



# **COMPETITIVE CHEERLEADING HANDBOOK**

**2025-2026**

Sport Coordinator: Jennifer Keane, Wantagh High School  
HS Representative: John Franchi, Bethpage High School

Cheerleading Committee

Laurie Kolodny, Freeport High School  
Rosemarie Abrignani – Plainedge High School  
Cristen Ronzo – Division High School  
Kayla Bettineschi, Massapequa High School  
Ashleigh Longo – Syosset MS  
Samantha Chaback, Oceanside High School  
Jessica Thompson, Great Neck South High School  
Katie Savage – Wantagh High School  
Caitlin Beatrice - Farmingdale High School  
Victoria Deane – Carey High School  
Katellynn Romano - Cold Spring Harbor

The National Federation High School Spirit Rule Book will be followed.

Section VIII has 5 Divisions –

Class A - 1025 and up  
Class B - 555 to 1024  
Class C - 250 to 554  
Class D - 249 and below  
Co-Ed - One Class  
Middle School Division

For Competitive Cheer, there has also been a minimum established of 3 stunt groups (12 athletes) and a maximum of 24 athletes for Class A and Class B and a minimum established of 2 stunt groups (8 athletes) and a maximum of 20 athletes for Class C and Class D, for Co-Ed 2 stunt groups (8 athletes) and a maximum of 24 athletes. All Varsity and JV teams will compete in their designated classification. All middle school teams will compete in one classification.

The number of practices required prior to the first competition is 6.

The maximum number of competitions allowed is 11. All Varsity teams must select a minimum of six (6) competitions, all JV teams must select a minimum of six (6) competitions and all middle school teams will select four (4) competitions.

Competition Standards – Duration of competition is 2 minutes and 30 seconds and will be required to include cheer and dance. Section VIII will be utilizing the NYSPHSAA score sheets for the 25-26 season. *Only coaches and athletes on the roster are allowed to sit in front of the mat.*

Post Season Representation – In order to qualify for post-season, your team must have competed in SIX competitions within New York State under the NYSPHSAA rules and regulations. An individual competitor must be eligible for a minimum of three competitions as per the NYSPHSAA representation rule. (UCA does not count towards the required # of competitions for representation).

Qualifying for the Section VIII Cheerleading Championships will be based on scores achieved during the competition season using NYSPHSAA score sheets. The TOP 50% of the schools in each division based on an average of the best six (6) scores will compete in the Nassau County Championships. If your team DOES NOT show up for a scheduled competition, they will receive a zero. This score will be one of the (6) scores that is average into your playoff eligibility.

Declaring Divisions Please note, you have until November 26, 2025, to change to/from the Co-Ed division. If you are in the Co-Ed division and no longer have a male your scores will not count; however, you will be allowed to "exhibition" for that day.

\*Qualifying for the NYSPHSAA Cheerleading Championships – The winner of each division at the Nassau County Championship will go onto the State Cheerleading Championship.

All schools MUST adhere to Copyright Rules. NYSPHSAA has developed guidelines to assist member schools with compliance with the copyright regulations that arise with the use of music for cheer routines and performances. The copyright law is designed to protect artists, promote creativity and to ensure that artists are compensated for their work. Pursuant to the copyright law proper licenses must be obtained to make additional copies of music and to remix recordings.

Hosting a Competition - Applicants must be willing to take on all responsibilities associated with hosting a cheerleading competition. There **MUST** be a pre-determined Site Director. The host site is responsible for having a 9-panel performance mat as well as an additional mats area for warm-ups as well as securing a DJ or allowing teams to utilize your sound system. All competitions in Section VIII are required to use the NYSPHSAA score sheets. All rules and regulations set forth by the Section as well as the NYSPHSAA must be followed.

Resources - Please utilize the following website as a resource for Competitive Cheerleading <https://nysphsaa.org/sports/cheer>

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***DIVISIONS***

<b>School</b>	<b>Level</b>	<b>Division</b>
East Meadow High School	Junior Varsity	Class A - 1025 and up
Massapequa High School	Junior Varsity	Class A - 1025 and up
Syosset High School	Junior Varsity	Class A - 1025 and up
Farmingdale High School	Junior Varsity	Class A - 1025 and up
Plainview Old Bethpage	Junior Varsity	Class A - 1025 and up
Freeport high school	Junior Varsity	Class A - 1025 and up
Oceanside High School	Junior Varsity	Class A - 1025 and up
Carey High School	Junior Varsity	Class B - 555 to 1024
Division Avenue High School	Junior Varsity	Class B - 555 to 1024
Wantagh	Junior Varsity	Class B - 555 to 1024
Plainedge High School	Junior Varsity	Class B - 555 to 1024
Calhoun	Junior Varsity	Class B - 555 to 1024
Mepham	Junior Varsity	Class B - 555 to 1024
New Hyde Park	Junior Varsity	Class B - 555 to 1024
MacArthur High School	Junior Varsity	Class B - 555 to 1024
Garden City	Junior Varsity	Class B - 555 to 1024
Lynbrook High School	Junior Varsity	Class B - 555 to 1024
Bellmore JFK	Junior Varsity	Class B - 555 to 1024
Cold Spring Harbor	Junior Varsity	Class C - 250 to 554
Seaford	Junior Varsity	Class C - 250 to 554
Clarke HS	Junior Varsity	Coed (At least one male on the mat)
Howitt Middle School (Farmingdale)	Middle School	Class A - 1025 and up
Berner Middle School (Massapequa)	Middle School	Class A - 1025 and up
Plainview Old Bethpage	Middle School	Class A - 1025 and up
Woodland Middle School	Middle School	Class A - 1025 and up
Oceanside Middle School	Middle School	Class A - 1025 and up
Syosset Middle School	Middle School	Class A - 1025 and up
Freeport J.W. Dodd Middle School	Middle School	Class A - 1025 and up
Plainedge Middle School	Middle School	Class B - 555 to 1024
Woodmere Middle School	Middle School	Class B - 555 to 1024
Wantagh	Middle School	Class B - 555 to 1024
Grand Ave Middle School	Middle School	Class B - 555 to 1024
Wisdom Lane Middle School	Middle School	Class B - 555 to 1024
Merrick Avenue Middle School	Middle School	Class B - 555 to 1024
Salk Middle School	Middle School	Class B - 555 to 1024
Roosevelt	Middle School	Class B - 555 to 1024
Clarke Middle School	Middle School	Class B - 555 to 1024

John F. Kennedy - Bethpage	Middle School	Class B - 555 to 1024
Lynbrook Middle School	Middle School	Class B - 555 to 1024
Glen Cove Middle School	Middle School	Class B - 555 to 1024
Island Trees Memorial Middle School	Middle School	Class C - 250 to 554
Cold spring harbor	Middle School	Class C - 250 to 554
Seaford Middle School	Middle School	Class C - 250 to 554
Locust Valley Middle School	Middle School	Class C - 250 to 554
East Meadow HS	Varsity	Class A - 1025 and up
Massapequa	Varsity	Class A - 1025 and up
Syosset	Varsity	Class A - 1025 and up
Farmingdale High School	Varsity	Class A - 1025 and up
Plainview Old Bethpage	Varsity	Class A - 1025 and up
Baldwin	Varsity	Class A - 1025 and up
Oceanside	Varsity	Class A - 1025 and up
Herricks	Varsity	Class A - 1025 and up
Port Washington	Varsity	Class A - 1025 and up
Division Avenue High School	Varsity	Class B - 555 to 1024
Lynbrook High School	Varsity	Class B - 555 to 1024
North Shore High School	Varsity	Class B - 555 to 1024
Plainedge High School	Varsity	Class B - 555 to 1024
Wantagh	Varsity	Class B - 555 to 1024
Hewlett High School	Varsity	Class B - 555 to 1024
Mepham	Varsity	Class B - 555 to 1024
MacArthur	Varsity	Class B - 555 to 1024
H. Frank Carey High School	Varsity	Class B - 555 to 1024
Kennedy	Varsity	Class B - 555 to 1024
Calhoun	Varsity	Class B - 555 to 1024
New Hyde Park Memorial HS	Varsity	Class B - 555 to 1024
Garden City	Varsity	Class B - 555 to 1024
Clarke	Varsity	Class B - 555 to 1024
Great Neck North	Varsity	Class B - 555 to 1024
Long Beach	Varsity	Class B - 555 to 1024
West Hempstead	Varsity	Class C - 250 to 554
Cold Spring Harbor Jr. Sr. High School	Varsity	Class C - 250 to 554
Malverne high school	Varsity	Class C - 250 to 554
Seaford High School	Varsity	Class C - 250 to 554
East Rockaway High School	Varsity	Class C - 250 to 554
Oyster Bay High School	Varsity	Class C - 250 to 554
Island Trees High School	Varsity	Class C - 250 to 554

North Shore High School	Varsity	Class C - 250 to 554
Valley Stream North	Varsity	Coed (At least one male on the mat)
Freeport HS	Varsity	Coed (At least one male on the mat)
Roosevelt High School	Varsity	Coed (At least one male on the mat)
Carle Place High school	Varsity	Coed (At least one male on the mat)
Glen Cove	Varsity	Coed (At least one male on the mat)

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***GUIDELINES AND POLICIES***



**NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION**  
**GUIDELINES AND RECOMMENDATIONS FOR CODES OF BEHAVIOR FOR COACHES, PARTICIPANTS,**  
**SPECTATORS AND ADMINISTRATORS IN INTERSCHOLASTIC COMPETITION**

**I. INTRODUCTION**

It is the duty of all those concerned with high school athletics to emphasize the proper ideals of sportsmanship, ethical conduct, and fair play under all circumstances. The values to be derived from playing the game fairly should be stressed and any actions which tend to destroy those values should be discouraged. Courtesy should be shown toward opponents, officials, supervisors, spectators, and administrators. Efforts must be made to achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility and to respect the integrity and the judgment of the sports officials. It is important for all to recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players. Most of all it is the duty of all concerned with high school athletics to remember that an athletic contest is only a game and should be kept in that perspective.

**II. THE COACH is expected to:**

1. Set a positive example both on and off the playing area.
2. Be aware that you are representing a school district, a school, and a student body. Impressions made are lasting and hard to live down.
3. Recognize that athletic competition is a means toward an end, not an end. Specifically, athletics should lead to the development of healthy, well-adjusted young men and women.
4. Approach competition as a healthy and constructive exercise, not as a life and death struggle that requires victory at any price. It should be fun and enjoyable.
5. Recognize that the participants in individuals or team sports are young men and women with human frailties and limitations who can make mistakes.
6. Be prepared to win or lose. Be positive. Encourage peak performance within the rules of the game.
7. Command respect by personal attitude and behavior.
8. Be well-groomed. Wear appropriate attire, be it casual or otherwise.
9. Refrain from the use of crude or abusive language with players, opponents, officials, or spectators.
10. Respect the judgment of the officials. Although it is reasonable for the coach to question officials' decisions, and even to disagree, the officials' decisions must be accepted graciously. Questionable decisions may be referred to the Section VIII Protest Committee.
11. Dissatisfaction with officiating can be handled quietly and efficiently using the rating cards supplied by BOCES.
12. Avoid behavior that will incite players, opponents, or spectators.
13. Instruct players to respect officials. Questions concerning rules or interpretations should be made by the team captain as the team representative during the contest.
14. Encourage good sportsmanship and remove players from competition who demonstrate unacceptable behavior.
15. The athletic program is a total part of the educational opportunities provided for all students. It should be treated as just that.
16. Refrain from shouting disapproval of calls made by officials.

**III. THE ATHLETE is expected to:**

1. Understand and abide by the rules and regulations of the game and respect the integrity and judgment of the officials.
2. Always conduct themselves as ladies and gentlemen.
3. Always demonstrate self-control and mutual respect. Uncontrolled emotion can be self-defeating.
4. Should not use crude or abusive language or gestures in dealing with opponents, officials, or spectators.
5. Accept victory with grace and defeat with dignity. Poor winners or losers do a disservice to themselves.
6. Set an example in word and deed, both on and off the playing area. Remember that athletes assume a role of leadership and that the young emulate their role models.
7. As a representative of the school, be well-groomed, both on and off the field. Improper behavior while in uniform reflects badly upon yourself, your school, and your community.
8. Observe training regulations and requirements of physical fitness for better personal performance and greater contribution to the team effort.
9. Place athletic competition in its perspective. It represents only one part of the learning process and should not be pursued to the exclusion of everything else.
10. Remember that participation in athletics is a privilege that should not be abused.
11. Refrain from shouting disapproval of calls made by officials.

