



ATHLETICS HANDBOOK



Welcome to Irvington Athletics

We're so glad to have you join our team! This handbook is meant to provide specific information to help you get off to a great and productive start.

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WHO WE ARE

Irvington UFSD Portrait of a Graduate

The Irvington UFSD Portrait of a Graduate outlines the essential skills, qualities, and mindsets students are expected to develop by the time they graduate. It serves as a guide for curriculum, instruction, and student experiences across all grade levels, ensuring that graduates are well-prepared for success in college, careers, and life.

Courageous Learner - I eagerly pursue knowledge

I have the skills and curiosity to continue to build upon my knowledge for a successful life along my chosen path. I think critically by evaluating and synthesizing information to draw meaningful conclusions. I know mistakes help me grow and am willing to take risks in my learning. I am a flexible and creative problem solver.

Engaged Citizen - I actively and productively contribute to a larger society

I examine issues from multiple perspectives and am aware of how my actions, thoughts and words impact my local, national and global communities. I recognize the diverse society in which we live and respect and appreciate the cultures, backgrounds and identities of my peers and their families. I am digitally responsible. I embrace others and actively seek to build community.

Effective Communicator - I productively exchange ideas and collaborate with others

I express myself clearly in my speaking and writing across a variety of mediums. I promote open and honest communication by being an active and respectful participant. I understand how non-verbal and visual communication can convey my thoughts and emotions.

Self-Aware Individual - I possess the skills and tools to achieve personal happiness

I understand myself and am able to foster my own physical, social and emotional well-being. I am reflective and have the confidence and resilience to overcome challenges. I use sound judgment and act with honesty, compassion, empathy and integrity. I strive to achieve my fullest potential and seek to integrate my passions into my studies, activities and other endeavors.

Our Vision

We envision fostering a positive, competitive team environment where student-athletes strive for excellence, cultivating confidence, empathy, and resilience while embodying moral integrity, respect, and selflessness.

Our Mission

We are dedicated to cultivating resilient, accountable, and positive student-athletes by fostering a competitive yet encouraging environment that promotes hard work and confidence. Through trustworthiness, humility, and respect, we aim to develop individuals who not only excel in performance but also embody unselfishness, building a future generation of leaders.

Our Values

Our core values are rooted in the development of both performance and moral character skills. Identified through collaboration with key stakeholders in the Irvington athletic community, these values define what it means to be an Irvington athlete.



Performance Skills

Clarify how we understand and connect with ourselves.

Hardworking, Positive, Accountable, Resilient & Confident

Moral Skills

Dictate our relationship with others.

Respectful, Encouraging, Trustworthy/Trustwilling, Unselfish & Humble

Our Purpose

Our purpose is to enrich our school community, where students forge connections, pursue individual and collective growth through competition, and develop into well-rounded individuals. Through inclusive athletic programs, we instill character, confidence, and a sense of belonging.

Our Definition of Success

Success in our athletic programs is deeply rooted in our purpose. It's about more than just winning; it's about building positive relationships, fostering both individual and collective growth, and shaping well-rounded individuals. True success comes from nurturing character, confidence, and a sense of belonging, where every student feels valued and empowered to contribute to the success of the team and the broader community.

In short, we measure success by the positive relationships we build, the character we foster, and the sense of belonging we create. This approach strengthens not only our athletes but our entire school community.

OUR PHILOSOPHY

Across all levels of our athletic program, we strive to develop **Courageous Learners** who eagerly pursue knowledge, think critically, and embrace challenges. Through each of the following stages, we foster athletes who are flexible, curious, and committed to lifelong learning, qualities that prepare them for success along their chosen paths.

Varsity Philosophy

At the Varsity level, athletes are expected to demonstrate excellence in all areas, including skill, performance, leadership, and accountability.

- Varsity athletes serve as role models within the school community, upholding the highest standards of commitment, discipline, and respect.
- Their dedication not only advances the success of their teams but also strengthens the broader school culture.
- Playing time at the varsity level is not a given; it is earned through consistent effort, execution, and demonstrated impact on team success.
- Commitment, attitude, and skill development are essential expectations for all participants. When these factors are comparable among athletes, on-field performance during practices and competitions will determine player roles and opportunities, regardless of age or grade level.



Junior Varsity Philosophy

The Junior Varsity (JV) level serves as a critical bridge between skill development and full varsity competition. Athletes at this stage are expected to continue refining their abilities, deepening their understanding of team concepts, and developing leadership qualities necessary for long-term success.

- JV athletes focus on building character, resilience and personal & team growth as they prepare for the demands of varsity-level play.
- Although equal playing time is not guaranteed at the JV level, there is a greater emphasis on providing meaningful participation opportunities compared to the varsity level; however, participation is not evenly distributed (as it may be at the modified level) and will continue to be earned through effort, improvement, and performance.

Modified Philosophy

Modified sports (Grades 7 and 8) provide an essential introduction to interscholastic athletics, with an emphasis on developing fundamental skills, fostering positive character traits, and promoting a love of learning through sport. This level prioritizes:

- We strive to include as many athletes as possible, while ensuring safe, effective oversight and developmentally appropriate participation aligned with our program's focus on skill-building, character, and a positive athletic experience.
- Growth of self-advocacy, resilience, and the ability to balance academic and athletic responsibilities.
- Introduction to the values of teamwork and competition, while the primary focus remains on learning, skill development, and building confidence.
- Although competitive elements are introduced, playing time is structured to maximize access for all team members in a developmentally appropriate manner, while still maintaining the integrity and quality of competitive programs.

COMMITMENT EXPECTATIONS

Irvington Athletics is dedicated to fostering student-athletes who are **Courageous Learners** who take risks, grow from mistakes, and adapt with creativity and curiosity. This mindset aligns directly with the expectations of our athletic programs, where commitment, resilience, and continuous effort are essential.

Attendance & Punctuality

In alignment with our commitment to growth and development, **athletes must attend all scheduled classes on practice & game days**, except for pre-approved absences such as college visits or medical appointments, major family events, e.g. Weddings, funerals etc. This ensures that our athletes maintain a strong connection to their academic journey while also contributing fully to their athletic development.

Athletes are expected to consistently attend school, practices, and games, even during breaks and holidays (excluding religious observances), and to fully engage in their development as individuals and teammates. Whether new to a sport or competing at the highest level, every athlete plays a role in creating a team culture that values effort, reflection, and personal growth.



Commitment to the team is essential for both individual and collective growth. Athletes must attend practices and games on time, fully prepared to contribute. Absences and tardiness disrupt team cohesion and may affect playing time or future participation.

**While some club/travel programs may highlight additional benefits, Irvington Athletics is committed to the holistic development of each athlete. Irvington Athletics fosters teamwork, personal growth, and life skills that reach far beyond the game. We are committed to supporting athletes who demonstrate consistent dedication to our athletic programs during their season. Missing practices or games for out of district programs does not align with our commitment expectations and are subject to our attendance and punctuality expectations.*

CITIZENSHIP EXPECTATIONS

All students are expected to uphold the district's Code of Conduct and consistently demonstrate the values of an **Engaged Citizen and a Self-Aware Individual**, both on and off the field. As representatives of our school and community, athletes are expected to contribute positively, act responsibly, and respect the diverse identities and experiences of others. They should demonstrate integrity, empathy, and digital responsibility while striving to build a strong, inclusive team culture.

Positive Environment

Our program embraces diversity and ensures that all athletes experience a culture of belonging, fairness, and mutual respect. Through inclusive practices and open communication, we aim to cultivate a team culture that reflects the best of our school community.

Parents/Spectators

Parents and spectators are valued members of our athletic community and are expected to create a supportive and uplifting environment. Cheering should be positive and directed toward encouraging all athletes. Disruptive behavior, including criticism of officials, coaches, or opposing teams, undermines our shared values and will not be tolerated. Behavior not conducive to the aforementioned sportsmanship standards may result in verbal warnings, ejection from the competition, and/or being banned from future events.

Athletes

Your actions define who we are and what we stand for. Behavior is greater than the individual; it reflects on you as an individual, your family, team, school, and community. All interactions should reflect commitment to our district and department values. Actions that contradict these values, such as unsportsmanlike behavior, unexcused absences, or a lack of accountability, will be handled with a restorative process, with the goal of reinforcing personal responsibility and team integrity.

Consequences may include:

- Reduced playing time
- Written reflection assignments
- Temporary suspension from activities and in certain cases, dismissal from the team.



Sportsmanship

Our athletic community thrives on mutual respect. Athletes, coaches, parents, and spectators are expected to engage with opponents, officials, and each other in a way that reflects our core values: respect, trust, and encouragement. Unsportsmanlike behavior includes but not limited to;

- Taunting
- Arguing with officials
- Use of obscenities
- Use of derogatory or discriminatory comments
- Disrespectful behavior

These actions go against our purpose of fostering growth through competition and will not be tolerated. Our goal is to create a positive environment that allows everyone to develop and succeed both on and off the field.

Promoting Team & School Image

Athletes are encouraged to showcase their experiences and achievements in a way that reflects the values of Irvington Athletics. Maintaining a respectful and professional online presence contributes to a culture of pride, sportsmanship, and inclusivity.

Commitment to Inclusivity

Irvington Athletics is committed to ensuring that all students have equal access to try out for athletic teams and participate in athletic programs, regardless of gender, race, ethnicity, etc. We strictly follow Title IX regulations and New York State laws and strive to create an inclusive environment where every athlete feels valued, supported, and empowered to succeed.

Hazing & Bullying

Hazing, bullying, and any form of intimidation, whether physical, verbal, or digital, have no place in our athletic program. These behaviors violate the values of respect, teamwork, and integrity that define Irvington Athletics. Any reported incidents will be thoroughly investigated, and appropriate disciplinary action will be taken.

Digital Citizenship

Athletes represent their team and school both on and off the field. Social media should be used to promote positive messages, school spirit, and support for teammates. Any form of cyberbullying, harassment, or hazing—whether in person or online—will not be tolerated and will result in serious consequences.

ELIGIBILITY REQUIREMENTS

Academic Standards

Student-athletes must meet academic standards and demonstrate positive behavior. To ensure that student-athletes maintain academic success while participating in athletics, we have implemented a three-tiered approach. This system provides support and accountability at each level to help



student-athletes advocate for their academic needs and stay on track with their academic and athletic commitments.

Tier 1: Academic Probation

If a student-athlete's GPA falls below the 2.0 minimum during the season (evaluated biweekly), may be placed on Academic Probation for a minimum of two weeks.

- During probation, the athlete will receive additional support, including:
 - Weekly meetings with classroom teachers for academic guidance.
 - A structured plan for improvement, including targeted efforts to address any areas of academic difficulty.
- The Athletic Department will track the athlete's progress, and if efforts are seen, the athlete may return to good standing after the probation period.

Tier 2: Weekly Progress Reports

Student-athletes facing academic/behavioral challenges who are assigned to Academic Probation are required to submit weekly progress reports to their coaches, which will be reviewed and signed by their teachers. These reports will:

- Require athletes to provide the Weekly Progress Report Form to their teachers to annotate and sign after class at the end of each week.
- Be provided to coaches at the end of each week by the athlete to monitor academic performance and identify effort made towards improvement or any ongoing concerns.

Tier 3: Ineligibility

If a student-athlete does not demonstrate consistent effort toward improving their academic performance during the probation period, they will be placed on an Ineligibility.

- Ineligibility will be triggered if the student-athlete does not show consistent effort to improve, despite support systems in place after week two of the probationary period..
- Once placed on ineligibility, the athlete will not be allowed to participate in practices, games, or other athletic activities until academic effort and progress is demonstrated.

This three-tiered approach ensures that student-athletes are held accountable while also providing the necessary support to help them succeed academically and athletically. We believe in a balanced approach that fosters both personal growth and teamwork while maintaining the integrity of our athletic programs.

COMMUNICATION EXPECTATIONS

Clear, respectful communication is essential to a positive athletic experience. In line with the Irvington Portrait of a Graduate, all members of our athletic community are expected to be **Effective Communicators**—expressing themselves clearly, listening actively, and recognizing the impact of tone, body language, and digital communication. Athletes are encouraged to advocate for themselves by communicating directly with coaches. Parents support this growth by respecting appropriate communication channels and timing. Coaches will foster open dialogue and provide honest, constructive feedback.



Together, through collaborative and respectful communication, we build strong relationships that support the success and well-being of all student-athletes.

Coaches

Coaches host an in-person or virtual parent/athlete meeting prior to the start of the season and will keep parents and athletes informed through some form of communication, e.g. SportsYou or Email, of the following :

- Tryout rubric
- Coaching philosophy
- Team expectations
- Athletes role on the team (Everyday, role or practice player)
- Schedules
- Equipment needs
- Injury procedures
- Discipline policies

*** Certain topics, e.g. playing time, strategy, and other athletes are not open for discussion.**

Athletes

Athletes must address concerns directly with their coach to build trust, confidence and self-advocacy without the fear of retribution. All concerns must be expressed with a coach prior to or at the conclusion of practices only.

Parents

Parents will never address concerns with a coach before or after games or practices, as these can be emotional moments for all involved. Using the 24-hour rule and scheduling a meeting to address concerns allows time for reflection and encourages calm, solution-oriented conversations. **Athletes and parents must abide the following conflict resolution protocols:**

Protocols for Conflict Resolution

- The 24-hour rule—waiting 24 hours after a competition before addressing any concerns related to coaching philosophy, emotional well-being, skill development or behavior.
- Ensure that conversations remain respectful and productive.
- Resolve conflicts in a way that promotes mutual respect and positive outcomes
- If a meeting does not resolve an issue, the Athletic Director will determine next steps. If a concern involves a coach, they will be included in discussions to ensure fairness, trust, and accountability.
- Communicate through proper channels.
 - First correspondence – Athlete > Head Coach
 - Second correspondence – Athlete & Parent(s) > Head Coach
 - Third correspondence – Athlete > Athletic Director
 - Final correspondence – Athlete & Parent(s) > Athletic Director & Head Coach

***If the coach is unresponsive after two attempts, the Athletic Director may be contacted.**



TRYOUT/SELECTION EVALUATION CRITERIA

Athletes at all levels are evaluated on a comprehensive rubric that values both performance skills (such as hard work and sport-specific ability) and moral skills (such as respect and trustworthiness). This transparent evaluation process ensures that all athletes are aware of what is expected and have the opportunity to grow and contribute to their teams.

Roster Placement

Team rosters are created to balance competition and player development. Placement is determined by the coaching staff based on skill, athleticism, character, and commitment. The Three-Tier System below outlines expectations for all selected athletes. Players not selected will receive discrete and dignified targeted feedback from the coach to support future growth. At their discretion, coaches may also invite additional athletes to join as Practice Players to support their development. **Please note: Practice Players are not required by the athletic department.**

Three-Tier System

Category	Definition	Playing Time Expectation
Everyday Players	Athletes who consistently demonstrate top-level skill, commitment, effort, and performance. They set the standard for the team and are key contributors.	Regular and significant playing time. Considered starters, primary contributors, or first off the bench.
Role Players	Athletes who bring specific skills, strengths, or situational advantages. They maintain flexibility and a positive attitude.	Limited to Moderate. Situational playing time based on team needs, matchups, and game flow.
Practice Players	Athletes who contribute through their dedication in practices, supporting their overall individual development alongside their peers as members of the program, but are not yet ready to compete in games.	No playing time. Do not travel with the team.

PRACTICE GUIDELINES

The time commitment for practices varies by level and are as follows:

- Varsity: 2–2.5 hours/day, 6 days/week, including non-religious holidays & breaks.
- JV: 1.5–2 hours per day, 6 days per week, including non-religious holidays & breaks.
- Modified: 1.5 hours per day, 5 days per week. (No Games or Practice when the district is closed.)

These guidelines ensure that athletes are given ample time to develop their skills, build resilience, and foster a sense of belonging within the team.



EQUIPMENT & UNIFORMS EXPECTATIONS

Respecting and caring for team resources reflects our pride in representing the school and community. By participating in interscholastic athletics, athletes and families agree to the following:

- Protect equipment from damage, loss, or theft and use it properly.
- Accept responsibility for any misuse, whether at school or home.
- Understand that misuse will lead to disciplinary action under the school's Code of Conduct.
- Be financially responsible for repairs or replacement of damaged, lost, or stolen equipment.
- Wear district-provided uniforms and/or equipment for all practices and games and maintain school-issued gear.
- Failure to return uniforms will result in a delay in registration for future seasons.

PROTOCOL FOR EQUIPMENT STORAGE

To support our student-athletes and maintain a safe, organized environment, all equipment and bags must be stored in designated locker rooms to protect both personal and district property and comply with fire codes. Items should not be left in hallways, bleachers, classrooms, or offices. Following the below protocols helps athletes take responsibility for their belongings and shared spaces.

Protocol for Equipment Placement:

- Equipment and bags **must not** be left in hallways, bleachers, classrooms, offices, etc.
- All locker rooms will remain locked until 3:25 PM or if a coach is present to let athletes in earlier.
- Student-athletes **are not** to interfere with PE staff during their classes to gain access to the locker rooms.
- At the conclusion of practices and/or games, all belongings may be returned and secured in their designated locker rooms or brought home.
- Locks will be provided by physical education teachers for athletes who wish to secure their items during the day.
- **Athletes who do not abide by the following expectations will face disciplinary action, including potential suspension from future contests.**

High School Athletes:

- must secure their belongings in their respective **Campus gymnasium locker rooms**; or their assigned Hallway Locker.
- may enter through the Middle School Main Entrance (Next to the Mini-Turf) beginning at 7:30am.
- must secure their belongings in the Campus Gymnasium Locker Rooms between 7:30 AM until the start of 1st Period each day.

Middle School Athletes:

- must secure their belongings in their respective **Maher gymnasium locker rooms**; or their assigned Hallway Locker.
- must secure their belongings in the Maher Gymnasium Locker Rooms from 8:15 AM until 8:40 AM each day.



ATHLETIC PLACEMENT PROCESS (APP)

The New York State Education Department and the New York State Public High School Athletic Association endorse an Athletic Placement system whereby middle school students can qualify for high school athletic programs after a screening process to determine physical maturity, fitness and skill.

The Irvington Union Free School District Policy 7412 provides student-athletes in grades 7-12 an opportunity to participate at an appropriate level of competition based on readiness rather than age or grade with certain restrictions listed below.

- No seventh or eighth grade student will be allowed to participate on a high school team if there are high school students being cut from that particular program. However, middle school athletes who passed the APP and made a team in 7th grade are exempt from this rule in 8th grade, pending a successful tryout.
- A seventh grade student will only be allowed to select and classify up to the varsity level in non-contact sports that do not offer a JV program (e.g. bowling, cross country, golf, swimming, track).
- In contact sports, the seventh grade student may only classify up to the JV level.
- Eighth grade students may select and classify up to either the JV or varsity level upon meeting the State and district criteria.

CAPTAINS AND LEADERSHIP ROLES

Captains are chosen based on their ability to lead by embodying and upholding Irvington's Core Values. They must consistently embody the values of Irvington Athletics, demonstrating accountability, resilience, and a commitment to fostering a positive team culture.

Selection Process

If an athlete believes they have the skills, abilities, and dedication to fulfill the responsibilities of a team captain, they must submit a letter supporting your candidacy. This letter should include specific examples of how you have demonstrated leadership, accountability, and commitment to your team. The letter must be submitted at the end of the season for review by the head coach. By upholding these leadership expectations, captains help shape the identity of Irvington Athletics—creating an environment where athletes grow, teams thrive, and success is measured in more than just wins.

The selection process includes:

- A comprehensive evaluation of the previous season(s),
- Input from the following Administrators and High School Staff— the Principal, Assistant Principal, Guidance counselors and Athletic Director.
- The head coach will make the final selection based on this review, ensuring that chosen captains align with the program's values and expectations.



- The number of captains for a varsity team is at the discretion of the coach, based on the needs and dynamics of the team.
- Team member voting will not be utilized as a method of nomination or selection.

Captain Responsibilities

Captains play a critical role in fostering team unity, motivating peers, and supporting the coaching staff. Captains act as liaisons between athletes and coaches and assist in:

- Communicating team goals, strategies, and expectations.
- Leading by example
- Setting the standard for work ethic, sportsmanship, and accountability both on and off the field.

Sub-Varsity Leadership

At the JV and Modified levels, formal captain designations will not be assigned. However, leadership development remains a priority. Younger athletes are encouraged to:

- Take on leadership roles by mentoring teammates.
- Demonstrate a strong work ethic.
- Contribute to a positive team culture.
- Serve as role models, reinforcing the values and expectations of the program.

AWARDS AND RECOGNITION

Criteria for Awards

Recognition in Irvington Athletics is earned through commitment, character, and contributions to team success. Awards honor not only athletic excellence but also leadership, sportsmanship, and a dedication to the program's core values. Athletes who exemplify hard work, accountability, resilience, and humility—both in competition and as members of the school community—are considered for recognition.

Irvington Athletic Awards

Individual Irvington Athletic programs present individual and team awards at the conclusion of each season to recognize athletes who embody the program's mission. These may include:

- Athletic Letters & Pins – Acknowledging participation and dedication.
- Team MVP & Most Improved – Recognizing standout contributions.
- Bulldog Award – Celebrating athletes who best exemplify the values of Irvington Athletics through leadership, resilience, and selflessness.

Section 1 Sponsored Awards & Coaches Association Awards

In addition to school-based recognitions, athletes may be eligible for Section 1 sponsored post-season awards, such as All-League and All-Section honors. These awards are determined through a structured voting process at the conference level.

The committee annually reviews:

- The award allocation formula for Section-sponsored post-season awards.
- Section-sponsored championship awards.



- The process for award allocation and distribution.

Additionally, Coaches Association Awards recognize athletes for outstanding performance, leadership, and sportsmanship. These awards vary by sport and may include honors such as All County, All Elite, Honorable Mentions or other distinctions determined by coaching bodies within Section 1.

By honoring achievement in multiple areas, Irvington Athletics ensures that success is measured not only by performance but by the lasting impact athletes have on their teams and the broader community.

TRANSPORTATION AND TRAVEL POLICIES

The safety and well-being of our athletes are top priorities. All team travel must follow established transportation policies to ensure accountability, security, and consistency in team operations. Athletes are expected to travel to and from practices and competitions with their teams when events are held off school district grounds.

Parental Transport

While team travel is the standard, parents may request permission to transport their children to and/or from practices and competitions. In such cases:

- A [transportation request form](#) must be properly completed, signed, and submitted to the Athletic Office or coach **before** any alternative travel arrangements are permitted.
- Requests must be approved in advance to ensure compliance with school policies and to maintain accountability for all student-athletes.

Merged Programs Transportation Policy

For athletes in merged programs (teams formed by multiple districts), district-provided transportation may not be available. To allow self-transportation, families must submit a [Transportation Opt-Out Form](#) to the Athletic Office before the season. Without the completion of this form, athletes will not be allowed to participate. To ensure the safety of our athletes, student-athletes are not permitted to carpool with other student-athletes to or from practices and competitions.



HEALTH AND SAFETY POLICIES

Injury & Concussion Management

The health and safety of our athletes are paramount. Strict protocols ensure that injured athletes, especially those with concussions, are properly managed and only return to play when fully cleared. This safeguards their long-term well-being and performance.

Irvington is committed to athlete safety, with a certified athletic trainer on hand for most JV and varsity competitions. Additionally, all coaches are certified in First Aid, Concussion Management, CPR, and AED use to provide immediate care when needed.

For more details on concussion management, including return-to-play guidelines, refer to the [NYSED Concussion Management Guidelines](#).

Medical Clearance

Participation in sports requires a current physical exam dated within one year of the season's start date. This New York State regulation is in place to protect our athletes and ensure they are fit and prepared for athletic activities. Only the high school and middle school nurses, as well as our district medical director, are authorized to clear students for athletic participation. This ensures a thorough and consistent review of each athlete's health and readiness to compete.

Mental & Physical Well-being

The mental well-being of our student-athletes is just as important as their physical health. Balancing academics, athletics, and personal life can be challenging, and we encourage athletes to seek support when needed. School psychologists, counselors, coaches, and administrators are available as trusted resources to provide guidance and assistance.

Our Athletic Department is committed to fostering a welcoming and affirming environment, where every athlete feels supported, valued, and empowered to grow both on and off the field. Prioritizing mental well-being helps ensure that our athletes can perform at their best while maintaining a healthy and positive mindset.

Conditioning, Nutrition, Hydration & Rest/Recovery

Optimal performance on the field starts with proper physical conditioning. Strength, endurance, and flexibility training not only enhance athletic ability but also reduce the risk of injury. Consistent training, combined with proper hydration, nutrition, and rest, allows athletes to compete at their highest level.

Hydration is essential for peak performance, preventing fatigue and maintaining focus, while adequate rest and recovery help the body repair and strengthen. Prioritizing these areas ensures that athletes remain healthy, resilient, and ready to contribute to their team's success.



THE TEAM

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