

RIVER DELL HIGH SCHOOL



Department of Athletics

***Parent &
Student-Athlete
Handbook***

**Mike Tota
Athletic Director**

**201-599-7212
www.riverdell.org**



RIVER DELL HIGH SCHOOL

Athletic Department

MISSION STATEMENT & PHILOSOPHY

Athletics at River Dell are an outgrowth of the educational process. We take great pride in the efforts of our athletes, the leadership of our coaches and the support of our fans. Our philosophy is to involve as many students as possible in our interscholastic athletic programs. As the students become involved in the athletic program at River Dell, we will attempt to ensure that their experiences are among the most rewarding and positive that they have during their high school years.

Athletic Department Information

Athletic Office Phone: 201-599-7212

Athletic Office email: mike.tota@riverdell.org

School Phone: 201-599-7200

Location: Oradell, New Jersey

Address: 55 Pyle Street, Oradell, NJ 07649

Opened: September 1956

First graduating class: 1959

Superintendent: Dr. James Albro

Principal: Mr. Brian Pepe

Athletic Director: Mike Tota

Athletic Trainer: Angela Sterzer - 201-599-7273

Strength & Conditioning Coaches: DJ Nimphius and Nick Baranello

Athletic Secretary: Jill Dunican - 201-599-7210

Athletics Site Manager: Mike Hirsch

Nickname/Mascot: Hawks

Colors: Black & Gold

NJSIAA Section: North I, Group II & Group III

Affiliations: River Dell is a member of the NJSIAA, BCCA, BCWCA and Big North Conference, Super Football Conference, Northeast Field Hockey League, North Jersey Interscholastic Lacrosse League, Norther Jersey Interscholastic Girls Lacrosse League

Dear Parent & Student-Athlete,

Athletics at River Dell are an outgrowth of the educational process. It is a place where students with athletic skills can enhance them. This letter will outline some of our philosophies and goals of the athletic program. Hopefully, this will help you gain a better understanding of how a competitive interscholastic program is conducted and what comprises our expectations. If you have any questions, please do not hesitate to call or email me.

1. In each program, a coach and/or coaches are hired to be responsible for that program. Part of this responsibility is team selection. Criteria for selection are established by the head coach, with input from their assistants. This may be a highly subjective process. Team selection, practices, and decisions regarding game situations and playing time are the responsibility of the coaching staff.
2. The River Dell High School athletic program is highly competitive. Please understand that when your child signs up for a team, there is a very real possibility they may not be placed where you or they think they should: i.e. JV or varsity. Coaches try to do the very best they can in keeping the most talented athletes, filling positions for play, and placing the athlete on the proper team. Our coaches are under a good deal of pressure to assemble the most competitive team possible. Any one of us might select different athletes for our teams. I believe it is the coach's responsibility and right to select the team with whom they will work the entire season.
3. The "select team" or "club team" syndrome. Each coach looks for something different in their players. Participation on a "select or club team" does not guarantee any player a spot on another "select or club team" or on any high school team either. While players can gain valuable experience playing outside the school athletic program, neither parents nor students should count on this type of participation to "guarantee" a spot on a high school team.
4. Playing time is something that is earned during practice. A coach must have confidence that a player they put into a game can function at that level of competition. This means the player must have demonstrated athletic competence, an understanding of the "game plan", and the required level of conditioning necessary to perform. It is the coaches right to make these decisions. Our program structure (freshman, JV, and varsity) allows for growth of the student, and the opportunity to demonstrate that they have earned the privilege to play. Starting positions and playing time are not guaranteed to seniors or anyone else. This is also up to the coach's discretion. Each team member is valuable to the team's overall progress. Some members may play a great deal, while others may not. Each athlete should have personal improvement as one of their goals.

Being a member of a team, regardless of time spent in actual competition, a person can learn many valuable lessons. Among them are the following: citizenship, sportsmanship, appreciation of other's abilities, teamwork, responsibility, commitment, loyalty, placing team above oneself, learning to accept instruction and criticism, respect for others, winning and losing with dignity, self-control, and being responsible for one's own actions.

If you have any questions, please feel free to contact me.

