DIOCESE OF CLEVELAND CYO

Cheer
2019-2020
Coaches Meeting
DIOCESE OF CLEVELAND CYO
GRADE SCHOOL COACHES MEETING

1. Welcome & Introductions
2. Program Planner
3. Multiple Rosters
4. Blackouts/Reschedules
5. Guest Player
6. Inclement Weather
7. Coaches Development Program/Credentials
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16. Grade Specific Points of Emphasis
17. Gratitude & Prayer
18. Attendance Cards
19. Question Card

CYO inspires young people to know God, to love God, and to serve God through athletics.
October 28  Coaches Meeting at Mayfield High School, 6:00pm
6116 Wilson Mills Rd., Mayfield Heights, 44143

29  Coaches Meeting at Our Lady of the Elms High School, 6:00pm
1375 W Exchange St. Akron, 44313

30  Coaches Meeting at Magnificat High School, 6:00pm
20770 Hilliard Blvd., Rocky River, 44116
Grade school winter sports early registration ends

November 1  Grade school winter sports season regular registration ends

3  Grade school winter sports late registration ends

4  Grade school team fees and Fee Summary Forms due
Last day to enter grade school teams’ blackouts

9  Coaches Development Program at St. Basil the Great, 9:00am
8700 Brecksville Rd. Brecksville, 44141

21  Coaches Development Program at St. Raphael, 6:00pm
525 Dover Center Rd., Bay Village, 44140

27  Grade school winter sports schedules available on CYO website

December 3  Coaches Development Program at St. Sebastian, 6:00pm
476 Mull Ave. Akron, 44320

6  Deadline to register grade school athletes and coaches to online SportsPilot rosters

7  Regular Season grade school competitions begin

20  Last day to add grade school athletes to rosters to meet minimum number

23-Jan. 3  Christmas Break – No regular season games

January 11-12  Parents’ Day at the games

19  Team Mass Sunday

March 1  Winter Season Ends

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MULTIPLE ROSTERS

- A player in grades 3-8 may participate in other non-CYO leagues like recreation and community leagues.
- A player in grades 7-8 may NOT participate on other rosters governed by the OHSAA. For example, they may not play on their public school team as well as on a CYO team. This if for purposes of eligibility.

BLACKOUTS/RESCHEDULES

Blackouts for grade school teams are due on November 4th and for high school teams on November 11th. Remind your Member Athletic Director to input all blackouts before this deadline. Blackouts will not be accepted after the deadline. Submitted requests must identify the date, time, and reason a team cannot compete. Submitted requests must reflect the minimum and maximum amount of “blacked out” time needed, and a detailed reason for the request. Team conflict dates with a description submitted at the time of entry will be considered in the following rank order priority:

A. Religious events for athletes – Sacraments, Rehearsals, Retreats, etc.
B. School academic events for athletes – Science Fair, Music/Writing Competitions, etc.
C. School other events for athletes – Plays, Socials, Field Trips
D. Coach related conflicts – Specific family events, etc.

Blackout dates without a description will not be honored.

Once schedules are published, reschedules will be very limited. Make sure to remind your Member Athletic Director to look at the parish/school calendar before the blackout deadline.

GUEST PLAYER

If a team has fewer than 6 athletes at a game, a guest player may be moved from the member’s other CYO cheer squad teams to fill the positions at the start of a game under the following restrictions:

1. The athlete meets the age/grade restrictions of the team he/she will assist.
2. The guest player is reported by means of the button on the Coaches Information page of https://ccdocle.org/cyo before the game in which he/she will be used. It is recommended that this by done by the Member Athletic Director and according to Bylaw 5-3-2-C-6 are reported on or before the day of the game.
3. The same individual may be invited as a guest player for no more than two (2) games during the season with any team. Once an individual is a guest player twice, they may not be invited by any other team for the remainder of the season by any other team for the remainder of the season.
4. Uniform Requirements
   a. Guest players must wear the uniform of the team that they are playing on, not their rostered team uniform.
5. Guest players cannot be used for sanctioned events or CYO championship competitions.