**IV. THE SPECTATORS** are expected to:

1. Refrain from using noisemakers. The use of noisemakers is prohibited at all events.
2. Conform to accepted standards of good sportsmanship and behavior.
3. Respect officials, coaches and players and extend all courtesies to them.
4. Refrain from the use of crude or abusive language or gestures with players, opponents, officials, and spectators.
5. Obey the regulations of the building and grounds and those who do not conform should be brought to the attention of the building authorities.
6. Understand that schools are responsible for the conduct of their respective spectators, whether at home or away.

**V. THE ADMINISTRATORS**

1. The Athletic Director may delegate certain responsibilities and authority to the Site Supervisor, but ultimate responsibility rests with the Athletic Director, Principal, Superintendent and Board of Education.
2. The Athletic Director or his/her designee is responsible for the conduct of coaches, players, spectators, and other employees of the school.
3. The Athletic Director or his/her designee assumes responsibility for informing these groups of the code of behavior expected during participation in Section VIII Athletic Events.
4. General Recommendations for Home Contests:
  - a. The visiting school should be provided with information on directions to the school, game times, physical layout including parking area, locker facilities and specific school regulations affecting visiting teams.
  - b. The home school is responsible for excluding from athletic events students whose past behavior indicates an unacceptable risk for trouble.
  - c. Adequate supervision must be provided in the gymnasium area as well as in hallways, bathrooms, and outside areas where students may congregate. Supervision should include male and female adults at all events.
  - d. Separate seating areas should be designated for visiting team spectators.
  - e. Request cooperation of the Nassau County Police Department and/or Auxiliary Police units whenever the anticipated crowd size or previous relationship between schools indicate the potential for trouble.
  - f. Confer with coaches, cheering advisors, supervisors, and custodial help on your expectations for their behavior and on ways to handle difficult situations.
  - g. Direct the A.D. to meet with game officials to emphasize the importance of keeping the game under control.
  - h. Direct supervisor in charge to immediately report to police any information regarding student possession of weapons, drugs, or alcohol. Students under the influence of drugs and/or alcohol shall be removed from the game and reported to the administration.
  - i. Direct supervisors to remain on duty until all spectators and visiting teams have left the premises, including parking lots.
  - j. Problems with students, coaches and spectators should be communicated to the other Athletic Director and the Principals, and when appropriate, to the Section VIII Executive Director.
5. Requirement for Schools/Teams Participating in Playoffs at Neutral Sites:

It is required that any school/team participating in a Section VIII playoff activity at neutral sites provide adequate supervision for that activity. The supervisor(s) must be easily identifiable and maintain a visible presence throughout the activity.

6. General Recommendations for Visiting Teams:
  - a. Visiting teams must be properly always supervised at the host school.
  - b. At spectator events, the visiting school should provide a supervisor for its spectators. When a Varsity-Junior Varsity doubleheader is held, the team not playing should be supervised in the stands.
  - c. Clarify with the host Athletic Director the best area for parking and access into locker facilities. Also arrange for exiting after the event with at least one home school supervisor in the area to supervise.
  - d. Report in writing to the host Athletic Director any incident involving players, spectators, supervisors, etc., that deserves follow-up by the home school.
  - e. Refrain from shouting disapproval of calls made by officials.

## VI. RECOMMENDATIONS FOR THE VISITING SCHOOL:

### 1. Athletic Director

- a. Contact the Athletic Director of the home school and request the following:
  - (1) Directions and best route to the school.
  - (2) Location of parking area and recommended area for bus parking.
  - (3) Will there be a charge for spectators and is there a specific area for them to sit in.
  - (4) Do they require supervisors for the visiting school and if so, how many.
- b. Inform the Athletic Director of the home school of the following:
  - (1) If there will be a cheerleader and/or spectator bus in addition to the athletes' bus.
  - (2) Will the additional buses be accompanied by one or more supervisors.
  - (3) You expect the home school to provide supervision of athletes, cheerleaders, and spectators to your buses at the end of the contest.
  - (4) What type of identification your supervisors will be equipped with.
- c. Inform the coach of the team of the particulars in a and b above.
- d. Inform supervisors of the above information and ask them to inform people on the bus they are responsible for, of the pertinent information.
- e. Inform the student body of any necessary details by public address system and/or bulletin.

### 2. Coach

- a. Consult the Athletic Director for the above information.
- b. The head coach of each sport should disseminate the information above for each school to his or her junior varsity and junior high school team coaches.
- c. Follow the recommendations for Code of Behavior for Coaches in Section VIII.
- d. Require team members to follow Section VIII Guidelines for Good Sportsmanship.

### 3. Supervisors

- a. Should be people who are familiar with the visiting school's student body.
- b. Should be well-informed of what their responsibilities are and be capable of enforcing regulations and encouraging proper behavior.

*Amended June 8, 2015*

## **SUPERVISORY RESPONSIBILITIES AT SECTION VIII ATHLETIC CONTESTS**

### **I. RESPONSIBILITIES OF HOME AND VISITING SCHOOLS**

1. If athletic teams are fielded and home contests scheduled, adequate paid supervision must be provided, even if a school district is on an austerity budget.
2. Supervisors should be given specific assignments and instructions, preferably in writing, and coached on proper behavior.
3. Supervisors must wear some type of identifying clothing such as jackets, hats, or armbands.
4. A school administrator or his/her designee must oversee the site of all home contents and the visiting school person informed of the name of that person.
5. All spectators must be seated in designated areas.
6. Only supervisors and designated officials should be allowed on sidelines and a list of those persons should be in the hands of the person in charge.
7. Supervision should be provided at away contests by the visiting school at the discretion of the Athletic Director and those supervisors should wear some type of identification and be made known to the person in charge at the home school.
8. Supervision should be requested from visiting schools, particularly where large groups of visiting or home spectators are expected and/or rivalry is particularly intense.
9. The visiting school is responsible for the condition of any exclusive use of facility in the home school i.e., locker room, classroom, etc. Exclusive use facilities should be inspected by the visiting school's coach and the home school's athletic director or designee before and after using the facility.
10. Section VIII Athletic Directors should distribute to all coaches and supervisory staff members the Revised May 2002 approved copy of "Code of Conduct Section VIII - Nassau County." Coaches and supervisory staff members should use this document for all situations not covered in items 1-9.

### **II. PROCESS FOR RESOLUTION OF COMPLAINTS**

The following chain of action is to be followed in attempting to resolve all complaints.

1. School to school communication. Within twenty-four (24) hours or the next school day if complaint is lodged on weekend or holiday.
2. Referral to the Executive Director of Section VIII for review.
3. Formal complaint to Ethics Committee within five (5) days of notification from step two.
4. The Ethics Committee will meet within seven (7) school days or refer the complaint to the Executive Committee. Each school will be entitled to representation. The Ethics Committee and/or Executive Committee will:
  - (1) Resolve the problem or
  - (2) Make a recommendation to the Athletic Council.
5. The Executive Committee will hear the complaint within seven (7) school days. Each school will be entitled to representation. Disciplinary actions that may be imposed by the Executive Committee are:
  - a. one year suspension of school from all Section VIII sponsored activities.
  - b. withholding of entire schedule for that sport for following season (school will not compete in that sport for that season).
  - c. withholding of entire schedule for that sport for following season (all games to be played away).
  - d. forfeits of full schedule for that sport for remainder of season.
  - e. forfeits of home schedule for that sport.
  - f. forfeits of athletic contest in question.
  - g. letter of censure.
6. Disciplinary action imposed by the Executive Committee may be appealed in the following manner:
  - a. a Notice of Appeal must be filed with the Executive Director within five (5) days of notice of disciplinary action.
  - b. a check for \$250.00 made payable to Section VIII Athletic Council must accompany Notice of Appeal.
  - c. within seven (7) school days of receipt of Notice of Appeal, complaint will be adjudicated by Superintendents Board - Section VIII.

**NASSAU COUNTY PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION/  
SECTION VIII CODE OF CONDUCT GUIDELINES**

**BE LOUD - BE PROUD - BE POSITIVE**

Approved 6/9/21.

**I. The Coach is Expected to:**

1. Set a positive example both on and off the playing area.
2. Be aware that he/she is representing a school district, a school, and a student body. Impressions made are lasting and hard to live down.
3. Recognize that athletic competition is a means toward an end, not an end. Specifically, athletics should lead to the development of healthy, well-adjusted young men and women.
4. Approach competition as a healthy and constructive exercise, not as a life and death struggle that requires victory at any price. It should be fun and enjoyable.
5. Recognize that the participants in individual or team sports are young men and women with human frailties and limitations who can make mistakes.
6. Be prepared to win or lose. Be positive. Encourage peak performance within the rules of the game.
7. Command respect by personal attitude and behavior.
8. Be well groomed. Wear appropriate attire.
9. Refrain from the use of crude, racist or abusive language or gestures with players, opponents, officials, or spectators. (6/21)
10. Create an environment where diversity, equity and inclusion are present. (6/21)
11. Respect the judgment of officials. Although it is reasonable for the coach to question officials' decisions, and even to disagree, the officials' decisions must be accepted graciously. Questionable decisions may be referred to the Section VIII Protest Committee.
12. Handle dissatisfaction with officiating quietly and efficiently using the rating cards supplied by BOCES.
13. Avoid behavior that will incite players, opponents, or spectators.
14. Instruct players to respect officials. Questions concerning rules or interpretations should be made by the team captain as the team representative during the contest.
15. Encourage good sportsmanship and remove players from competition who demonstrate unacceptable behavior.
16. Support and treat the athletic program as a total part of the educational opportunities provided for all students.

**II. The Athlete is Expected to:**

1. Understand that the student athletic program is a total part of the educational opportunities provided for all students. It should be treated as just that.
2. Always conduct himself/herself as a gentleman/lady.
3. Always demonstrate self-control and mutual respect. Uncontrolled emotion can be self-defeating.
4. Refrain from the use of crude, racist or abusive language or gestures with players, opponents, officials, or spectators. (6/21)
5. Practice diversity, equity, and inclusion within their team. (6/21)
6. Accept victory with grace and defeat with dignity. Poor winners or losers do a disservice to themselves.
7. Set an example in word and deed, both on and off the playing area. Remember that athletes assume a role of leadership and that the young emulate their role models.

**III. The Spectators are Expected to**

1. Refrain from using noisemakers. The use of noisemakers is prohibited at all events.
2. Conform to accepted standards of good sportsmanship and behavior.
3. Respect officials, coaches and players and extend all courtesies to them.
4. Refrain from the use of crude, racist or abusive language or gestures with players, opponents, officials, or spectators. (6/21)
5. Obey the regulations of the building and grounds. Those who do not conform should be brought to the attention of the building authorities.
6. Understand that schools are responsible for the conduct of their respective spectators whether at home or away.

**IV. The Administrators and Supervisors**

1. The Athletic Director may delegate certain responsibilities and authority to the site supervisor, but ultimate responsibility rests with the Athletic Director, Principal, Superintendent, and the Board of Education.
2. The Athletic Director or his/her designee is responsible for the conduct of coaches, players, spectators, and other employees of the school.

3. The Athletic Director or his/her designee assumes responsibility for informing these groups of the code of behavior expected during participation in Section VIII athletic events.
  - a. Any negative sportsmanship or communication by a spectator directed at officials, it is the job of the supervisor or athletic administrator to alert the spectator of possible removal or removal from the contest.

4. General Recommendations for Home School

- a. The visiting school should be provided with information on directions to the school, game times, physical layout including parking area, locker facilities and specific school regulations affecting visiting teams.
- b. The home school is responsible for excluding, from athletic events, students whose past behavior indicates an unacceptable risk for trouble.
- c. Adequate supervision must be provided in the gymnasium area as well as in hallways, bathrooms, and outside areas where students may congregate.
- d. Separate seating areas should be designated for visiting team spectators.
- e. Request cooperation of the Nassau County Police Department and/or Auxiliary Police units whenever the anticipated crowd size or previous relationships between schools indicate the potential for trouble.
- f. Confer with the coaches, cheering advisors, supervisors, and custodial help on expectations for their behavior and on ways to handle difficult situations.
- g. Direct the Athletic Directors to meet with game officials to emphasize the importance of keeping the game under control.
- h. Direct supervisor in charge to immediately report to police any information regarding student possession of weapons, drugs, or alcohol. Students under the influence of drugs and/or alcohol shall be removed from the game and reported to the administration.
- i. Escort the officials to their cars if requested by the sport official.
- j. Direct supervisors to remain on duty until all spectators and visiting teams have left the premises, including parking lots.
- k. Problems with students, coaches and spectators should be communicated to the other Athletic Director and the Principal, and when appropriate, to Section VIII Executive Director.