Mike Tota
Athletic Director

*Adapted from an article in Interscholastic Athletic Administration, summer 2001

TRYOUT PHILOSOPHY

The high school athletic department is sensitive to the needs of the athletes during the tryout period. It is the school's desire to see that as many student athletes as possible are involved in the program during the athletic season.

Unfortunately, due to facility space, time constraints, numbers of equipment, and additional factors, limitations are placed on sizes of teams for each individual sport.

The athletic department recognizes these concerns and is striving to maximize the options available for student athletes in the athletic arena as participants or supporters of the program.

TRYOUT PROCEDURES

Choosing the members of the various athletic teams is the responsibility of the coach.

Before tryouts begin, coaches will provide team information to all candidates of the team at a pre-season meeting. Such information shall include:

Length of tryout period – minimum of 3 days.

Objectives used to select the members of the team.

Number of team members that will be selected and criteria involved in selection – positions needed etc.

Distribution of practice and competition schedule. The coach will explain the commitment necessary to join the team.

Clear notifications that tryouts are based on performance during the selection period. Tryouts are not based on summer participation or coaching camps the athletes participated in prior to selections.

Sub-varsity coaches will follow the criteria for selection that have been established for the particular sport. Head coaches will be involved in these selections to aid the coaches in the sub-varsity levels.

Parent/Coach Relationship

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide a greater benefit to children who are student/athletes. As parents, when your children become involved in our programs, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coaches.

Communications You Should Expect from Your Child's Coach

1. Philosophy of the coach.
2. Expectations and goals the coach has for your child, as well as for the team/season.
3. Location and times of all practices and contests.
4. Team requirements; special equipment, strength and conditioning programs, etc.
5. Procedure should your child be injured during participation.
6. Team rules, guidelines, and consequences for infractions.

Communication Coaches Expect from Athletes & Parents

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts in advance.

3. Specific concerns regarding the coach's philosophy and/or expectations.

As your child becomes involved in the athletic program at River Dell, they will experience some of the most rewarding moments of their high school experience. It is important that they and you understand that there also may be times when things do not go the way you or your child wish. At these times discussions with the coach are encouraged.

Appropriate Concerns to Discuss with Coaches

1. The treatment of your child.
2. Ways to help your child improve.
3. Concern about your child's attitude.
4. Academic support and college opportunities.

It is very difficult to accept your child's not playing as much or where you may hope. The coaches at River Dell are professionals. They make judgments based on what they believe to be best for all students involved and for the good of the team. At River Dell, our philosophy is to involve as many students as possible in our extra-curricular programs. We also recognize that athletics is a competitive environment in which playing time is earned by performance not only in games, but in practice. There is a distinct difference between recreation level athletics and interscholastic varsity sports. Game situations may not allow all players to participate in every game.

Issues NOT Appropriate to Discuss with Coaches

1. Playing time
2. Team strategy
3. Other student athletes

Please do not attempt to confront a coach before or after a contest or practice. Meetings of this nature usually do not promote positive resolution. Call to set up an appointment.

River Dell High School

We take great pride in the efforts of our athletes, the leadership of our coaches and the support of our fans.

Enjoy the game...

...SPORTSMANSHIP . . . begins with you!

FAN EXPECTATIONS

Cheer enthusiastically for your team. Let your cheers be positive and encouraging.

Accept the decisions of officials. They are working to ensure the game is played fairly. Shouting disagreements or booing calls are not endorsed.

Respect your opponents. Taunting, finger pointing, or yelling offensive comments at players or coaches on opposing teams will not be tolerated.

Perspective it is a game involving high school athletes attempting to do their best, always keep that in mind.

Enjoy the efforts of all the athletes.

How to establish rapport with your Athletic Child:

Here are some golden rules:

1. Make sure your child knows win or lose, scared or heroic, that you love them, appreciate their efforts and are not disappointed in them.
2. Try your best to be completely honest about your child's athletic capability, competitive attitude, sportsmanship, and actual skill level.
3. Be helpful but don't "coach" on the way to the track, diamond or court.....on the way back.....at breakfast....and so on.
4. Teach them to enjoy the thrill of competition, trying, working, improving their skills, and attitudes – taking the physical bumps and coming back for more. Don't say "winning doesn't count" because it does. Instead, help them develop the feel for competing, trying hard and having fun.
5. Try not to re-live your athletic life through your child in a way that creates pressure. Remember, you fumbled, you lost as well as won, were frightened, backed off at times, and were not always heroic. Don't pressure them because of your pride.
6. Do not compete with the coach. The young athlete often comes home and chatters on about "coach says this, coach says that". This, I realize, is often hard to take, especially for a father or mother who has had some sports experience.
7. Do not compare the skill, courage, or attitudes of your child with that of other members of the squad or team, at least not in front of them. And if your child shows a tendency to resent the treatment they get from the coach, or the approval other team members get, be careful to talk over the facts quietly and try to provide fair and honest counsel. If you play the role of the overly protective parent who is blinded to the relative merits of your youngster and their actual status as an athlete and individual, you will merely perpetuate the problem. Your youngster could become a problem athlete.
8. You should get to know the coach so that you can be assured that his or her philosophy, attitudes, ethics and knowledge are such that you are happy to expose your child to them. The coach has a tremendous potential influence.
9. Always remember that children tend to exaggerate both when praised and when criticized. Temper your reactions to the tales of woe or heroics they bring home. Do not cut your youngster down if you feel they are exaggerating – just take a look at the situation and gradually try to develop an even level.
10. Make a point of understanding courage, and the fact that it is relative. There are different kinds of courage. Some of us can climb mountains but are frightened to get into a fight. Others can fight without fear but turn to jelly if a bee approaches. Everyone is frightened in certain areas – nobody escapes fear and that is just as well since it often helps us avoid disaster. Explain to your youngster that courage does not mean an absence of fear but rather means doing something in spite of fear or discomfort.
11. Do NOT address other team's players. The other team's players are off limits. Yelling at another player is a shameful practice for an adult at a sporting event. How would you like it if someone yelled at your child?

As a parent, be involved in a positive way. Attend the games as often as you can. Cheer for all the kids on the team. If you are able, help with fundraising, team events, and especially being there when your child needs you. If you are not sure how to help, ask the coach.

There are a hundred ways to be a good parent. When the larger definition of team is working well, the experience can be wonderful for you and your athlete.

"Sit back and enjoy the ride. Many parents would love to be in your shoes."

LETTER TO PARENTS

The role of the parents in the education of a youngster is important. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school in the classroom and through co-curricular activities.

A student's involvement in the classroom and other activities contributes to the development of a value system which has been established in the home. Integrity, fairness, and respect are lifetime values taught through athletics. These are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results.

A good sports student or parent is a true leader in the community. As a parent of a student at our school, your sportsmanship goals should include:

- To realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game.
- To encourage our students to perform their best, just as you would urge them to do with their classwork.
- To participate in positive cheers that encourage your student and to discourage any cheers that would redirect that focus – including those that taunt and intimidate opponents, their fans, and officials.
- To learn and understand the rules of the game, and to respect the officials who administer.
- To respect the task our coaches face as teachers, and to support them as they strive to educate our youth.
- To respect our opponents and acknowledge their efforts.
- To develop a sense of dignity under all circumstances; and
- To be a fan ... not a fanatic!

You can have major influence on your student's attitude about academics and athletics. The leadership role you assume in sportsmanship will influence your child for years to come.

We look forward to serving you in the year ahead and appreciate your continued support.

NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION

THE RESPONSIBILITIES OF SPORTSMANSHIP

THE BOARD OF EDUCATION ...

- (1) Must develop and adopt sportsmanship policies which establish guidelines as to the expectations from participants and spectators.
- (2) Must delineate the chain of responsibility regarding sportsmanship at interscholastic contests.
- (3) Must define their expectations and clearly communicate them to administrators who are to implement policies developed to produce a wholesome athletic program.
- (4) Must hire coaches who will demonstrate positive coaching behavior and sportsmanship.
- (5) Must make the community aware of its sportsmanship responsibilities and involve the community in the inherent linkage between athletics and academics.
- (6) Must ensure that their athletic personnel are knowledgeable about NJSIAA rules and regulations and the Crowd Control booklet.
- (7) Must ensure that the behavior of coaches and players will be positive and sportsmanlike. Anything contrary would be detrimental to the school and the Board of Education.
- (8) Board members should be aware of NJSIAA Bylaws (Article X-Sections 1-3)-Penalties. "Penalties shall be assessed by the Executive Committee or the Controversies Committee for infractions of the NJSIAA Constitution, Bylaws and Rules." THE SCHOOL ... Under terms and conditions determined by the NJSIAA Executive Committee, member schools may incur:
 - (1) Probation; (2) Suspension; (3) Expulsion; (4) Forfeit of games; (5) Forfeiture of championship rights.

THE PLAYER ... A player may be suspended temporarily or permanently for violation of Association rules, game rules or rules of good sportsmanship.

THE COACH ... A coach may be censured or barred from sanctioned play, and the school employing that coach subject to probation or suspension where there is proof that the school district has not fulfilled its responsibility in controlling its athletic programs.

FINES ... Member schools and/or coaches may be assessed monetary fines in such amounts and/or on such terms as the Executive Committee shall by resolution require.

THE PRINCIPAL ...

- (1) Must develop a strategy for implementation and monitoring of the sportsmanship policies developed and adopted by the Board of Education.
- (2) Must impart leadership to the athletic staff by delineating sportsmanship requirements and expectations and communicating these concepts to students and faculty. The principal is ultimately responsible for the total sportsmanship effort.
- (3) Must be aware of the responsibility for designing procedures for adequate site supervision of all athletic contests.
- (4) Must develop hiring procedures for coaches that are designed to foster the educational values of athletics, including sportsmanship.
- (5) Must plan and conduct annual workshops which include board members, administrators, all athletic personnel, and cheerleader moderators. Such workshops shall stress athletic philosophy with emphasis on sportsmanship.
- (6) Must ensure that athletic personnel are knowledgeable about NJSIAA rules and regulations, and Crowd Control publication.
- (7) Must develop an internal process for the review of situations wherein violations of sportsmanship occur.
- (8) Must continuously assess the athletic program with staff and make status reports to the Superintendent, as necessary.

THE DIRECTOR OF ATHLETICS ...

- (1) Must be aware that he or she is the front-line leader at all athletic contests and that the behavior of coaches, players and spectators is the direct responsibility of the Director of Athletics.
- (2) Must develop a monitoring process of coaching behavior that is consistent with the principal's internal review process of sportsmanship violations.
- (3) Must develop a positive atmosphere that allows students, cheerleaders, spectators, and support groups to demonstrate the highest levels of sportsmanship.
- (4) Meets regularly with athletic personnel to discuss principles of sportsmanship, Board expectations of coaching behavior, NJSIAA rules and regulations, and review Crowd Control publication.
- (5) Through the Director of Athletics' interaction with the NJSIAA, Principals, coaches and players are cognizant of NJSIAA penalty procedures as listed in Article X; Sections 1-3, Penalties (as noted above).

THE FUNDAMENTALS OF SPORTSMANSHIP

The NJSIAA and its member schools are emphasizing the importance of GOOD SPORTSMANSHIP. The one thing that needs to be understood is that many people have not been exposed to the principles of GOOD SPORTSMANSHIP. Hopefully, the following will help everyone to understand his/her responsibilities at athletic contests.

1. Gain understanding and appreciation for the rules of the contest. To be well informed is essential. All involved must know the rules. Uninformed individuals should refrain from expressing opinions on officials, coaches, and administrative decisions. The spirit of GOOD SPORTSMANSHIP depends on conforming both to a rule's intent and to the letter of a given rule.
2. Exercise representative behavior at all times. A prerequisite to GOOD SPORTSMANSHIP requires one to understand his/her own prejudices that may become a factor in his/her behavior. The true value of interscholastic competition relies upon everyone exhibiting behavior which is representative of a sound value base. A proper perspective must be maintained if the educational values are to be realized. An individual's behavior influences others whether or not that person is aware of it.
3. Recognize and appreciate strongly skilled performance regardless of affiliation. Applause for an opponent's good performance displays generosity. It is a courtesy that should be regularly practiced. This not only represents GOOD SPORTSMANSHIP but also reflects a true awareness of the game by recognizing and acknowledging quality.
4. Exhibit respect for the officials. The officials of any contest are impartial arbitrators who are trained and who perform to the best of their ability. Players should not rationalize their own unsuccessful performances by placing responsibility on an official. The rule of GOOD SPORTSMANSHIP is to accept and abide by the decision made.
5. Always display openly respect for the opponent. Opponents are guests and should be treated cordially, provided with the best accommodations, and accorded tolerance at all times. Each person needs to be a positive representative for his/her team, school, and family. This is the Golden Rule in action.
6. Display pride in your actions at every opportunity. Each individual must never allow his/her ego to interfere with good judgement and his/her responsibility as a school representative. This value is paramount since it suggests that the person cares about him/herself and how others perceive him/her.