INCLEMENT WEATHER

A. Inclement weather may deter games from being played as scheduled. The safety of our players, coaches and their families are our primary concern when games are canceled due to inclement weather.
B. Announcements related to the status of competitions will be posted on the main page of the schedule website, telephone announcement lines, Twitter, Instagram (@CYOSportsDOC) and media as needed.
C. Contests that are suspended because of inclement weather and cannot be resumed within a reasonable time at the same site will be canceled and not rescheduled, unless deemed necessary by the CYO Administration.
COACHES DEVELOPMENT PROGRAM/ CREDENTIALS
All CYO Coaches must be CYO certified through the Coaches Development Program. CYO Credentials must be worn around the neck and visible at all times. Coaches who have given their credentials to another coach, even for one game, will have their coaching privileges revoked for one year. If you have not taken a Coaches Development Program, register for one of the following through the website: ccdcle.org/cyo

- Saturday, November 9th, 9:00am @ St. Basil the Great
- Thursday, November 21st, 6:00pm @ St. Raphael
- Tuesday, December 3rd, 6:00pm @ St. Sebastian

UNIFORMS AND JEWELRY
All athletes are required to wear member issued uniforms. When standing at attention, the uniform must cover the midriff. Uniforms must have the CYO Emblem either sewn or stenciled on it. Chains, earrings, other jewelry, loose glitter, face paint or other inappropriate items may not be worn during the game.

CODE OF CONDUCT
10-1-4: Parents and Spectators are to be Christian role models for the athletes and other spectators. They are to conduct themselves in a Christian manner and remain in the spectator area at all sporting events. They must abide by the decisions made by site directors, officials, and coaches. They are not to make derogatory comments or act in an abusive manner toward athletes, coaches, officials, administrators or fans.

10-1-5-B: Athletes, coaches, parents, or fans who are removed from an athletic event are automatically barred from attending the next scheduled competition for that team. The individual must meet with the member administrator about the incident and obtain a signed letter from the member administrator requesting CYO diocesan administration to permit the individual to attend future competitions.

10-1-5-F: Actions by athletes, coaches, parents, or fans that are in conflict with the standards of the Diocese of Cleveland CYO may be assessed consequences as outlined in Bylaw 11, even when the persons involved were not ejected or addressed at the time of the event.

SPECTATOR MANAGEMENT
Coaches are responsible for the supervision of their team and spectators before, during and after the game. The coach may be called upon during a game to speak to their unruly spectators.

BASKETBALL GAME PERFORMANCES
A. The performance location shall be located at the end of the basketball court of their team’s bench.
   1. A cheer squad is not to be positioned inside the lane markings under the basket or by the bench of the opposing team.
   2. If time allows, prior to the game, each squad may perform one (1) short cheer on the floor.
   3. At half time each squad may perform two (2) cheers or dance routines of no longer than 2 minutes total per squad, time permitting.
   4. Short cheers may be allowed on the floor during timeouts.
      a. Squads should alternate time-out performances.
      b. Squads must leave the floor at the referee’s whistle and are not to be with-in the court boundaries while the game is in play.
      c. A sites may limit/restrict performances/size due to space and safety concerns.
FAQ’s ABOUT SANCTIONED EVENTS

Sanctioned Events (SE) are tournaments or competitions hosted by CYO members to provide additional opportunities for competition and to raise funds for their programs. Refer to the “Sanctioned Events” tab on the CYO website: ccdocle.org/cyo/

1. When can I register for a sanctioned event?
   Whenever the event is listed on the CYO website.

2. Are there A-B-C levels for 7th & 8th grade teams for Sanctioned Event Tournaments?
   No, Sanctioned Events for 7th and 8th gr. teams are to be structured according to ‘competitive balance. Consult your Athletic Director for more information. Bylaw 6-3-2A, 6-4-2.

3. Is it okay to register a team for a tournament under the assistant coach’s name, since the head coach will not be at most of the games?
   No, to register for a tournament, the official CYO Sports Pilot roster needs to be provided, which lists the head coach’s name. However, an assistant coach can certainly be in charge at the games.

4. May I write a personal check for a Sanctioned Event entry?
   No – team entry fees must be paid with an official check from the member’s account.