5. Requirement for Schools/Teams Participating in Playoffs at Neutral Sites

It is required that any school/team participating in a Section VIII playoff activity at a neutral site provide adequate supervision for that activity. The supervisor(s) must be easily identifiable and maintain a visible presence throughout the activity.

6. General Recommendations for visiting Teams

- a. Visiting teams must be properly always supervised at the host school.
- b. At spectator events, the visiting school should provide a supervisor for its spectators. When a varsity/junior varsity doubleheader is held, the team not playing should be supervised in the stands.
- c. Clarify with the host Athletic Director the best area for parking and access to locker facilities. Also, arrange for exiting after the event with at least one home school supervisor in the area to supervise.
- d. Report in writing to the host Athletic Director any incident involving players, spectators, supervisors, etc. that deserves follow-up by the home school.

V. Recommendations for the Visiting School

1. Athletic Director

- a. Contact the Athletic Director of the home school and request the following:
  - (1) Directions and best route to the school.
  - (2) Location of parking area and recommended area for bus parking.
  - (3) Will there be a charge for spectators and is there a specific seating area for visitors.
  - (4) Does the home school require supervisors for the visiting school and if so, how many.
- b. Inform the Athletic Director of the home school of the following:
  - (1) Whether there will be a cheerleader and/or spectator bus in addition to the athletes' bus.
  - (2) Whether additional buses will be accompanied by one or more supervisors.
  - (3) Whether the home school is expected to provide supervision of athletes, cheerleaders, and spectators to visiting buses at the end of the contest.
  - (4) What type of identification supervisors of the visiting team will be equipped with?
- c. Inform the coach of the team of the particulars in a. and b. above.
- d. Inform supervisors of the above information and ask them to inform people on the bus, they are responsible for, of the pertinent

information.

- e. Inform the students of any necessary details by public address system and/or bulletin.

2. Coach

- a. Consult the athletic director for the above information.
- b. The head coach of each sport should disseminate the information above for each school to his or her junior varsity and junior high school team coaches.
- c. Follow the recommendations for Code of Behavior for Coaches in Section VIII.
- d. Require team members to follow Section VIII Guidelines for good sportsmanship.

3. Supervisors

- a. Should be people who are familiar with the visiting school's student body.
- b. Should be well informed of what their responsibilities are and be capable of enforcing regulations and encourage proper behavior.

# **NASSAU COUNTY PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION**

## **SECTION VIII of NYSPHSAA, INC.**

### **Members of the Sportsmanship Committee:**

<b>Name</b>	<b>Phone#</b>	<b>Fax #</b>	<b>E-Mail</b>
Justin Jonas	516-668-6177		<a href="mailto:jjonas@nasbores.org">jjonas@nasbores.org</a>
Mike Brostowski	631-252-6429		<a href="mailto:mbrostowski@roslynschools.org">mbrostowski@roslynschools.org</a>
Co-Chairpersons			
Michael Pelan	516-887-6435	516-823-1663	<a href="mailto:mpelan@malverne.k12.ny.us">mpelan@malverne.k12.ny.us</a>
Kru Patel	917-623-9481		<a href="mailto:kpatel@sewanhaskaschools.org">kpatel@sewanhaskaschools.org</a>
Anthony Brancato	516-318-4025		<a href="mailto:abrancato@sewanhaskaschools.org">abrancato@sewanhaskaschools.org</a>
Jennifer Keane	516-765-4230	516-679-6440	<a href="mailto:keanej@wantaghschools.org">keanej@wantaghschools.org</a>
Don Lang	516-277-7040	516-277-7042	<a href="mailto:langd@northshoreschools.org">langd@northshoreschools.org</a>
Gary Gregory	516-582-5235		<a href="mailto:ggregory@eastrockawayschools.org">ggregory@eastrockawayschools.org</a>
John Mankowich	203-3600 x 3248	516-203-3612	<a href="mailto:jmankowich@jerichoschools.org">jmankowich@jerichoschools.org</a>
John Franchi	516-644-4070	516-644-4075	<a href="mailto:jfranch@bethpage.ws">jfranch@bethpage.ws</a>
Shannon McEntee	516-624-6557		<a href="mailto:smcentee@obenschools.org">smcentee@obenschools.org</a>
Scott Stueber	516-872-5695		<a href="mailto:ssstueber@syossetschools.org">ssstueber@syossetschools.org</a>
Matt McLees	516-539-9428	516-394-4044	<a href="mailto:mmclees@sewanhaskaschools.org">mmclees@sewanhaskaschools.org</a>

### **Overview**

The Sportsmanship Committee strongly recommends that all athletic directors review the Sportsmanship Policy with their coaches, players, and event supervisors. All coaches must understand that all incidents of unsportsmanlike behaviors/disqualifications must be reported. The completed reports must be submitted by the respective athletic directors and electronically mailed to the Office of the Executive Director.

### **Reporting Procedures**

The Athletic Directors from both teams involved and the officials assigned to the contest are to file written reports of the incident to the Office of the Executive Director no later than the morning of the next working day following the contest/match.

- It is the responsibility of the coach to ascertain from the official that the incident leading to the suspension or ejection is considered misconduct and, if so, it is the coach's responsibility to suspend the player from the team's next contest.
- Failure of the official to report to the Section VIII Office or failure of the Section VIII Office to forward the report to the Athletic Director, or failure of the Athletic Director to notify the coach does not relieve a coach of the responsibility to suspend the player.
- If a suspended player or coach participates in a contest, he/she is deemed ineligible, and that contest is considered forfeited.

### **Request for Appeal**

A request for an appeal must be made to the Office of the Executive Director within 24 hours of the contest/incident.

The appeal process is a three-step process. Any questions regarding these procedures should be directed to either the Office of the Executive Director or the Chairperson of the Sportsmanship Committee.

- Sportsmanship Committee
- Athletic Council
- State Appeals Committee

### **Sportsmanship Committee Procedures for Addressing an Appeal**

- All incident reports are submitted to the Sportsmanship Chairperson who upon reading the reports will communicate to the Committee the nature and scope of the incident.
- Upon review of the charge(s) by at least a quorum of the Sportsmanship Committee of Section VIII, it will be determined by most of the quorum whether "probable cause" exists. If such a determination is made a written statement specifying the charges



in detail shall be immediately forwarded to the athletic director of the accused coach, official, player, school personnel or member school. Note: While an appeal is being processed, a student(s) may participate in practice sessions commencing from the date the appeal was filed. State Handbook page 91.

- A request for an appeal of a penalty imposed by the Sportsmanship Committee must be filed within three (3) working days following the decision of the Sportsmanship Committee in the Office of the Executive Director. The inexcusable failure to notify the Executive Director of Section VIII of such desire for a hearing within three days of the receipt of the charges will be deemed a waiver of the right to a hearing before the Athletic Council.
- Athletic Council Appeals Process – Upon receipt of a written Notice of Appeal to the Executive Director a check for \$250 made payable to the Section VIII Athletic Council must accompany Notice of Appeal. At least a quorum of the Athletic Council of Section VIII will determine by most of the quorum of the Athletic Council whether “probable cause” exists. If such a determination is made, a written statement specifying the charges in detail shall be immediately forwarded to the accused coach, official, player, school personnel or member school.

#### Videotaping Policy

- A. The Sportsmanship Committee will not accept a video tape(s) for a judgment call, because there is no such thing as an “official tape” that can be provided by either team, parents, etc. The review process for an appeal on a judgment call should be based solely upon the documents presented to the committee.
- B. The Committee will accept a videotape pertaining to an incident. If such tape is to be presented the following must be adhered to:
  - 1) An appeal for an incident in which a videotape is to be submitted must follow the Reporting Procedures Guidelines as stated above.
  - 2) Said tape must contain the entire contest.
  - 3) A quorum (6 members of the Sportsmanship Committee and Executive Director) must be convened within 3 working days of the written request for an appeal regarding an incident. Upon review of the charge(s) by at least a quorum of the Sportsmanship Committee of Section VIII, it will be determined by most of the quorum whether “probable cause” exists. If such a determination is made a written statement specifying the charges in detail shall be immediately forwarded to the athletic director of the accused coach, official, player, school personnel or member school. Note: While an appeal is being processed a student(s) may participate in practice sessions commencing from the date the appeal was filed.

*Revised 2004*

## **SPORTSMANSHIP: NYSPHSAA SPORTSMANSHIP EXPECTATION**

"NYSPHSAA understands and recognizes officials, just like student athletes and coaches, are not going to be perfect 100% of the time. Officials, just like student athletes and coaches, are essential to interscholastic sports programs. Without officials, NYSPHSAA and its member schools would not be able to provide interscholastic sports in the manner that is desired and expected by student athletes, coaches, and parents. Spectators are expected to "Be Loud, Be Proud, and Be Positive". Negative comments and inappropriate behaviors by spectators are required to be addressed by all and any school supervisors and administrators, as a member of NYSPHSAA. Spectators may be prohibited from attending current and future interscholastic contests based on their behavior."

## **SPORTSMANSHIP: NYSPHSAA SPECTATOR SPORTSMANSHIP REGULATION**

*"Any negative, inappropriate, derogatory comments or actions that brings direct attention to a supervisor or school administrator by a spectator or group of spectators are required to be addressed by the host school in the following non-sequential order depending on the comments or behaviors."*

- First warning – Directing the spectator or group of spectators to refrain from any negative comments or actions.
- Second warning – A personal discussion with the spectators or group of spectators on the above NYSPHSAA expectations and reminding the spectators or group of spectators of the next step, removal of the game or event, will be utilized if the behavior continues.
- Removal from the contest – The spectator or group of spectators will be directed to leave the facility for the remainder of the game or event. If the spectator or group of spectators refuse to leave the game or event, play will be stopped until they vacate the premise.

**Penalty for being removed from a game or event:** Any spectator removed from a game or event will have a minimum penalty of completing the NFHS Parent Credential course and a two game suspension before they are allowed to attend any interscholastic event, home or away. Once the course is completed the spectator will provide a certificate of completion to the athletic department office. Schools are required to communicate with the offending spectator on the NYSPHSAA Sportsmanship Spectator Expectations.

- Depending on the severity of the behavior/comments or future disqualifications by the offending spectator, NYSPHSAA and the Section may get directly involved in the situation.

## **NYSPHSAA TRANSFER RULE**

### **TRANSFER: (Foreign Exchange/International #9)**

**NOTE:** The Transfer Rule will be enforced as written with no variations permitted.

- A. A student in grades 9-12 who transfers, with a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months) shall become eligible after starting regular attendance in the second school. A residence change must involve a move from one school district to another. Furthermore, when a student moves from public school district to another public school district for athletic eligibility the student must enroll in the public school district or in a private school within that district's boundaries of his/her parent's residency. For athletic eligibility, a residency is changed when one is abandoned by the immediate family and another residency is established through action and intent. Residency requires one's physical presence as an inhabitant and the intent to remain indefinitely. The Superintendent, or designee, will determine if the student has met district residency requirements.
- B. A student who transfers without a corresponding change in residence of his/her parents (or other persons with whom the student has resided for at least six months prior) is ineligible to participate in any interscholastic athletic contest in a particular sport for a period of one (1) year if as a 9-12 student participated in that sport during the one (1) year period immediately preceding his/her transfer. Students who transfer from any school to the public school district of the residence of his/her parents (or other persons whom the student has resided for at least six months) or a private school within that district's boundaries shall receive a waiver from the Transfer Rule. Such a transfer without penalty will only be permitted once in a high school career. **Schools must submit the required transfer form to the Section office. Athletes are not permitted to practice before the form has been submitted. Athletes are not permitted to compete without approval.** **NOTE:** A student in a foreign exchange program listed by CSJET has a one-year waiver of the Transfer Rule. If such a student elects to stay a second year, he/she becomes a foreign student at the start of the school year with item (b) in effect.

**Exemptions to (B):** For athletic eligibility a student must enroll in the public school district or in a nonpublic school within that district's boundaries of his/her parent's residency.

**Note:** Multiple High School Districts – The policies/boundaries of the school district will be followed. If the district has an open enrollment policy, the interpretation to be used will be the same as used for students of K-8 school districts. When a student enrolls in 9<sup>th</sup> grade, this is the district (building) of their residence. Any subsequent transfer would be subject to the Transfer Rule.

1. The student reaches the age of majority and established residency in a district and can substantiate that they are independent and self-supporting.
2. If a private or parochial school ceases to operate a student may transfer to another private or parochial school of his/her choice. Otherwise, a student must enroll in the public school district of his/her parents' residency.
3. A student who is a ward of the court or state and is placed in a district by court order. Guardianship does not fulfill this requirement.
4. A student from divorced or "legally" separated parents who moves into a new school district with one of the parents. Such a transfer is allowed once every six months. The legal separation agreement must address custody, child support, spouses support and distribution of assets and be filed with the County Clerk or issued by a Judge.
5. A student who is declared homeless by the superintendent pursuant to Commissioner's Regulation 100.2.
6. A student of a military employee who is transferred to an active military base may enroll in the non-public school closest to their residence and maintain eligibility if the student enrolls in a non-public school immediately following the change in residence.

**NOTE: It is provided, however, that each school shall have the opportunity to petition the section involved to approve transfer without penalty based on an undue hardship for the student. Educational Waivers will not be considered as an undue hardship effective for the 2022-2023 school year.**

*Updated June 2013*

# NASSAU COUNTY PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION

## TEAM ROSTER

DATE \_\_\_\_\_  
LEVEL \_\_\_\_\_

SPORT SCHOOL

[illegible]

## **Request for Medical Waiver of NYSPHSAA – Regulation #25**

To be eligible for sectional, intersectional or state competition, a team must have competed in six (6) school scheduled contests during the season. An individual is eligible for the team if he/she has been an eligible participant on a team in that sport in that school for a minimum of six (6) scheduled contests during the regular season. For football, a student must be an eligible participant for a minimum of three (3) contests. Contestants in individual sports (archery, badminton, bowling, cross country, fencing, golf, gymnastics, rifle, skiing, swimming tennis, outdoor track, winter track and wrestling) must also have represented their school in six (6) scheduled contests during the season to be eligible. These required contests must occur on six different dates and must be concluded prior to the conclusion of the team's regular schedule.

School \_\_\_\_\_ Sport \_\_\_\_\_

Athlete \_\_\_\_\_ Date Request Submitted \_\_\_\_\_

Nature of Injury/Illness \_\_\_\_\_

Date of Injury/Onset of Illness \_\_\_\_\_ Date of Medical Clearance \_\_\_\_\_

### **Record of Participation in Competitions (Exclusive of Section Tournaments):**

<u>Date</u>	<u>Opponent</u>	<u>*If Wrestler: Please include Weigh-in validated by Athletic Director</u>
1. _____	_____	* _____
2. _____	_____	* _____
3. _____	_____	* _____
4. _____	_____	* _____
5. _____	_____	* _____

### **Note:**

All pertinent medical documentation must accompany this request before it will be considered. Such material **MUST** VERIFY the date of onset of the illness/injury and date physical activity may resume. **NOTES FROM PHYSICAL THERAPISTS ARE NOT ACCEPTABLE.**

### **Medical Documents Attached:**

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Request and documentation must be received by the sport coordinator and the Section VIII Office prior to the last regular season contest.**

\_\_\_\_\_  
Signature of Athletic Director

Office of Interscholastic Athletics  
George Farber Administrative Center  
P.O. Box 9195 – 71 Clinton Road  
Garden City, NY 11530-9195  
Fax# 997-2916 – 997-2018

# NASSAU COUNTY PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION

## SECTION VIII UNSPORTSMANLIKE BEHAVIOR/INCIDENT/DISQUALIFICATION REPORT

This report is to be completed and submitted by game officials and athletic directors of both schools within 24 hours of the incident and/or violation. This must be completed and sent to SECVIII.

Sport: \_\_\_\_\_ Level: \_\_\_\_\_ Date of the Event: \_\_\_\_\_  
Home School: \_\_\_\_\_ vs. Opponent: \_\_\_\_\_

Player(s) / Coach(es) / Official(s) / Spectator(s) Involved:

Name: \_\_\_\_\_ School: \_\_\_\_\_ Number: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Number: \_\_\_\_\_

Brief Description of the Incident (use additional sheets if necessary):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action taken:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor(s):

Name: \_\_\_\_\_ School: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_ Phone: \_\_\_\_\_

Official(s) assigned:

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Number: \_\_\_\_\_ Phone: \_\_\_\_\_

Person filing this report:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ School: \_\_\_\_\_

Return to: Section VIII - Interscholastic Athletics  
George Farber Administrative Center  
71 Clinton Road - P.O. Box 9195  
Garden City, N.Y. 11530  
FAX: 516-997-2916 or 2018

Athletic Director's Signature \_\_\_\_\_  
(or acting administrator)

OR

Date Received \_\_\_\_\_

Game Official's Signature \_\_\_\_\_

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***COMPETITIONS***

## Cheerleading Competitions 2025-26

<u>DATE</u>	<u>SITE</u>
12/6/24	Farmingdale or Clarke High School
12/13/24	Massapequa or Division High School
12/20/24	Freeport or Wantagh High School
1/10/26	Bethpage or Plainview High School
1/11/26	Newsday Long Island Challenge
1/17/26	Oceanside or Cold Spring Harbor High School
1/24/26	MacArthur or Malverne High School
1/31/26	Long Beach High School
2/7/26	Island Trees or Roosevelt High School
2/14/26	Nassau County Championship @ SUNY Farmingdale (PM)
3/7/26	NYSPHSAA Championship @ Visions Federal Credit Union Veterans Memorial Arena, Binghamton



# Competition Times

Division-	Stretch/Tumble (3min)	Warm Up Time (7min)	Competition Time (2:30)
Team 1	8:45	8:48	9:00
Team 2	8:55	8:58	9:10
Team 3	9:05	9:08	9:20
Team 4	9:15	9:18	9:30
Team 5	9:25	9:28	9:40
Team 6	9:35	9:38	9:50
Team 7	9:45	9:48	10:00
Team 8	9:55	9:58	10:10
Team 9	10:05	10:08	10:20
Team 10	10:15	10:18	10:30
Team 11	10:25	10:28	10:40
Team 12	10:35	10:38	10:50
Team 13	10:45	10:48	11:00
Results			11:10

## Break 30 minutes

Division-	Stretch/Tumble	Warm Up Time	Competition Time
Team 1	11:15	11:18	11:30
Team 2	11:25	11:28	11:40
Team 3	11:35	11:38	11:50
Team 4	11:45	11:48	12:00
Team 5	11:55	11:58	12:10
Team 6	12:05	12:08	12:20
Team 7	12:15	12:18	12:30
Team 8	12:25	12:28	12:40
Team 9	12:35	12:38	12:50
Team 10	12:45	12:48	1:00
Team 11	12:55	12:58	1:10
Team 12	1:05	1:08	1:20
Team 13	1:15	1:18	1:30
Team 14	1:25	1:28	1:40
Results			1:50

## Break 30 minutes

Division-	Stretch/Tumble (3min)	Warm Up Time (7min)	Competition Time (2:30)
Team 1	2:15	2:18	2:30
Team 2	2:25	2:28	2:40
Team 3	2:35	2:38	2:50
Team 4	2:45	2:48	3:00
Team 5	2:55	2:58	3:10
Team 6	3:05	3:08	3:20
Team 7	3:15	3:18	3:30
Team 8	3:25	3:28	3:40
Team 9	3:35	3:38	3:50
Team 10	3:45	3:48	4:00
Team 11	3:55	3:58	4:10
Team 12	4:05	4:08	4:20
Team 13	4:15	4:18	4:30
Results			4:40

## Break 30 Minutes

Division-	Stretch/Tumble	Warm Up Time	Competition Time
Team 1	4:45	4:48	5:00
Team 2	4:55	4:58	5:10
Team 3	5:05	5:08	5:20
Team 4	5:15	5:18	5:30
Team 5	5:25	5:28	5:40
Team 6	5:35	5:38	5:50
Team 7	5:45	5:48	6:00
Team 8	5:55	5:58	6:10
Team 9	6:05	6:08	6:20
Team 10	6:15	6:18	6:30
Team 11	6:25	6:28	6:40
Team 12	6:35	6:38	6:50
Team 13	6:45	6:48	7:00
Team 14	6:55	6:58	7:10
Results			7:20

## End of Competition

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***PROGRESSION SHEETS***

# BUILDING LEVEL GUIDELINES

	Release	Inversion	Twisting	Other	Braced Flips/Rolls
BASIC	<ul style="list-style-type: none"> <li>Release to below prep level</li> <li>Horizontal release to below prep level</li> </ul>	<ul style="list-style-type: none"> <li>Below prep level inversions out of skills (yo-yo, back walk-over)</li> <li>Ground inversions to below prep level</li> <li>Prep level inversion to below prep level</li> <li>Prep level inversion release to below prep level</li> </ul>	<ul style="list-style-type: none"> <li>1/4 to 1/2 up to prep level</li> <li>1/4 to 1/2 up to extended</li> <li>Less than Full Twisting transitions to side/prone/cradle</li> <li>Full up variations to prep (cross leg, bases moving, multiple connections)</li> </ul>	<ul style="list-style-type: none"> <li>Prep</li> <li>Cradle Dismount caught from extension</li> <li>Transition from below prep to Prep</li> <li>1 leg body position</li> <li>Pop off Dismount</li> <li>Extended Target/Liberty</li> <li>Full twisting dismount from 2 legs</li> </ul>	<ul style="list-style-type: none"> <li>Roll to prep level and below (1 or 2)</li> <li>Flip to below prep level (1 or 2)</li> </ul>
INTERMEDIATE	<ul style="list-style-type: none"> <li>Release to prep level (Quick toss, switch up, Ball up)</li> <li>Prep level tick tock</li> <li>Horizontal release to prep level</li> </ul>	<ul style="list-style-type: none"> <li>Suspended Rolls include twisting variations</li> <li>Hand to Hand inversion release to below prep level</li> <li>Downward Inversions (waterfall, pancake)</li> <li>Ground inversion to prep level</li> </ul>	<ul style="list-style-type: none"> <li>Full Twisting transitions to side/prone/ cradle</li> <li>Full up to below prep level</li> <li>Full up variations to extended (cross leg, bases moving, multiple connections)</li> <li>Full up to prep level</li> </ul>	<ul style="list-style-type: none"> <li>Single Base to Prep (Non-Toss)</li> <li>Straight Ride Basket Toss</li> <li>Extended Body Positions</li> <li>Non-twisting "bent leg" toss skills</li> <li>Full twisting dismount from single leg</li> <li>Single base toss to Hands (prep)</li> </ul>	<ul style="list-style-type: none"> <li>Roll to extended level (2)</li> <li>Flip to prep level (2)</li> <li>Roll to extended level (1)</li> </ul>
ADVANCED	<ul style="list-style-type: none"> <li>Switch up to extended one leg</li> <li>Release to extended (Low to High tick, Ball up, Quick Toss)</li> <li>1/2 Twisting Switch up to extended one leg</li> <li>Horizontal release to extended</li> </ul>	<ul style="list-style-type: none"> <li>Released inversions to prep level</li> <li>Hand to Hand inversion release to prep</li> <li>Alternate entries (Diamondov) to Hand to Hand, released to prep level</li> <li>Ground inversion to extended</li> </ul>	<ul style="list-style-type: none"> <li>Full up to extended, target, or liberty</li> <li>Full up to extended body Positions</li> <li>Hands full around to extended, target or liberty</li> </ul>	<ul style="list-style-type: none"> <li>Extended single base to extended, target, or liberty</li> <li>Kick full twisting dismount</li> <li>Single skill basket toss (including Twist)</li> <li>Multiple skill basket toss (non-twisting)</li> <li>Toss to Extension, target, or Liberty</li> <li>Extended single base body position</li> <li>1/2 up to extended single base</li> </ul>	<ul style="list-style-type: none"> <li>1/2 Twisting flip to below prep level (1 or 2)</li> <li>Flip to prep level (1)</li> <li>Side somi load to prep level (1)</li> <li>Full twisting flip to below prep level (1)</li> <li>Side somi prep level to prep level (1)</li> </ul>
ELITE	<ul style="list-style-type: none"> <li>Low to High tick to Body Position</li> <li>1/2 Twisting release to extended (Low to High tick, Ball up, Quick Toss)</li> <li>High to High Tick Tocks</li> <li>Full Twisting Switch ups</li> <li>Horizontal release to extended</li> <li>Body Position</li> <li>High to High Tick Tocks (target/lib to Body Position or vis-à-vis)</li> </ul>	<ul style="list-style-type: none"> <li>1/2 Twisting inversion to extended</li> <li>Prep level inversion release to extended</li> <li>Ground inversion release to extended</li> </ul>	<ul style="list-style-type: none"> <li>High to high full around – 2 feet</li> <li>Hands 1 1/2 around to extended</li> <li>1 1/2 up to extended</li> </ul>	<ul style="list-style-type: none"> <li>Single skill basket toss, plus a twist</li> <li>Switch up to extended 1 leg single base</li> <li>Toss to extended body position</li> <li>Double skill basket toss, plus a Twist</li> <li>Single base toss to hands (extended)</li> </ul>	<ul style="list-style-type: none"> <li>Flip to extended level (2)</li> <li>1/2 Twisting flip to prep level (1)</li> <li>Flip prep level to extended level (2)</li> <li>Full twisting flip to prep level (1)</li> <li>Flip to extended level landing on a single base (2)</li> </ul>
SUPER ELITE	<ul style="list-style-type: none"> <li>High to High Tick Tocks (body position to body position)</li> <li>Full Twisting Switch Ups to body position</li> <li>Full twisting release to extended (Low to High tick, Ball up, Quick Toss)</li> <li>Horizontal twisting release move to extended</li> </ul>	<ul style="list-style-type: none"> <li>Full Twisting inversions to extended</li> <li>Prep level inversions release to extended body position</li> <li>Ground inversion release to extended body position</li> <li>Hand to Hand inversion release to extended</li> <li>Alternate entries (Diamondov) to Hand to Hand, release to extended</li> <li>Full Twisting Release inversion to Extended</li> </ul>	<ul style="list-style-type: none"> <li>Double up to extended</li> <li>Hands double around to extended</li> <li>High to High full around – 1 foot</li> <li>High to High double around</li> <li>Double Dragon Prep to Extended</li> <li>Double Dragon Extended to Extended</li> </ul>	<ul style="list-style-type: none"> <li>Triple Skill Basket Toss plus a Twist</li> <li>Extended single base variations that include twisting/releases (low to high tick tock, full up, 1/2 switch up)</li> <li>Single base toss to hand (extended body position)</li> <li>Single bases high to high tick tock</li> </ul>	<ul style="list-style-type: none"> <li>Flip below prep level to extended level (1)</li> <li>Flip prep level or above to extended level (1)</li> <li>Twisting flip to extended level (1)</li> <li>Flip to extended level landing on a single base (1)</li> <li>Twisting flip to extended level landing on a single base (1)</li> </ul>

## BUILDING LEVEL GUIDELINES

- **Comparative Score (0 - 8.5)** - Building level of skills performed, Athlete Participation, Pace, Variety, & Quantity of skills performed.
- **Pace Driver (0.5)** - Stunt sequences have a consistent, quick pace and connection of multiple skills, performed by multiple groups.
- **Variety Driver (0.5)** - Showcasing 3 or more different categories of *applicable skills* (see below), performed by multiple groups.
  - **Categories:** Releases, Tosses, Inversions, Spinning, Single Based, COED Style (Toss or Walk-in Entry - Unassisted)
- **Maximum Participation Driver (0.5)** – A minimum of 3 *applicable skills* (see below) were performed by the maximum number of groups, for stunts. For pyramids, all groups are involved with most of at least 1 pyramid sequence (each group contributes to the pyramid sequence).
  - Based on groups of 4, except Tosses, which assume groups of 5
  - Team size 0 - 7 must have 2 groups performing skills to get this driver for stunts
- **Applicable Skills** -
  - Skills begin or end in a stunt that is vertical (athletes standing in the hands of the bases) at prep level or above, **except** suspended rolls, braced rolls, braced flips landing in a stunt below prep level
  - Twisting must exceed 1/4 turn
  - Dismounts do NOT apply
  - Required number of toss groups must perform the same skill
- **Release Skills** - When scoring difficulty, judges will consider the following: minimum movement of bases, top person's beginning and ending position and completion of the skill.
- **Inversion Skills** – Credit for inversions will only be received if the weight of the top person is held in the upper portion of the top and the skill is inverted at the dip. When comparing inversions, the difficulty of the entry skill will be considered. Adding a ¼ turn to release from inverted position will move difficulty up within the established range.
- **Twisting** – When scoring difficulty, judges will consider the following: minimum movement of bases, limited number/type of connections between bases and top, top person's beginning and ending position, and completion of the skill.
- **Extra Bases** – Skills performed using extra bases to execute a skill make the skill significantly easier
- **Body Positions** – Liberty and Hitch are not considered body positions.
- **Braced (Pyramid) Skills** –
  - Skills may be assessed as easier skills, depending on how many bracers are involved with the skill and when the bracer connects with the flyer.
  - Braced Release Skills – When scoring difficulty, judges will consider the following: number of bracers, height/distance between the flyer and bases during the release, movement of the bases, and landing on new bases (if applicable).
- **Braced Flip/Rolls** –
  - The number in parenthesis indicates how many bracers have a hand-to-hand connection with the flyer.
  - In general, starting at a load is the easiest, starting on the ground is more difficult, then starting at a prep is the most difficult.

## Tumbling Level Guidelines

Basic (0.0 – 1.7)	Intermediate (1.6 – 3.0)	Advanced (2.9 – 5.0)
Forward/Backward Roll	Front Handspring	Standing BHS Back Tuck
Cartwheel	Round-off Back Handspring (BHS)	Round-off Back Tuck
Back Extension	Aerial	Round-off BHS Back Tuck
Front Walkover	Standing Back Handspring	Cartwheel Back Tuck
Back Walkover	Round-off Series BHS	Standing BHS Series Back Tuck
	Series Standing BHS	Standing Back Tuck
		Round-off BHS Layout
		Round-off Full
		Standing Full

### DIFFICULTY DRIVERS

- TYPE OF SKILL
- SYNCHRONIZATION (BY HOW MANY OF THE TEAM) % Should matter when comparing/determining difficulty.
- COMBINATIONS OF SKILLS- Examples: Front walkover Round off tuck versus round off tuck. Aerial round off tuck versus round off tuck. Arabian through, whips to skills, BWO BHS (combining skills from 2 suggested ranges)
- VARIETY of skills performed

### SCORING GUIDANCE

- Look for the largest group skill and find this skill's "SUGGESTED RANGE"
- Look for any additional synchronized passes and find these skill's "SUGGESTED RANGE"
- Depending on how many are performed synchronized and the difficulty of these small groups should determine how much you boost the score while comparing to the other tumbling sections already performed/scored
- REFERENCE OTHER TEAMS NOTES/SCORES
- Look at any single passes and their "SUGGESTED RANGE" (For single passes, really difficult skills may increase scores minimally. Any additional skills may increase scores minimally if comparative to another team and these additional single passes happen to be the difference to rank teams according to skills performed)

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***SCORESHEETS***

**NEW YORK STATE CHEERLEADING  
COMPETITIVE CHEER SCORE SHEET**



**TEAM NAME:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_ **JUDGE 1** \_\_\_\_\_

<b>CHEER (25)</b>	<b>POINTS</b>	<b>SCORE</b>
<b>Presentation of Material</b> <i>Clarity of the cheer - Voices had a consistent volume</i> <i>Pace/flow was appropriate to clearly understand all words</i> <i>Consistent/Appropriate energy, for the style presented</i>	<b>2.5</b>	
<b>Formations &amp; Spacing</b> <i>Composition/Effectiveness of formations/transitions, appropriate for the style presented</i> <i>Accuracy of spacing throughout, including placement of skill formations (before the set)</i>	<b>2.5</b>	
<b>Execution &amp; Effective Use of Props &amp; Motions</b> <i>Effective incorporation of motions and/or props for the style presented</i> <i>Execution of Motions - Technique, sharpness, synchronization, and consistency in placement of motions</i> <i>Execution of Props - Technique, sharpness, consistency in placement of props (if applicable)</i>	<b>5</b>	
<b>Effective Use of Skills</b> <i>Crowd Leading Cheer - Uses skills to add levels and enhance crowd participation</i> <i>Performance Cheer - Uses skills to add visuals that enhance entertainment</i>	<b>5</b>	
<b>Difficulty of Skills</b> <i>Difficulty of skills (Stunts, Jumps, and Tumbling) used in cheer</i>	<b>5</b>	
<b>Execution of Skills</b> <i>Evaluate all that apply:</i> <div> <div>Stunts - Top Person</div> <div>Tumbling - Approach</div> <div>Jumps - Arm Placement</div> </div> <div> <div>Stunts - Bases/Spotters</div> <div>Tumbling - Body Control</div> <div>Jumps - Leg Placement</div> </div> <div> <div>Stunts - Transitions</div> <div>Tumbling - Landings</div> </div> <div>Synchronization</div>	<b>5</b>	
<b>TOTAL POSSIBLE POINTS</b>	<b>25</b>	

**NEW YORK STATE CHEERLEADING  
COMPETITIVE JUMPS/TUMBLING/DANCE SCORE SHEET**



**TEAM NAME:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_ **JUDGE 2** \_\_\_\_\_

<b>TUMBLING (10)</b>		<b>POINTS</b>	<b>SCORE</b>
<b>Tumbling Execution</b> <i>Approach</i> <i>Body Control</i> <i>Landings</i> <i>Synchronization (if applicable)</i>		<b>5</b>	
<b>Tumbling Difficulty</b> <i>Progression of Skill</i> <i>Synchronization/Number of Participants</i> <i>Combinations</i> <i>Variety</i>		<b>5</b>	
<b>JUMPS (5)</b>		<b>POINTS</b>	<b>SCORE</b>
<b>Jumps Execution</b> <i>Arm Placement</i> <i>Leg Placement</i> <i>Synchronization</i>		<b>5</b>	
<b>DANCE/COMPOSITION/PERFORMANCE (10)</b>		<b>POINTS</b>	<b>SCORE</b>
<b>Dance</b> <i>Composition</i> <i>Execution</i>		<b>5</b>	
<b>Element Composition, Creativity, &amp; Performance</b> <i>Creativity/Transitions - creative, innovative, &amp; visual elements throughout the jumps/tumbling/dance, including visually creative group tumbling incorporation, that enhance the skills performed</i> <i>Formations - clear/easily seen, variety of formations, appropriate use of floor in jumps/tumbling/dance</i> <i>Showmanship - confident, natural, excited faces and smiles, engaging, energy maintained in jumps/tumbling/dance</i>		<b>5</b>	
<b>TOTAL POSSIBLE POINTS</b>		<b>25</b>	



**NEW YORK STATE CHEERLEADING  
COMPETITIVE BUILDING SCORE SHEET**



**TEAM NAME:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_ **JUDGE 3 & 4** \_\_\_\_\_

<b>STUNTS (25)</b>	<b>POINTS</b>	<b>SCORE</b>
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<b>Stunt Execution</b> <i>Top Person</i> <i>Bases/Spotters</i> <i>Transitions</i> <i>Toss Height (if applicable)</i> <i>Synchronization (if applicable)</i>	<b>15</b>	
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<b>Stunt Difficulty</b> <i>Difficulty of Skills Performed</i> <i>Athlete Participation</i> <i>Pace</i> <i>Variety</i> <i>Quantity</i>	<b>10</b>	
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**Pace Driver** ☐     **Variety Driver** ☐     **Max Participation Driver** ☐

<b>PYRAMIDS (20)</b>	<b>POINTS</b>	<b>SCORE</b>
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<b>Pyramid Execution</b> <i>Top Person</i> <i>Bases/Spotters</i> <i>Transitions</i> <i>Toss Height (if applicable)</i> <i>Synchronization (if applicable)</i>	<b>10</b>	
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<b>Pyramid Difficulty</b> <i>Difficulty of Skills Performed</i> <i>Athlete Participation</i> <i>Pace</i> <i>Variety</i> <i>Quantity</i>	<b>10</b>	
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**Pace Driver** ☐     **Variety Driver** ☐     **Max Participation Driver** ☐

<b>COMPOSITION/PERFORMANCE (5)</b>	<b>POINTS</b>	<b>SCORE</b>
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<b>Element Composition, Creativity, &amp; Performance</b> <i>Creativity/Transitions - creative, innovative, &amp; visual elements in the entries, transitions, &amp; dismounts of all building skills.</i> <i>Formations - clear/easily seen, variety, appropriate use of floor in building sequences</i> <i>Showmanship - confident, natural, excited faces and smiles, engaging, energy maintained in building sequences</i>	<b>5</b>	
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<b>TOTAL POSSIBLE POINTS</b>	<b>50</b>	
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# NYSPHSAA Competitive Cheerleading - Safety Deductions & Violations Score Sheet

Team: \_\_\_\_\_ Division: \_\_\_\_\_

Judge: \_\_\_\_\_

## Violations

**Performance Errors (2.0)** *Non-Choreographed NFHS violations (PE) – cited per occurrence*

**Apparel, Jewelry, and Prop Violations (0.5)** *NFHS violations involving apparel, jewelry, or props – Cited per occurrence (AV, JV, PV)*

**Choreographed Violations (3.0)** *Violations that were intended to be performed in the routine – Cited once per rule (CV)*

Choreographed Violations (510) violations that were intended to be performed in the routine				
Rule Citation	Category	# Of Violations	Deduction Value	Violations Total
Comments:				

## NYS Deductions

Cheer Time	Overall Time	Time Deductions		Deduction Assessed	Time Deduction Total		
		Min 30 Sec Cheer (-5.0)					
		Overall 4-5 Sec Over (-1.0)					
		Overall 6+ Sec Over (-2.0)					
	Out of Bounds	Athlete Bobble	Building Bobble	Athlete Fall	Minor Building Fall	Major Building Fall	Pyramid Collapse
# Of Infractions							
Value	x 0.5	x 0.25	x 0.25	x 0.5	x 1.0	x 2.0	x 3.0
Sub-Total							
Grand Total							

# 2025 - 2027 NYS Defined Deductions

## Both Competitive and Game Day

### Performance Error (2.0)

NFHS rules violations that were not choreographed into the routine. Performance error skills are still counted toward difficulty and execution scoring. Cited per occurrence.

### Choreographed Violations (3.0)

Any NFHS rule violation that was choreographed into the routine. Choreographed Violation skills do NOT count towards difficulty and execution scoring.

*\*If it is not clear whether it is a choreographed Violation or Performance error (such as when there is a single stunt group) then the official will err on the side of the athlete and give a performance error.*

### Apparel/Jewelry & Prop Violations (0.5)

- Cited per occurrence
- Additional NYS Hair Rule: Shoulder length and beyond hair must be secured back during Competition.
  - Added to clarify that the expectation for hair applies to all participants on the floor, not just those performing skills.

### Out of Bounds (0.5)

Two hands, feet, or body parts are completely outside of the performance Surface. Assessed per occurrence. Note: All athletes must start the routine on the mat. Any athlete not on the mat at the start of the routine will receive an OOB deduction.

### Athlete Bobble (0.25)

- Landing on hands during tumbling or jumps.
- Tumbling/Inversion transitions in and/or out of a building skill.
- Does NOT include:
  - An athlete that trips while walking during a transition.
  - An athlete that trips/falls following a controlled completion of a tumbling or jump skill.

### Athlete Fall (0.5)

- Landing on head, shoulders, backside or other compromising positions during tumbling or jumps
- Drops from airborne tumbling or jump skills to knees
- Does NOT include:
  - Hand/hands down during tumbling or jump skill.

### **Building Bobble (0.25)**

- Stunts, tosses, or pyramids that almost drop or fall.
- Drops to the performing surface from a thigh stand and/or waist level style stunt on to their feet (not a timing issue).
- Dropping from an extended or prep level skill where at least one foot of support is at/above prep level.
- Dropping from an extended/prep level to a level where at least one foot of support is below prep level.
- Pyramid skills that would fall without the bracer or bracer's support.
- Both feet/hands coming in contact with the performance surface during a cradle/prone.

### **Minor Building Fall (1.0)**

Drops and/or Controlled lowering from a building skill or transition during a stunt or pyramid:

- Lowering/Dropping from prep, extended or level in between to a load in (including 1 foot on the ground), cradle, prone or flat back position.
- Lowering/dropping of stunts, including single based/coed style skills, in a controlled manner to the performance surface with assistance from the base and/or spotter.
- Top person incorrectly becomes weight bearing on a base or spotter.
- Base or spot landing on the performance surface anytime during a stunt, transition, or dismount.
- Dismounts - Incomplete twisting that lands in a prone (on stomach) position.

### **Major Building Fall (2.0)**

Drops to the performance surface from a stunt, pyramid, or toss by the top person or more than 1 base and/or spotter. Uncontrolled lowering or drops to a compromising position not listed under minor building fall. Major Building Fall will include:

#### **Stunts/Pyramids**

- Top person falls to the performance surface.
- Dropping to a load in, cradle, prone/flatback position or compromising position.
- Top person falls from a stunt and lands in a compromising and unintentional head down position.
- Multiple bases/spotters or a top landing on the performance surface.
- Top person lands on a base or spotter who drops to the performance surface.

#### **Dismounts/Tosses**

- Dismounts that land in upright (feet down) or inverted (head down) position.
- Tosses that land in prone (on stomach), upright (feet down) or inverted (head down) position.

## **Pyramid Collapse (3.0)**

- Building bobbles and falls will be used until a single pyramid has received 3.0 in deductions. Once the pyramid has received 3.0 or more points in deductions, the Pyramid Collapse deduction will be used.
- When multiple pyramids are built at the same time, each pyramid will be treated separately.
- If additional deductions are a result of the initial fall/falls, only 1 Pyramid Fall will be issued for that pyramid.
- Once a pyramid is rebuilt and shows stability, additional deductions can be given.

# **Game Day Only**

## **Game Day Timing**

**3:00 Maximum** - Game Day timing will not include the team spiriting, rallying, jumping, kicking, or tumbling prior to the start of the routine. Timing will begin when the Band Chant music starts. Game Day Routine timing will end with the last synchronized voice or note of music. This would include call backs after the music has ended. Judges will not issue a time deduction until 3:04 for the full routine.

- **Overall Routine 4 - 5 seconds over (-1.0)**
- **Overall Routine 6 seconds or more over (-2.0)**

## **Game Day Format Violations (1.0 per bullet point per routine)**

- Teams must use recorded marching band music for the Fight Song and Band Chant elements. Teams may use traditional fight song and band chant music or use songs, if they are performed by a traditional marching band. Teams must avoid the use of overly produced or highly synthesized music. Voiceovers and sound effects are not permitted.
- Skills that do not meet the additional skill restrictions for a Game Day Performance:
  - Tosses (basket, sponge, or elevator) are NOT allowed.
  - Inversions are NOT allowed.
  - Twisting Released Dismounts are NOT allowed.
  - Single leg stunts are limited to liberties and liberty hitches.
  - Running Tumbling is NOT allowed.
  - Standing Tumbling is allowed. Connected tumbling skills are NOT allowed and a back tuck is the most elite tumbling skill allowed. Examples: Standing full is not allowed. Rippled Single Back Handsprings would be allowed. Jump tumble (single skill) would be allowed.
  - Tumbling during the Band Chant.
- Stunting outside the allotted restrictions (Band Chant, before a routine begins and in between sections; excludes stunting between the Situational Sideline and Crowd Leading Cheer)
- The performance will follow this order: Band Chant, Situational Sideline, Cheer, followed by the Fight Song.
- Exceeding 3 consecutive 8-counts of incorporation during the fight song
  - Building Skills that are stationary prior to the end of the 3rd 8-count may remain stationary until the end of the routine.

- o Dismounts following the completion of the routine will not be included for timing purposes.

## Competitive Only

### Competitive Timing

**2:30 Maximum/30 Sec Cheer Minimum** - Timing will begin with the first movement, voice or note of the music, whichever comes first. Teams may start in a load position or choreographed position before timing begins. Initial setup (chants/poses) will not count towards the routine time. The timing will end when the music ends or the team is done chanting. If teams end in stunts, the timing stops but can still receive applicable deductions. Judges will not issue a time deduction until 2:34 for the full routine and less than 29 seconds for the cheer.

- **Cheer Minimum (-5.0)**
- **Overall Routine 4 - 5 seconds over (-1.0)**
- **Overall Routine 6 seconds or more over (-2.0)**

## Competitive Cheerleading Classification Requirements

*This document is a resource for sections/leagues that decide to implement the State Championship Classification Requirements throughout the season.*

### Class Definitions

- Class A: > 1025
- Class B: 555 – 1024
- Class C: 250 – 554
- Class D: < 249
- COED

### Team Size Requirements

- **Class A & B:** Utilize 3 stunt groups (min), at some point in the routine, and a maximum number of 24 athletes on the mat
- **Class C & D:** Utilize 2 stunts groups (min), at some point in the routine and a maximum number of 20 athletes on the mat
- **COED:** Utilize 2 stunts groups (min), at some point in the routine and a maximum number of 24 athletes on the mat
- These stunt groups are based on double based groups containing 4 athletes in each group.
- The requirement means that at some point in the routine, the minimum number of groups required must perform stunts or pyramid skills at the same time but are NOT required to perform the same exact skill.

## Class Size Violation

Teams that do not meet their class size with either the minimum stunt groups or exceed the maximum number of participants will receive a **3 point Choreographed Violation**. See example below:

### Violations

**Performance Errors (2.0)** *Non-Choreographed NFHS violations (PE) – cited per occurrence*

**Apparel, Jewelry, and Prop Violations (0.5)** *NFHS violations involving apparel, jewelry, or props – Cited per occurrence (AV, JV, PV)*

**Choreographed Violations (3.0)** *Violations that were intended to be performed in the routine – Cited once per rule (CV)*

Rule Citation	Category	# Of		Deduction	Violations Total
		Violations	Value		
Class Size violation	CV	1	3.0		

***Section VIII***  
***CHEERLEADING***  
***MANUAL***

***RESOURCES***



**Competitive Scoring Guidelines**

SUGGESTED NUMBER GUIDES	F				D		C		B		A	
	0.0 – 7.0 0.0 – 6.0				6.5 – 9.0 5.5 – 7.0		8.5 – 11.0 6.5 – 8.0		10.5 – 13.0 7.5 – 9.0		12.5 – 15.0 8.5 – 10.0	
<b>Building Execution Scoring Elements (see Execution Elements below for reference)</b>	This should be rarely used as scoring in this range directly tells the coach that every skill they are performing is far beyond their skill level, lacks any proper execution, and is directly dangerous to the athlete's safety.				All skills lack uniformity, and have widespread building execution errors in all skills performed		Most skills lack uniformity, and have widespread building execution errors in most of the skills performed		Most skills are sharp, crisp, clean, uniform and have minimal building execution errors in most skills performed		All skills are sharp, crisp, clean, uniform (for the most part) and have minimal building execution errors in all skills performed	

**STUNT/PYRAMID EXECUTION ELEMENTS**

Each element may include, but is not limited to, the below examples:

<b>Top Person</b>	<ul style="list-style-type: none"> <li>• Body control</li> <li>• Uniform flexibility</li> <li>• Legs straight/locked and toes pointed</li> </ul>
<b>Bases/Spotters</b>	<ul style="list-style-type: none"> <li>• Stability of the stunt</li> <li>• Solid stance</li> <li>• Feet stationary</li> </ul>
<b>Transitions</b>	<ul style="list-style-type: none"> <li>• Entries</li> <li>• Dismounts</li> <li>• Control from skill to skill</li> </ul>
<b>Synchronization*</b>	<ul style="list-style-type: none"> <li>• Timing</li> </ul> <p>*If applicable</p>

**TOSS EXECUTION ELEMENTS**

Each element may include, but is not limited to, the below examples:

<b>Top Person</b>	<ul style="list-style-type: none"> <li>• Body control</li> <li>• Consistent execution of skill/trick</li> <li>• Legs straight/toes pointed</li> <li>• Arm placement</li> </ul>
<b>Bases/Spotters</b>	<ul style="list-style-type: none"> <li>• Using arms/legs to throw together (Timing)</li> <li>• Solid stance</li> <li>• Controlled</li> <li>• Cradle</li> </ul>
<b>Height</b>	<ul style="list-style-type: none"> <li>• Distance between top persons' feet and hands of the bases</li> </ul>
<b>Synchronization*</b>	<ul style="list-style-type: none"> <li>• Timing between groups (synched or ripple timing)</li> </ul> <p>*If applicable</p>

## Competitive Scoring Guidelines

Competitive Scoring Subgames											
1.7 Benchmark		3.4 Benchmark		5.1 Benchmark		6.8 Benchmark		8.5 Benchmark			
Suggested Building Difficulty Guide		Basic		Intermediate		Advanced		Elite		Super Elite	

STUNT/PYRAMID DIFFICULTY FACTORS	
Top to bottom order of consideration	
Difficulty of Skills Performed	<ul style="list-style-type: none"> <li>• Building level</li> <li>• Location within the building level</li> <li>• Number of bases</li> <li>• Number of groups performing each skill, compared to team size</li> </ul>
Athlete Participation	<ul style="list-style-type: none"> <li>• Number of skills connected with pace</li> <li>• Pace between transitions</li> <li>• Categories of all skills</li> </ul>
Pace	<ul style="list-style-type: none"> <li>• Total number of stunts performed</li> <li>• Includes number of skills and number of groups performing each skill</li> </ul>
Variety	
Quantity	

PYRAMID DIFFICULTY FACTORS	
Top to bottom order of consideration	
Difficulty of Skills Performed	<ul style="list-style-type: none"> <li>• Building Level</li> <li>• Location within the building level</li> <li>• Number of bases</li> <li>• How a skill is braced (when &amp; number of bracers)</li> <li>• Number of flyers performing each skill, compared to team size</li> <li>• Number of groups involved in the pyramid sequence (includes bracers)</li> <li>• Includes extra groups performing unbraced skills</li> </ul>
Athlete Participation	<ul style="list-style-type: none"> <li>• Number of skills connected with pace</li> <li>• Pace between transitions</li> </ul>
Pace	
Variety	<ul style="list-style-type: none"> <li>• Categories of all skills</li> </ul>
Quantity	<ul style="list-style-type: none"> <li>• Total number of stunts performed</li> <li>• Includes number of skills and number of groups performing each skill</li> </ul>

# Competitive Scoring Guidelines

SUGGESTED NUMBER GUIDES	F	D	C	B	A
	0.0 – 1.0 0.0 – 0.5	1.0 – 2.0 0.5 – 1.0	2.0 – 3.0 1.0 – 1.5	3.0 – 4.0 1.5 – 2.0	4.0 – 5.0 2.0 – 2.5
<b>Effective/Ineffective Scoring Elements</b>	Completely ineffective/does not demonstrate any understanding of this scoring element	Ineffective to mostly ineffective with minimal to no effective elements/details	Somewhat ineffective to mostly ineffective with minimal to some effective elements/details	Somewhat effective to mostly effective with minimal to some ineffective elements/details	Mostly effective to effective minimal to no ineffective elements/details
<b>Tumbling/Jump Execution Scoring Elements (see Execution Elements below for reference)</b>	This should be rarely used as scoring in this range directly tells the coach that every skill they are performing is far beyond their skill level, lacks any proper execution, and is directly dangerous to the athlete's safety.	All skills lack in uniformity, and have widespread jump/tumbling execution errors in all skills performed	Most skills lack in uniformity, and have widespread jump/tumbling execution errors in most of the skills performed	Most skills are sharp, crisp, clean, uniform and have minimal jump/tumbling execution errors in most skills performed	All skills are sharp, crisp, clean, uniform (for the most part) and have minimal jump/tumbling execution errors in all skills performed

## STANDING/RUNNING TUMBLING EXECUTION ELEMENTS

Each element may include, but is not limited to, the below examples:

<b>Approach</b>	<ul style="list-style-type: none"> <li>• Arm placement into a pass/skill</li> <li>• Swing/Prep</li> <li>• Chest placement</li> </ul>
<b>Body Control</b>	<ul style="list-style-type: none"> <li>• Head placement</li> <li>• Arm/shoulder placement in skills</li> <li>• Hips/Leg placement in skills</li> <li>• Control from skill to skill in a pass</li> <li>• Pointed toes</li> </ul>
<b>Landings</b>	<ul style="list-style-type: none"> <li>• Controlled</li> <li>• Chest placement</li> <li>• Finished pass/skill</li> <li>• Incomplete twisting skills</li> </ul>
<b>Synchronization*</b>	<ul style="list-style-type: none"> <li>• Timing</li> </ul> <p>*If applicable</p>

## JUMP EXECUTION ELEMENTS

Each element may include, but is not limited to, the below examples:

<b>Arm Placement</b>	<ul style="list-style-type: none"> <li>• Approach</li> <li>• Consistent entry</li> <li>• Swing/Prep</li> <li>• Arm position within jump(s)</li> </ul>
<b>Leg Placement</b>	<ul style="list-style-type: none"> <li>• Straight Legs</li> <li>• Pointed Toes</li> <li>• Hip Placement/Rotation/Hyperextension</li> <li>• Height</li> <li>• Legs/Feet together</li> <li>• Chest Placement</li> <li>• Landings</li> </ul>
<b>Synchronization</b>	<ul style="list-style-type: none"> <li>• Timing</li> </ul>

## Competitive Scoring Guidelines

### DANCE ELEMENTS

#### Composition

- Visual elements
- Variety of levels
- Formation changes
- Footwork
- Floorwork
- Partner work
- Pace

#### Execution

- Technique
- Perfection
- Motion Strength/Placement
- Synchronization
- Energy/Entertainment Value

**CHEER**

**Crowd Leading Style/Mixed Style**

**Performance Style**

**Presentation of Material**

- Was the volume consistent throughout or were there elements that were hard to hear due to athletes not facing the crowd, executing skills that affected the volume, athletes unable to maintain volume, etc.?
- Was the pace appropriate/effective? Was it too fast, making it difficult for the crowd to follow/respond to the call-backs? Was it too slow, reducing the entertainment value?
- Appropriate pace throughout
- Pace is too fast
- Pace is too slow
- Did the cheers effectively represent the school name/nicknames, colors, and/or mascot?
- Did the cheer contain effective call-outs/filler words? Were the call-outs/filler words too complex/hard to understand/follow? Was it lacking in call-outs/filler words (boring/redundant/lacking direction)?

**Formations & Spacing**

- Was the spacing accurate throughout?
- Did all/most of the formations achieve crowd coverage/effectiveness focusing on 7+ panels for spread?
- Did all/most of the formations achieve crowd coverage/effectiveness focusing on the front half of the mat (except for flags)?
- Were the Transitions smooth, synchronized, and maintained crowd coverage/entertainment/engagement? Did a significant number of athletes stop facing the crowd? Were the transitions distracting or lose the ability to lead/engage the crowd?
- Was there variety in their formations?

**Execution & Effective Use of Props & Motions**

- Do the props used make the call-backs easy to follow and are appropriate for what is being presented? Do Poms/Signs/Flags correlate with the call-backs? Were the props distracting or not correlating with the words? (i.e. a Flag with a mascot flying while spelling out a team name)
- Was the motion technique with props sharp, crisp, & clean?
- Was the timing/synchronization of props effective, appropriate & correlated with the words?
- Did they follow "show it, see it, say it" so the crowd could follow/respond or did they use "peek-a-boo" signs, only showing the crowd the signs at the moment the crowd was supposed to respond?
- Were signs all held in the middle for control and consistency?
- Were spell-outs or phrases presented at consistent levels so they were easy to follow/respond or were they presented at multiple levels making it difficult to follow?
- Was the flag technique correct? Did the flags open, as intended? Did the flags pause at the top, then sharply descend?
- Was the placement of motions consistent across all athletes?
- Were motions precise (sharp, crisp, & clean)?
- Were motions synchronized, across all intended athletes?

**Presentation of Material**

- Was voice and inflection appropriately used to enhance the entertainment value of the cheer?
- Was the volume consistent throughout, with appropriate pauses choreographed to maintain volume, or were there elements that were hard to hear due to executing skills that affected the volume, athletes unable to maintain volume, etc.?
- Was it appropriately fast paced with energy to increase the entertainment value? Was it too fast, making it difficult to understand? Was it too slow, reducing the entertainment value?
- Did the cheer effectively incorporate the school name/nicknames, colors, and/or mascot through "storybook" style words and incorporate the initiative to win?
- Did the words of the cheer excite and enhance the competitive atmosphere?
- Was the crowd (judge) excited, engaged, and entertained?

**Formations & Spacing**

- Was the spacing accurate throughout?
- Were there creative visuals in the formations that increased the entertainment value and crowd engagement?
- Were the Transitions smooth, synchronized, and maintained crowd entertainment/engagement? Were the transitions distracting or lose the ability to engage/entertain the crowd?
- Was there variety in their formations? Did formations change frequently enough to increase/maintain entertainment value and engagement?

**Execution & Effective Use of Props & Motions**

Note: Not incorporating props should not negatively affect

- IF incorporated, did the props used enhance the entertainment value of the cheer and are appropriate for what is being presented? Were the props distracting or not correlating with the words?
- IF incorporated with skills, did they detract or enhance the entertainment value of the skills?
- IF incorporated, was the motion technique with props sharp, crisp, & clean?
- IF incorporated, was the timing/synchronization of props effective, appropriate & correlated with the words?
- Were there a variety of motions, levels, and/or ripples to create visual interest and increase entertainment value?
- Was the placement of motions consistent across all athletes?
- Were motions precise (sharp, crisp, & clean)?
- Were motions synchronized, across all intended athletes?

### Effective Use of Skills

- Did each skill serve a purpose in leading the crowd or did they seem to be incorporated for the sake of incorporating skills?
- Did the tumbling skills emphasize an important word you want to draw attention to or is it distracting, making the words hard to hear or hard to follow?
- Were tumbling skills selected that maximized the time that athlete was crowd facing and quick enough to maintain crowd engagement?
- Were the stunts adding to the crowd's ability to follow signs/props for the call-back or did it distract?
- Were building skills selected to utilize a minimal number of athletes who are not crowd facing, in order to maintain maximum crowd coverage?
- Were the entries into building skills/transitions between building skills/dismounts selected to quickly achieve the desired level to maintain crowd engagement?

### Effective Use of Skills

- Were all skills incorporated entertaining/engaging? Were skills selected for their entertainment value or did they seem to be incorporated for the sake of incorporating skills?
- Were skill sequences incorporated to create visual interest and increase entertainment value?
- Did any major errors in execution detract from the entertainment value of the cheer?
- Were a variety of skills incorporated to entertain/create visual interest, while maintaining crowd engagement and consistent volume? Are there too many building skills that do not allow the athletes to maintain consistent volume as too many athletes are facing each other rather than the crowd?

## COMPOSITION/PERFORMANCE

### Element Composition, Creativity, & Performance (Jumps/Tumbling/Dance Score Sheet)

- Did the jump, dance, and tumbling sequences use formations & transitions to create visual interest and effectively use the competition floor?
- Did the jump, dance, and tumbling sequences incorporate a variety of formations that effectively used the competition floor?
- If incorporated, were creative/basic tumbling/jumps, or dance elements used to enhance the entertainment value and create visual interest in transitions?
- Was the flow of transitions into and out of the jump, dance, and tumbling sequences appropriate and effective, creating minimal downtime?
- Were the jump, dance, and tumbling sequences incorporated to create a seamless and cohesive routine?
- Was the energy maintained, entertaining and engaging the crowd throughout the jump, dance, and tumbling sequences?
- Did the athletes present confidence through natural and excited facial expressions and smiles throughout the jump, dance, and tumbling sequences?

### Element Composition, Creativity, & Performance (Building Score Sheet)

- Were a variety of building categories performed within the building sequences to enhance the entertainment value and create visual interest?
- Did the building sequences use a variety of formations and/or creative/appropriate formations to enhance the entertainment value and create visual interest?
- Was creative/basic building transitions (ins/outs) used to enhance the entertainment value and create visual interest?
- Was the flow of transitions into and out of the building sequences appropriate and effective, creating minimal downtime?
- Were the building transitions and sequences incorporated to create a seamless and cohesive routine?
- Were all transitions into and out of the building sequences creative and visually appealing?
- Was the energy maintained, entertaining and engaging the crowd throughout the building sequences?
- Did the athletes present confidence through natural and excited facial expressions and smiles throughout the building sequences?

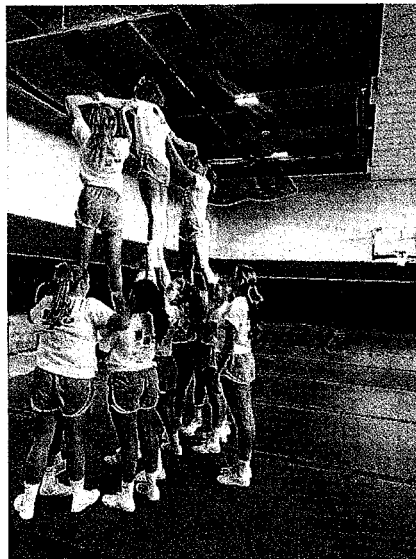
## Braced Flip to Single Base Spotter Locations

**When tossing and catching a braced flip 3 people must be involved as bases or active spotters (hands on or hands off). When landing extended one of the spotters must be either directly to the side or behind the base to be in a location to protect the head/neck of the flyer.**

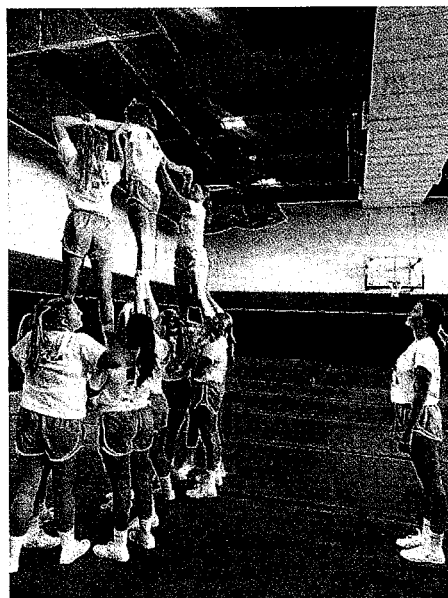
**When landing on a single base, 1 person must be actively spotting from the side of the base or behind. The 3<sup>rd</sup> person involved with the toss/catch should be within a step of the stunt group (new interpretation from NFHS in 2022 allows that 3<sup>rd</sup> person to be in front of the group as well as on the sides or behind the stunt).**

**The following are examples of the moment a braced flip lands extended to a single base.**

- Legal – Hands on spotter behind the base and a hands-off spotter 1 step behind the group. **Warning:** Make sure the hands-off spotter is in a position that can be clearly seen by the judges from the front. This spotter may need to move slightly off center so they are not directly hidden by the hands-on spotter.



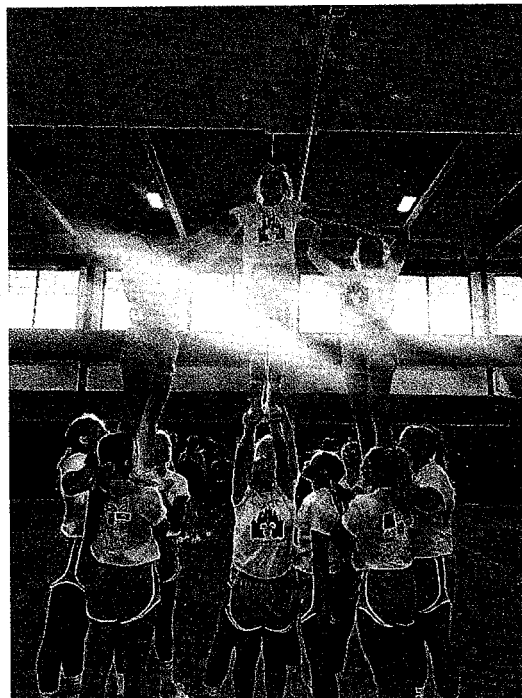
- Illegal – While the hands-on spotter is directly behind the flyer, the hands off spotter is more than 1 step away from the group and not in a position to assist if the catch goes wrong.



- **Illegal** – While the hands-on spotter is directly behind the flyer, the hands off spotter is multiple steps away from the center group by standing behind the bracing group. Additionally, when standing behind the bracing group the intended spotter may be completely hidden from the judge's view.



- **Legal** – Hands on spotter is behind the base and a hands-off spotter is directly to the side of the base. The hands-off spotter can now also be in front of the group within a step.

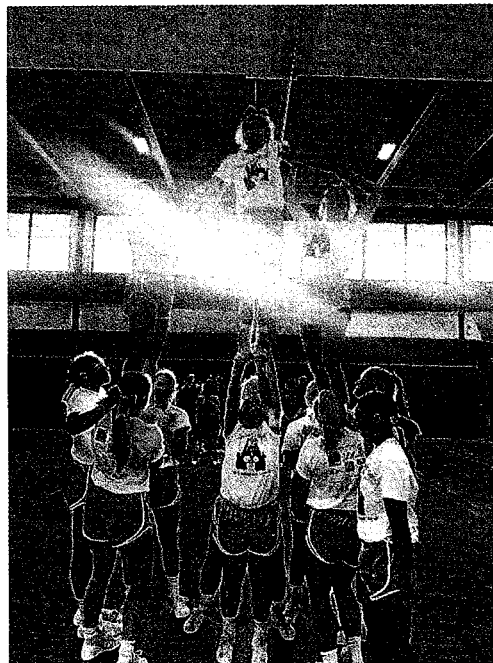




- Questionable – While the spotter on the right is directly in front of the base, the spotter on the left should ideally take a step back so they are technically to the side of the base and in a place to protect the head/neck of the flyer. As this skill happens quickly, it may receive a warning for the spotter on the left.



- Illegal – While the hands-on spotter is directly behind the base, the other intended spotter is in front of a bracing group and more than 1 step away from the group performing the flip.



## Legal vs Illegal – Roll up to Load, Prep, or Extended

Note: The legality issues with this skill can be completely avoided by simply having the back spot turn around to face the flyer. See “Stunt Progression and Technique Clinic – AM Session” at 1:24:17 for video example.

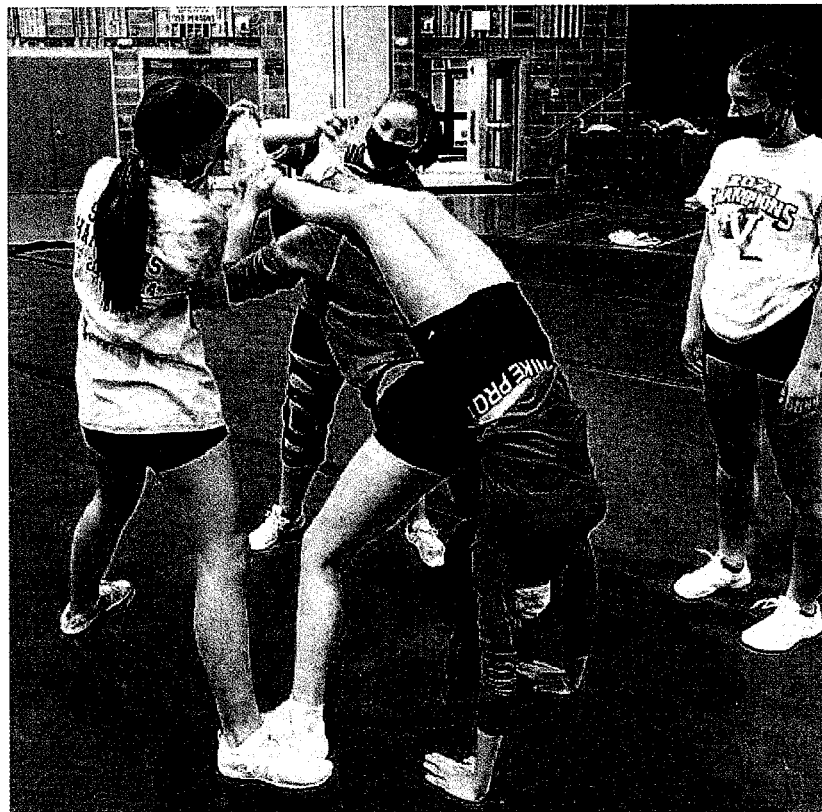
### Roll-up to Extension Video – Legal

In this skill, the flyer typically does a front walkover landing with their legs over the bases shoulders and then transitions to new bases in either a load, prep, or extension. While the flyer is inverted the lowest point of support from the base is the shoulders, which is considered to be prep level. Therefore, 3-3-6(c) rules apply, which requires at least 2 people on the performance surface to be in a position to protect the head/neck of the flyer. The base is considered to be one of these people as they can adjust their position/angle to prevent the flyer from hitting their head on the ground. A second person then, must be in a position to also protect the flyer.

### Legal Versions

Judges will be looking for 1 of the following to confirm there is a second person in a position to protect the head/neck of the flyer: An extra spotter within a step away from the flyer, a side base whose hands are on the upper thigh or upper body/back of the flyer, OR a side base's foot is behind the person basing the inversion.

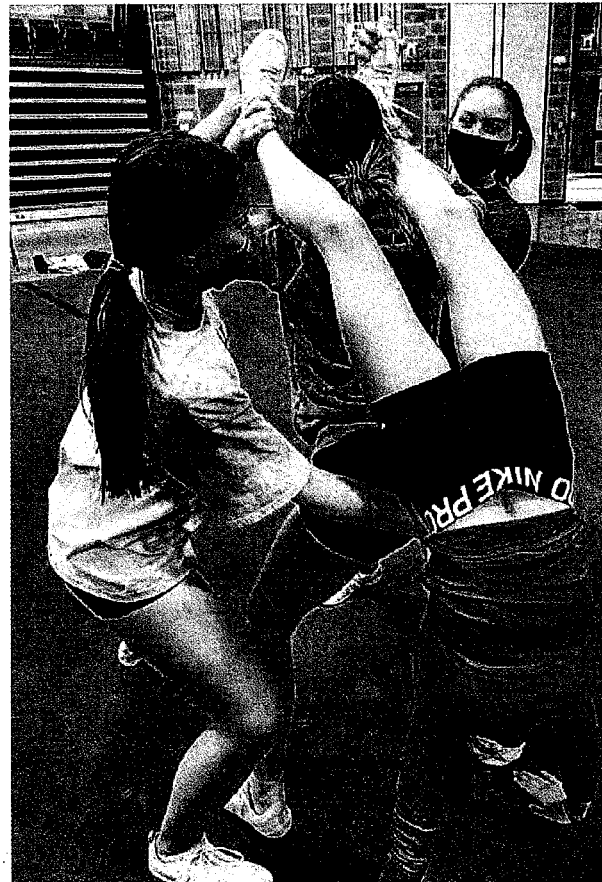
Ex 1: Extra spotter within a step away from the flyer



Ex 2: A side base whose hands are on the upper thigh of the flyer

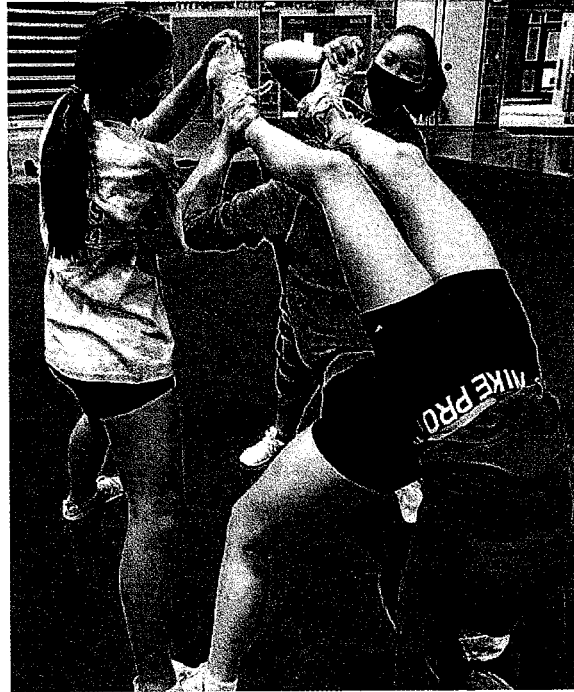


Ex 3: A side base whose hands are on the upper body/back of the flyer OR a side base's foot is behind the person basing the inversion.



## Illegal Versions

Ex 1: Both hands of both side bases are on the foot of the flyer and the side bases back foot is level with the inversion bases foot. There is also no extra spotter.



Ex 2: One hand of both side bases are on the foot of the flyer, the other is on the lower calf and the side bases back foot is in front of the inversion bases foot. There is also no extra spotter.



***Section VIII***  
***CHEERLEADING***  
***MANUAL***

|  
***AWARDS CRITERIA***

## **Section VIII Cheerleading County Awards**

**Scholar Athlete** – Given to the athlete on your team, no matter what grade, who has the highest weighted GPA

**Coaches Award** – Given to an athlete on your team who is extremely dedicated and passionate about cheer. This athlete exhibits qualities such as being coachable, displaying good sportsmanship, and presenting a positive attitude. He or she is a person you can rely on and someone who embodies what it means to be a cheerleader.

**All Class Award** – Given to one of the best athletes on a team that executes all cheerleading skills at a high level.

**All County Award** – Given to the best overall athlete on a team. This person executes stunts, tumbling and skills at the highest level possible and is an asset both on and off the mat.

**Sportsmanship Award** - Recognizes an entire team for outstanding conduct, fair play, and integrity. This is a team award that celebrates the collective effort and character of the whole team.

**Assistant Coach of the Year** – This coach must possess the following criteria: be an integral contributor to the growth and success of the program, show a commitment to cheerleading education, be key in player development, and must strive for a commitment to excellence.

**Coach of the Year** – This award is to honor a coach who has demonstrated a sound ability to develop and improve individual and team performance throughout the year by promoting sportsmanship, fairness, participation, respect, and upholding the rules, values, and goals of Section VIII.

**Keane Award** – Given to the best athlete in Nassau County. The criteria are a written coach's recommendation, a 3-minute video of the athlete performing all skills at the highest level; stunting, tumbling, jumping, cheer etc. The athlete also must display good character, athletic ability, and show outstanding performance on and off the mat.

**Position Awards** – Given to the best position athlete in each class who best performs skills at the highest level.

**Best Main Base**

**Best Side Base**

**Best Flyer**

**Best Back Spot**

**Best Tumbler**