BIG NORTH CONFERENCE



Code of Behavior for Athletic Events

Be a Positive Role Model

Fans, coaches, and players are expected to honor and obey all rules and regulations of the NJSIAA and Big North Conference.

Enthusiastically encourage your own team.

Refrain from negative remarks and booing.

Fans, coaches, and players are expected to treat the opponent, the officials, and other fans with respect and courtesy. Their safety and comfort should never be endangered.

Accept all decisions made by the officials.

Remain in the stands while play is in progress.

Follow state regulations that prohibit noisemakers, signs, and banners.

Negative behavior will not be tolerated and may lead to ejection from the event.

*REMEMBER THAT IT IS A PRIVILEGE TO ATTEND
HIGH SCHOOL ATHLETIC CONTESTS*

RIVER DELL REGIONAL SCHOOL DISTRICT



SPORTSMANSHIP

Sportsmanship from three basic angles:

For the Coaches –

1. Make sportsmanship your priority.
2. Keep winning in perspective.
3. Fun should be a part of the game.

For the Parents –

1. Cheer for your child but stay in control.
2. Cool off before confronting a coach.
3. Get to know the coach.

For the Players –

1. Do not taunt your opponents.
2. Do not specialize in particular sports at a young age.
3. Do not whine, do not complain, do not make excuses.

RIVER DELL REGIONAL SCHOOL DISTRICT



SPORTS AT RIVER DELL HIGH SCHOOL

The following sports are offered during the indicated seasons at River Dell H.S.:

Fall: Boys Soccer, Girls Soccer, Cross Country (boys & girls), Field Hockey, Football, Girls Tennis, Girls Volleyball, Cheering

Winter: Bowling (boys & girls), Boys Basketball, Girls Basketball, Ice Hockey, Indoor Track (boys & girls), Swimming (boys & girls), Wrestling, Cheering

Spring: Baseball, Softball, Boys Tennis, Golf (boys & girls), Track (boys & girls), Boys Lacrosse, Girls Lacrosse, Girls Flag Football

30 varsity level sports total

79 total coaches

28 varsity head coaches

47 assistants

RIVER DELL REGIONAL SCHOOL DISTRICT



MIDDLE SCHOOL ATHLETICS

The following interscholastic athletic programs are offered to students at River Dell Middle School:

Fall: Boys & Girls Cross Country, Girls Volleyball

Winter: Boys Basketball, Girls Basketball

Spring: Boys & Girls Track

PHYSICALS

Student-athletes must get a physical from their private physician. Physical forms can be obtained online, in the Athletic offices, Nurse's office, as well as the main office at the middle school or high school.

NO ATHLETE MAY PRACTICE OR OTHERWISE PARTICIPATE IN ATHLETICS WITHOUT PARENT PERMISSION AND PHYSICAL CLEARANCE FROM THEIR DOCTOR.

The student-athlete must have a physical that is less than one year old prior to the start of the participating sports season. This includes participation for all sports seasons and for summer workouts in June, July, and August.

All completed forms for athletics should be returned to the Athletic office at the High School.

Sports-Related Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form

Sports-Related Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form

A concussion is a traumatic brain injury that can be caused by a blow to the head or body that disrupts the normal functioning of the brain. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells, disrupting the way the brain normally functions. Concussions can cause significant and sustained neuropsychological impairment affecting balance, reading (tracking), problem solving, planning, memory, attention, concentration, and behavior. Concussions can range from mild to severe. Having a concussion increases the risk of sustaining another concussion. Second-impact syndrome may occur when a person sustains a second concussion while still experiencing symptoms of a previous concussion. It can lead to severe impairment and even death.

Requirements addressing sports-related concussions and head injuries for student athletes and cheerleaders

- All school districts, charter, and non-public schools that participate in interscholastic sports are required to distribute this educational fact to all student athletes and cheerleaders and obtain a signed acknowledgment from each parent/guardian and student-athlete.
- Each school district, charter, and non-public school shall develop a written policy describing the prevention and treatment of sports-related concussion and other head injuries sustained by interscholastic student-athletes and cheerleaders.
- Any cheerleader or student-athlete who participates in an interscholastic sports program and is suspected of sustaining a concussion will be immediately removed from competition or practice. The student-athlete will not be allowed to return to competition or practice until they have written clearance from a physician trained in concussion treatment and have completed his/her district's graduated return-to-play protocol.

Quick Facts

- Most concussions do not involve loss of consciousness.
- You can sustain a concussion even if you do not hit your head.
- A blow elsewhere on the body can transmit an "impulsive" force to the brain and cause a concussion.
- Signs and symptoms of concussion can show up right after an injury or may not appear or be noticed until hours or days after the injury.

Signs of Concussions (Observed by Coach, Athletic Trainer, Parent/Guardian/Caregiver, Teammate, and others)

- Appears dazed or stunned
- Forgets plays or demonstrates short term memory difficulties (e.g., unsure of game, opponent)
- Exhibits difficulties with balance, coordination, concentration, and attention

- Answers questions slowly or inaccurately
- Is unable to recall events prior to or after the hit or fall

Symptoms of Concussion (Reported by Student-Athlete)

- Headache
- Nausea/vomiting
- Balance problems or dizziness
- Double vision or changes in vision - trouble reading
- Sensitivity to light/sound
- Feeling of sluggishness or foggiess - fatigue
- Difficulty with concentration, short term memory, and/or confusion

Dangerous Signs & Symptoms of a Concussion

- New onset of symptoms
- One pupil is larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting, nausea, or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out); even a brief loss of consciousness should be taken seriously.

What should a student-athlete do if they think they have a concussion?

- Do not hide it. Tell your athletic trainer, coach, school nurse, or parent/guardian.
- Report it. Do not return to competition or practice with symptoms of a concussion or head injury.
- Take time to recover. If you have a concussion, your brain needs time to heal. While your brain is healing you are much more likely to sustain a second concussion.

What can happen if a student-athlete continues to play with a concussion or returns to play too soon?

- Continuing to play with the signs and symptoms of a concussion leaves the student-athlete vulnerable to second impact syndrome.
- Second impact syndrome is when a student-athlete sustains a second concussion while still having symptoms from a previous concussion or head injury.
- Second impact syndrome can lead to severe impairment and even death in extreme cases.

Should there be any temporary academic accommodation made for student-athletes who have suffered a concussion?

- Most students will only need help through informal, academic adjustments as they recover from a concussion.
- Students may need to take rest breaks, spend fewer hours at school, be given extra time to complete assignments, as well as being offered other instructional strategies and classroom accommodations
- Contact the school nurse if symptoms persist to discuss whether additional accommodations are

necessary.

- To recover, cognitive rest is just as important as physical rest. Reading, texting, computer use and even watching movies can slow down recovery. Limit screen time during recovery.

Students who have sustained a concussion may not return to practice or competition until they receive written clearance from a physician trained in the evaluation and management of concussion and complete the graduated [Six-step return to play protocol outlined by the CDC](#):

Step 1: Back to regular activities (such as school)

Athletes or cheerleaders are back to their regular activities (such as school).

Step 2: Light aerobic activity

Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

Step 3: Moderate activity

Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (less time and/or less weight from their typical routine).

Step 4: Heavy, non-contact activity

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

Step 5: Practice & full contact

Athletes may return to practice and full contact (if appropriate for the sport) in controlled practice.

Step 6: Competition

Young athletes may return to competition.

For further information on Sports-Related Concussions and other Head Injuries, please visit:

- [CDC Heads Up](#)
- [Keeping Heads Healthy](#)

Student athlete's name (print)

Student athlete's signature

Date

Parent / Guardian name (print)

Parent / Guardian signature

Date

District Policy

2431.4 - PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

Section: Program

Date Created: January 2025

Date Edited: January 2025

M

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC’s Six-Step Return to Play Progression. The student-athlete’s written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury. School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and

Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and
Guidance for Districts on the Prevention and Treatment of
Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;
18A:40-41.5

Adopted: 13 January 2025

NJSIAA Eligibility Rules for Student-Athletes:

1. A student-athlete cannot participate in interscholastic athletics if he or she has reached the age of nineteen (19) prior to September 1st of any year.
2. To be eligible for athletic competition during the first semester (September 1 to January 31) a student must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
3. To be eligible for athletic competition during the second semester (February 1 to June 30) a student must have passed the equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester (January 31). Full year courses shall be equated as half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
4. It is recognized that student-athletes may accelerate their academic programs during their first three years of school. As a result, student-athletes may be eligible in the second semester of their SENIOR year even when they carry less than 12.5% or 15 credits during the first semester, provided they are meeting the school districts' graduation requirements and are PASSING all courses in which they are enrolled at the start of the first semester. A student cannot claim this if they have withdrawn failing (WF) from a class during the first semester. It is recommended that student-athletes entering their senior year take enough courses to meet and exceed the 15-credit requirement in the first semester. *It is further recommended that enough credits be taken to meet and exceed the 15 credits even in the event of a failure of one class during the first semester.*
5. A student-athlete cannot participate in more than eight (8) consecutive semesters. Therefore, the student-athlete may NOT have participated in high school interscholastic athletics in grade 8 or prior, or more than 4 years starting with initial enrollment in high school.

I, _____ have read **the** above **NJSIAA** eligibility
(print name)

requirements and fully understand them as they relate to my schedule making decisions and eligibility as a student-athlete for interscholastic athletic competition at River Dell High School.

Signature

COLLEGE ATHLETIC PLANNING

Scholarships – Athletic scholarships from various colleges and universities are offered to student-athletes whose talents and future athletic potentiality to the college program are judged solely by the coaching staff of the college that is offering such assistance.

The local high school coaching staff can assist by providing requested information and personal recommendations based upon their personal knowledge of the athlete. High school coaches do not “GET” scholarships for their athletes. The athlete must satisfy criteria established for such grants by the persuasion and past relationships with the colleges and/or its coaches; however, it must be clearly understood, the philosophical intent of the high school athletic program is NOT to guarantee college athletic scholarships to its participants. There are too many variables that cannot be controlled by the high school coach. Of course, we are very happy for any student who receives financial assistance to attend college, and as in all cases, we will make every effort to assist students in receiving such financial aid.

All student-athletes who intend to go to college, whether through an athletic scholarship or not, are reminded again to review the section on college admissions. You are especially reminded that a strong college preparatory academic background is the most beneficial condition for acceptance to an institution of higher learning. In most instances, gifted athletic talent and outstanding athletic accomplishment is not sufficient for acceptance to reputable colleges if the academic background is poor and/or does not indicate predictability of successful academic matriculation.

At times students are placed under great pressure to succeed as athletes for the sole purpose of receiving a very rare college athletic scholarship. They often fail to realize this goal, and at the same time, miss out on fully achieving the many positive outcomes of the interscholastic athletic program. We encourage the student-athletes pursuit of participation, achievement, and excellence, and if a scholarship results, all the better.

A Guide for College-Bound Student Athletes and their Parents NCAA Eligibility Regulations

Many colleges athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions: Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent application of the NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

Important References:

www.ncaa.org

www.ncaaclearinghouse.net

DIVISION I ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division I school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

ACADEMIC REDSHIRT

All Division I academic redshirts may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division I school, but may NOT compete.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

INTERNATIONAL STUDENTS

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

For information on Division II, view the [Division II academic requirements flyer](#).



TEST SCORES

If a student-athlete plans to attend an NCAA Division I college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division I full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

An SAT combined score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a list of [NCAA-approved core courses](#). No core-course list means courses taken from that high school will not count toward NCAA eligibility.

ONLINE COURSES/ NONTRADITIONAL

Nontraditional courses are classes taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's list of [NCAA-approved core courses](#).

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the [NCAA Eligibility Center](#) during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

Want more information? Visit
ncaa.org/playcollegesports.

Follow us: [Twitter @ncaaec](#) [Instagram @playcollegesports](#) [Facebook @ncaaec](#)

DIVISION I FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

*Full sliding scale research between the new SAT and ACT is ongoing.

ACADEMIC REDSHIRT



DIVISION II ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH

3 years

MATH (Algebra I or higher)

2 years

NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)

2 years

ADDITIONAL (English, math or natural/physical science)

3 years

SOCIAL SCIENCE

2 years

ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)

4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division II school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale.
- Submit proof of graduation to the Eligibility Center.

PARTIAL QUALIFIER

College-bound student-athletes that do not meet Division II full qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

INTERNATIONAL STUDENTS

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

For information on Division I, view the [Division I academic requirements flyer](#).



TEST SCORES

If a student-athlete plans to attend an NCAA Division II college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division II full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a [list of NCAA-approved core courses](#). No core-course list means courses taken from that high school will not count toward NCAA eligibility.

DIVISION II FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52

Core GPA	SAT*	ACT Sum*
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

*Full sliding scale research between the SAT and ACT is ongoing.

Nontraditional courses are classes taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's [list of NCAA-approved core courses](#).

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the [NCAA Eligibility Center](#) during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

For more information on Division II, visit ncaa.org/D2.

Want more information? Visit
ncaa.org/playcollegesports.

Follow us: [@ncaaec](#) [@playcollegesports](#) [@ncaaec](#)

NCAA Division II
MAKE IT YOURS



Stop the Haze Craze

How can parents get on board to help stop hazing?

Start with four steps: Initiate, educate, investigate, and motivate.

- **Initiate** discussions with your kids about hazing. Be open and honest and ask them to be the same. You can start talking with kids as young as eight or nine and incorporate the topic into discussions about bullying and peer pressure.
- **Educate** yourself and your children about the problem. Include other parents in the process. If your kids know you and other parents won't tolerate it, they'll be less likely to participate in rituals.
- **Investigate** your child's district, school, athletic department, and clubs. Ask questions and determine if there's a zero-tolerance policy about initiation and hazing practices.
- **Motivate** your son or daughter to be a productive leader who is clear about what is acceptable behavior and what is not. Reward kids for taking part in positive activities, such as welcoming new students, sharing chore responsibilities with rookies, or speaking out against initiation rituals.

River Dell High School's ANTI-HAZING POLICY

"River Dell High School requires the mutual respect of all students, staff and visitors. To this end, the River Dell High School Athletic Department has a strict policy against harassment, hazing or other team initiations that include coercive interactions among students that make other students uncomfortable, feel degraded, humiliated, abused, or endangered. This does not include activities such as rookies carrying equipment. Hazing of any kind will not be tolerated on or off campus and will be dealt with severely if it does take place. Hazing is a disorderly person's offense under New Jersey criminal law. (NJSA 2C:40-3)."

ATHLETIC INSURANCE

The Board of Education no longer offers secondary loss insurance coverage.

Questions regarding coverage, etc. should be directed to the Board of Education Office.

Frequently Asked Questions

Where can I find physical forms and what do I need to know about those forms?

Physical forms can be downloaded on this site by going to Our District section of the website. Click on Athletics, then Parents of Athletes, then Athletics Pre-Participation/Medical forms in the left margin. <https://www.riverdell.org/o/rdhs/page/athletics-pre-participationmedical-forms> Please return the PPE Medical Eligibility Form to the Athletic office. To be current and valid and approved by the school doctor, physicals must be less than one year old.

How can I pay my son/daughter's activity fee and submit other required forms?

- On the district homepage, go to Student and Family, Family Resources, then click on Community Pass. The Community Pass feature will allow you to pay your child's activity fee electronically by credit card, as well as submit other required forms by electronic submission. These forms include, but are not limited to: **NJSIAA Concussion Acknowledgement, Sudden Cardiac Death Brochure, NJSIAA Steroid Testing Consent, River Dell Drug Testing Consent Form, Opioid Use and Misuse Fact sheet, Sports Related Eye Injury Fact Sheet, Spectator Code of Conduct.**

What time, where, against who is the game today?

All information regarding games for all sports and all levels can be found on this site. Go to Our District, then Athletics, then Athletics Home, click on Athletics Schedules. All schedules for all sports and levels can also be accessed by going to <https://68932.digitalsports.com/pages/schedule/schedule.php>