5. The Sanctioned Event Director asked me to provide an official CYO roster. Can I use an excel spreadsheet that lists all the athletes from my team?
   No - only the official CYO Sports Pilot Team Eligibility Roster that your Athletic Director registered with CYO can be submitted. Your AD is to provide each coach with a copy of their roster at the start of the season.

6. We have (3) 6th gr. CYO teams. Can we combine players from the teams to enter a Sanctioned Event?
   No – each athlete can only play for the CYO team for which he/she is officially rostered.

7. How many Guest Players may I use during Sanctioned Event Tournaments?
   ZERO! The Guest Player Ruler cannot be used in sanctioned events. Bylaw 5-3-2C7

8. Can we enter a community-sponsored event if we use our nickname rather than the parish name?
   No – CYO teams are only eligible to participate in CYO sanctioned events. Bylaw 4-3-1F

9. In how many sanctioned tournaments can my team play?

10. If an athlete or coach is ejected from a sanctioned event, do they sit out the next scheduled CYO game or the next SE game?
    The athlete(s) or coach must sit out the next scheduled game whether it is a SE game or a CYO game. Bylaw 10-1-5B

11. We are scheduled for an 8:15 pm game. I thought we couldn’t play after 8 pm. What should I do?
    Contact the Event Director and your AD Director immediately. Inform mhuber@ccdocle.org as well. Please refer to Bylaw 4-4-1 and sports specific rules for clarification/exception.

12. Due to bad weather, our SE games got postponed. Can a SE be extended after the CYO season closes?
    No, events need to be concluded by the published CYO end of the season date for that sport.
APPLICABLE NFHS SPRIT RULE CHANGES

3-1-8: ART. 8 . . . Supports, braces, soft casts, etc., that are unaltered from the manufacturer's original design/production do not require any additional padding. Supports/braces that have been altered from the manufacturer's original design/production must be padded with a closed-cell, slow-recovery foam padding no less than one-half-inch thick if the participant is involved in partner stunts, pyramids or tosses. A participant wearing a plaster cast or a walking boot must not be involved in partner stunts, pyramids, or tosses, jumps, or tumbling.

Rationale: Aligns with requirements for proper footwear.

CYO POINTS OF EMPHASIS

ATHLETE ELIGIBILITY

A. 8th Grade Teams
   1. Athletes that are 8 & 9 years old and in grades 4 & 5 are permitted on an 8th Grade Team

B. 6th Grade Teams
   1. Athletes that are 7 & 8 years old and in grade 3 are permitted on a 6th Grade Team.

CHEER COMPETITION

A. All 6th and 8th grade teams are eligible to participate.
   1. Athletes must be on roster for the regular season; i.e. you cannot move an athlete from the 4th grade roster to compete in the 6th grade Competition.
   2. Coaches must inform CYO if they will be participating in the competition.
      a. There will also be an entry form for both team competition and jumps competition.
   3. The CYO Administration will develop the warm-up and competition schedule and at the latest release it to the coaches the week of the competition.

2020 WINTER CHEER COMPETITION TO BE ANNOUNCED!
How to be a Motivational Coach: Satisfy the 3 basic needs:

Satisfaction of all three basic needs facilitates self-driven motivation. The more a coach can establish an environment that will support all three needs, the more motivated his athletes become. Here are 15 concrete ways you can be a motivational coach by improving the needs satisfaction of your athletes:

**Autonomy:**
1. The language you use can make a big difference in an athlete’s perception of choice and control in the environment. So rather than telling your team they should or have to do extra cardio training, explain why the extra cardio will make a difference in their performance. Encourage them to come up with a plan for the type of training they want to do and how often.
2. Offer choice whenever you can. Present a few options that are all ok with you, and then let them chose. Things like what kind of warm-up to do that day, what team t-shirt to wear when you travel, or even bigger things like what process goal they set for the year.
3. Allow athletes to have a say, especially in how practices are structured. When you are in the midst of intense nationals practices and you can tell they are feeling run down and tired make sure their opinions are heard. Even just, “would you rather start with pom today or hip-hop?” You may have a long day ahead of you where you have to work on both routines, but the choice of which one to start will go a long way.
4. Allow athletes to be a part of the goal-setting process. They will have much stronger investment and long-term continuous effort when they were a part of setting up the goals for the season. In fact, not including them is one of my big goal setting mistakes.
5. Consistently ask for feedback. When a coach stops to ask his or her athletes how they are doing, and genuinely hear the answer, the athlete will have an increased sense of control. While one-on-one is ideal, realistically it takes too much time. So as a whole group or with a small subset, check in every once in a while and ask how they perceive things are going. “What did you like or dislike about that new strength and conditioning practice?” “How do you feel about how we have spent our time this week?”
6. Provide opportunities for athletes to serve as leaders and display responsibility. (And I don’t mean just your formal captains.) Informal leaders are a powerful aspect of your team, so don’t forget to include as many people as possible in small leadership roles. Set up a cleaning workshop where they work in groups of 3 and one girl is assigned as the ‘captain’ of that group. You can rotate leaders on different days, instilling a sense of control over their own actions and improving motivation.
7. Overall, highlight the importance of effort, not outcome. Highlight effort during practice and when giving feedback about progress. It is much more powerful to tell an athlete, “I’m proud of the work you put in today,” rather than, “You are such a natural.” They are both praise and a compliment, but only the first one will help instill a sense of autonomy. An athlete has control over their effort, not over their innate talent.

**Competence:**
1. Set goals that optimally challenge your athletes. They should be realistic and achievable goals, both individual and as a team. Then make sure there is systematic effort based feedback as athletes work towards those goals.
2. Ensure your skill-building drills are meaningful and the athletes understand the purpose. If you introduce a new drill for improving jumps, make sure the athletes know that’s what the drill is for. That way, when they are exhausted and frustrated with the repetitiveness of the day, they are more likely to push through and encourage each other because they understand the importance and desired outcome of the drill.
3. Encourage athletes to try new things and support their creativity. Allow them to play around during practice every once and a while and try new skills, or experiment with their own choreography.
4. Along with asking for feedback as discussed above, provide feedback to your athletes in an appropriate timely fashion. Make sure you focus on positive reinforcement and progress, not just the outcome.

5. Make sure your athletes know it’s ok to make mistakes. It’s a tradition for many dancers to clap when a fellow dancer falls. This helps the dancer understand when you are in practice trying to improve your skills, sometimes you fall (literally and figuratively). But if she knows it’s ok to make that mistake, she will stay motivated to keep trying until she is able to master the new skill.

**Relatedness:**
1. Simply providing opportunities for your athletes to hang out, get to know each other, and socialize outside of practice. Encourage interacting with different teammates during practice as well as outside. Sit with someone else during team dinner. Choose a partner from another class to do the conditioning drills with you. The more you can work team bonding and social connections into the team, the better.

2. A relationship between an athlete and coach should be based on trust, care, and respect. Doing things like involving athletes in decision making not only improves their sense of control and increases autonomy, it also helps them feel respected. Like their voice matters. Use inclusive language like, “Let’s all put in our best and focus on cleaning this section without interruption for the next 30 minutes.” That statement includes you, and you are communicating you are one of them and respect their time and effort as they should respect yours.

3. Acknowledge their thoughts and feelings by actively listening to your athletes. Ask them questions and truly listen to their answers.

**Why needs satisfaction matters to a motivational coach**
So the bottom line is this: the more you can support these 3 basic needs, the higher your athlete’s self-driven motivation. The trickle-down effect from there is incredible, because the more an athlete is intrinsically motivated, the more …

- Effort
- Persistence through difficult times
- Positive attitudes and happiness
- Resilience, or ability to bounce back, when they experience failure

**Be careful: It’s about what the athlete thinks!**
A very important aspect of this theory is that the athlete’s perception of need satisfaction is more important than the coach’s actual behaviors. So when you think you are complimenting an athlete and praising her efforts, that might not be how she takes it.

For example, if you say, “Great job, I’m proud of you,” that sounds like a great compliment, and for many athletes it is. It’s providing information about their effort and telling them you recognize how hard they are working and believe in them. Essentially feeding their need for competence.

However, another athlete could take the same statement and feel like it’s controlling. While she may be excited her coach is proud, she is now worried about letting her down in the future. So how to do you make sure your athletes take it in the positive way it’s intended? It’s all about the autonomy-supportive MOTIVATIONAL CLIMATE.
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