric Overuse Injuries. *Journal of Athletic Training*, 46(2), 206-220

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

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.

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

(Page 1 of 2)

Dear Parent/Guardian:

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

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

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

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

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

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

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

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

Sincerely,

Physical Education Director and/or Athletic Director

(Copy letter unto District Letterhead)
ATHLETIC PLACEMENT PROCESS

PARENT/GUARDIAN PERMISSION

PARENT/GUARDIAN STATEMENT

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

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

Parent/Guardian Signature

Date

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY FORM

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

Student's Name _____ Grade _____

Home Address _____

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

Parental/Guardian Permission Form Received: ☐ Yes Date Received _____

Desired Level: ☐ Varsity ☐ Jr. Varsity ☐ Frosh ☐ Modified

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

SCREENING PROCEDURES- THIS SECTION TO BE COMPLETED BY THE DISTRICT MEDICAL DIRECTOR
(OR BY PRIVATE MEDICAL PROVIDER FOR REVIEW BY THE DISTRICT MEDICAL DIRECTOR IF PERMITTED)

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

☐ District Medical Director

☐ Private Medical Provider

EXAM DATE: _____

PROVIDER NAME _____

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

1

2

3

4

5

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

☐ Onset of Menarche = Tanner Stage 5

C. HEIGHT _____ WEIGHT _____

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

Student is ☐ approved ☐ not approved for the sport of: _____

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

SIGNED _____ DATE ____/____/____
District Medical Director

ATHLETIC PLACEMENT PROCESS

COACH'S SPORT SKILL EVALUATION

Page 1 of 2

INSTRUCTIONS FOR THE COACH

Coach _____ Sport & Level _____ / _____

Student's Name _____ Gender: ☐ M ☐ F Age _____

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

NOTE:

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

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

Which level team is the student trying out for?

☐ Modified ☐ Freshman ☐ Junior Varsity ☐ Varsity

Which level of play would you recommend for this student?

☐ Modified ☐ Freshman ☐ Junior Varsity ☐ Varsity

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

☐ Below Average ☐ Average ☐ Above Average ☐ Superior

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

_____ %

ATHLETIC PLACEMENT PROCESS

COACH'S SPORT SKILL EVALUATION

Page 2 of 2

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Coach's Signature _____ Date _____

ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TESTING: SCORE FORM

INSTRUCTIONS FOR THE TESTER

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

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

PHYSICAL FITNESS TEST SCORES:

Student's Name _____ Gender: ☐ M ☐ F Age _____

Desired Sport _____ Desired Level _____

Test Administered By _____ Date _____

SHUTTLE RUN (nearest tenth) 1/10 seconds _____

V-SIT REACH

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

PULL UPS (# completed)

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

STOMACH CURLS (one for each completed movement) number _____

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

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

Signature _____ Date _____

ATHLETIC PLACEMENT PROCESS

NOTIFICATION OF QUALIFIED ATHLETES

TO: ☐ Executive Director, Section _____ Date _____
☐ Opponent School Districts

FROM: _____ SCHOOL _____
 Director of PE/Athletics

SUBJECT: APP Qualified Students: ☐ Fall ☐ Winter ☐ Spring

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

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

* Alternative 500 yard swim is only for students who desire to try out for swimming.

** Upper body strength can be tested using either pull-ups or right angle push-ups.

*** Flexibility can be tested using either the V- sit reach or sit & reach.

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

ATHLETIC PLACEMENT PROCESS

SPECIAL TRY-OUT PROCESSES

BOWLING

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

GOLF

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

ATHLETIC PLACEMENT PROCESS

PHYSICAL MATURITY CHART

Recommended Tanner Scores for the Athletic Placement Process

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

Classification of Sports According to Contact (AAP)

*= Non Contact

+ = Limited Contact

! = Contact



ATHLETIC PLACEMENT PROCESS

PHYSICAL FITNESS TEST: INSTRUCTIONS

Curl-ups

This activity measures abdominal strength and endurance.

Curl-ups Testing

Here's what you do:

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

Curl-ups Tip

Instruct helpers to count aloud the number of repetitions.

Curl-ups Scoring

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

Shuttle Run

This activity measures speed and agility.

Testing

Here's what you do:

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

Tips

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

Scoring

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

One Mile Run/Walk

This activity measures heart/lung endurance.

Testing

Here's what you do:

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

Tips

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

Scoring

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

Pull-ups

This activity measures upper body strength and endurance.

Pull-ups Testing

Here's what you do:

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

Pull-ups Tips

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

Pull-ups Scoring

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

Right Angle Push-ups Testing

Here's what you do:

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

Right Angle Push-ups Tip

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

Right Angle Push-ups Scoring

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

Right Angle Push-ups Rationale

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

V-sit Reach

This activity measures flexibility of the lower back and hamstrings.

V-sit Reach Testing

Here's what you do:

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

V-sit Reach Tip

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

V-sit Reach Rules

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

Sit and Reach Testing

Here's what you do:

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

Sit and Reach Tip

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

Sit and Reach Rules

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

ATHLETIC PLACEMENT PROCESS

Physical Fitness: Scores Required for the Athletic Placement Process

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

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

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

² Flexibility can be measured by performing the V-sit Reach or the Sit and Reach

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

Greene Central School District
 Department of Athletics
 40 South Canal Street Greene, New York 13778
 607-656-4161 Ext 280 (www.greenecsd.org)

Coaching Application

Sport:	Level: Varsity JV Modified
Name:	Phone Number:
Address:	S.S.#:

Education

High School:	Dates:
Undergraduate:	Dates:
Graduate:	Dates:

Certifications/Coaching Courses

CPR/AED	Yes No	Date:
First Aid	Yes No	Date:
Concussion	Yes No	Date:
DASA	Yes No	Date:
Child Abuse	Yes No	Date:
School Violence	Yes No	Date:
Fingerprinting	Yes No	Date:
Coaching License	Yes No	Date:

Coaching Experience

Place/School	Sport	Level	Date(s)

References

Name:	Title:	Phone: