



CHEYENNE HIGH SCHOOL
CHEER CAPTAIN | CO-CAPTAIN | SPIRIT LEADER
TRYOUT PACKET



2022-2023

The 2019-2020 Cheyenne High School Cheerleading Squad Leadership Body will be made up of the following:

- Captain (Head Cheerleader-Varsity)
- Varsity Captain
- Varsity Squad Co-Captain(s)
- JV Squad Captain
- JV Squad Co-Captain(s)
- Social Officer/Spirit Leader

The Captain (Head Cheerleader) will be the Varsity Squad Captain, as well as in charge of all captains.

EXPECTATIONS AND REQUIREMENTS

If selected, the Head Captain, Captains/Co-Captain and Social Officers are expected to commit to and serve in the position for the remainder of the cheerleading season. The Head Cheerleader is also expected to attend the tryout clinic the following year to assist the coaches as needed. CHS Cheerleaders are held to a higher standard than the rest of the school and the Head Cheerleader and Captains will be held to a higher standard still.

Because leaders are held to a higher standard, if a Head Cheerleader, Captain or Social Officer accumulates 10 demerits in one cycle, then he/she will be removed from his/her leadership position, in addition to the regular consequences incurred by an cheerleader. See Cheerleader and Mascot Constitution for further details on required duties and responsibilities.

TRYOUT SCHEDULE

March 14th: All candidates must email Coach D by 7 pm to let them know they plan to try out for a leadership position.

March 21st – All paperwork due to Coach D.

*Head Cheerleader, Captains and Co-Captains

- Notebooks DUE!
- Permission slip signed by both the cheerleader and at least one parent
- Completed Cheer Notebook
- Typed answers to the marked questions listed below and placed in the "Essay Questions" section of Captain/Co-Captain Notebook (marked with*)

* Social Officer/Spirit Leader

- List of 5 weekly spirit options (ex: White out the Bronco's-coordinate cheer team wearing all white/pass out white chocolate to team, etc...)

March 30th - 5p-until - Captain/Co-Captain Tryouts

*Captain/Co-Captain original dance and or cheer with instruction (4 to 6, 8 counts)

* Captain/Co-Captain Interview

*Social Officer- Presentation on team building activities, ways to improve school spirit with "Spirit Plan" and Christmas party ideas.

*Results posted same time as cheer team.

April 2nd - Head Cheerleader, Captains and Co-Captains meet with coaches in cafeteria.

Email: CHSCheerPride@gmail.com

POSSIBLE LEADERSHIP QUESTIONS

1. What assets would you bring to the organization if selected as Head Cheerleader/Captain?
2. Do you feel that you can stand on your own judgment and make decisions as a leader that may cause you to lose a few friends?
3. *What is the key to earning the respect of your team? How do you keep it?
4. Define: Initiative. Do you have it? Explain
5. What does "Confidentiality" mean?
6. Describe a situation concerning Head Cheerleader Confidentiality
7. What are the biggest complains of the cheerleaders on the squad and how would you help solve these complaints, while still fulfilling your responsibilities as Head Cheerleader/Captain?
8. How will you be able to handle the stress, both physical and mental, often involved with the duties required of the Head Cheerleader/Captain? BE SPECIFIC!
9. Rate yourself in the following areas. Please, explain and give examples of your talents (example 1-5; 5 being the strongest)
 - a. Motivation
 - b. Organizational Skills
 - c. Dedication
 - d. Reputation
 - e. Responsibility
 - f. Positive Attitude
10. What is something that your coach has said that you will always remember? Why?
11. How will you lead the other captains? What challenges do you see arising with leading other leaders?
12. Why do you want to be a captain/co-captain?
13. *Describe what servant leadership means to you and how you demonstrated this in your life in the past year?
14. What is your weakest characteristic that would hinder you being a great captain/co-captain?
15. What can you attribute to the team that the other candidates cannot?
16. *What do you feel is the most important responsibility as a captain/co-captain?
17. If you could improve one thing about the CHS Cheer Program, what would it be? How would you go about doing it?
18. Rank the following in order of importance: Honesty, Accountability, Loyalty, Talent, and Dependability. Explain Why?
19. If a member of the team were off-task during practice, how would you handle that?
20. What kind of people do you find it difficult to work with?
21. Explain how you would differentiate between when to be a friend and when to be a leader.
22. What was the hardest decision you have ever had to make? What have you learned from that decision?
23. What accomplishments are you most proud of?
24. How do you plan to keep each member of the team motivated, while continuing to uphold the reputation of the CHS Cheer Program?
25. What will you do to ensure that you can meet all of your academic responsibilities and devote the time necessary to be captain/co-captain of the CHS Cheer Program?
26. What other leadership experience have you had?
27. If you become captain/co-captain, what proactive changes would you like to make to improve the well-being, skill level, and/or bonding of your team?
28. What ideas do you have that would promote spirit among your team?
29. What ideas do you have that would promote school spirit among the fans?
30. If you are not chosen as Captain or Co-Captain of your team, how will you maintain a leadership role and exhibit a positive attitude throughout the season?
31. *As Captain, what are your thoughts on the roles of the co-captains? How do you incorporate and involve the co-captains, who are also leaders on the team? How would you handle a disagreement with the co-captains?
32. How is a leader capable of encouraging the maintaining of skills?
33. What do you think the main purpose of practice time should be? Not everyone agrees about the hard work needed to "get there." How do you feel team members should feel when they leave practice?
34. *As Captain, How do you hold yourself and your team members accountable for exemplary behavior, in and out of cheer, in every scenario possible? What should be the natural consequences when team members are not exhibiting this exemplary behavior? How do you hold yourself accountable for behavior that should be a step above the team?
35. How do you earn respect from others? How do you think you can be a leader of a team of natural leaders?
36. *Is there anything else you would like us to know?
37. *Do you have any questions?

Question with no asterisk might be asked in your interview. You do not need to write a response to those questions.

Numbers marked with an asterisk must have written responses (short responses are acceptable-but they should completely/fully answer the question)

CAPTAIN/CO-CAPTAIN CHEER NOTEBOOK

Section 1: Table of Contents

Section 2: Completed CHS Cheerleading Captain Application

Section 3: Resume' including: Name, grade (2015-2016), current picture, awards, recognitions (academic and cheer), overall grade average, copy of last report card

Section 4: Include 2 letters of recommendation (NO family please!)

Section 5: Teacher evaluations (all teachers)

Section 6: Choose one Ethical Principle that you feel is most important to you and our program. Why is it so important? Give an example of how you apply this principal to everyday life

Section 7: Signed Contract

Section 8-Essay Questions

Please respond to the following questions.

1. How would you respond if a squad member tells you (as a captain or co-captain) to shut up, or rolls his/her eyes at your during practice?
2. What would you do if two members get in a fight in front of the team and the Coach is not around?
3. What would you do if a squad member is acting improperly at a game?
4. How would you ensure that the team creates a cohesive unit and it supportive of one another? In other words, how would you help to create a team atmosphere/mentality for all the cheerleaders?
5. The Coach makes an unpopular decision even you disagree with. How would you react?
6. Essay on how cheerleading has affected your life this year and why it is important to you, discuss positive and negative aspects of high school cheerleading (based on your experience), and three suggestions for improvement on the next team and how to build them.

Section 9- **Game Plan** *Design a plan for a football or basketball game.*

-Include the cheers, chants, stunts, spirit ideas you would use to promote positive school spirit for each quarter of the game.

Section 10: Agenda for Cheer Practice

Develop an outline for cheer practice including activities and time allocation for each activity.

Section 11: Fundraising Plan

Create a fundraising plan for the 2022-2023 school year.

Section 12- Spirit Plan

Create a list of 3 ideas for pep rallies next year (i.e. skits, cheers, dances, etc..)

**Notebooks may be any size and color you see fit ☺*

CHS CAPTAIN/CO-CAPTAIN PERMISSION FORM

Name: _____
Current GPA: _____

Being a captain is not an easy task. Being a captain means your commitment level has to go up and cheerleading has to be your first priority outside of family and school. You need to be the first one at every practice and last one to leave. You have extra responsibilities and are held to a higher standard. You are not allowed to miss a practice, game, or event for any reason other than for a contagious illness, religious observances, or graded school events. You are expected to lead the cheerleaders at practice, games and special events, stunts, and tumbling. You are expected to be a good role model outside of cheerleading as well. You represent not only Cheyenne High School, but the cheerleaders in everything you do. You become a mini assistant coach, you are on the coach's side and it is a complicated line to tread. You need to be a friend and leader and a coach all at the same time. If you feel like you are ready for this commitments, continue with the application.

Please make sure you complete your notebook carefully and truthfully. I will be holding you to your word if you are chosen as captain or co-captain.

*Notebook is due WITHOUT fail before 2:00 on **March 21st** to Coach D.

Student and parent/guardian signatures on this application indicate that both the student and the parents/guardians have read, discussed, understand, and agree to all of the provisions and requirements set forth in the Cheer Constitution.

I am interested in a leadership role with the Cheyenne High School Cheerleading Team. If elected, I promise to abide by the rules and regulations set forth by the coach and the principal of Cheyenne High School. I promise to cooperate and follow the instructions of the cheerleading coach(es).

My parents and I are aware of the time involved in preparing for cheerleading tryouts and with holding the Captain/Co-Captain/Social Officer positions. I am willing and able to spend many extra hours after school and practice for choreography, organizing, fundraising, etc. I promise to be at each training practice, event, or required function unless I am absent from school because of illness and will present proof of such absence(s)

My parents and I understand that approval of this application is dependent on my full compliance with the eligibility requirements for Cheyenne High School Cheerleading Program. My parents and I agree to comply with ALL of Cheyenne High School's rules and regulations for the cheerleading/mascot program and will abide by all of the student codes of conduct regulating participation in the program.

I understand my responsibilities to uphold the reputation of my squad, school and community.
As a role model, I will consistently adhere to the Student Code of Conduct and the Cheerleading Constitution IN THEIR ENTIRETY

I understand that making Captain/Co-Captain does not guarantee a leadership position for the entire year. I must maintain the standards set forth in the constitution, by the coaches and the CHS administrators.

_____ Parent/Guardian Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date
_____ Leadership Candidate's Signature	_____ Date

CAPTAIN/CO-CAPTAIN TRYOUT INFORMATION

Your overall score will be based on the following items:
Notebook 120 points
Interview 30 points

GPA 20 points
 Original Cheer/Dance 20 points
 Teacher/Admin Evaluations 10 points

TOTAL POSSIBLE SCORE 200 POINTS

Your notebook and all completed components are due BY 7p on March 21st. Notebooks will NOT be accepted AFTER that date, but can be turned in early to Coach D.

Final selections for Captain and Co-Captain will be announced when the team is announced, when tryout results are posted.

Candidates do not select or choose to be Captain or Co-Captain. That will be determined based on the total scores and the final say is done by Coach D.

Interviews will be conducted during the tryout practice period. Candidates will be asked questions regarding their vision, personal goals, strengths/weaknesses, and other questions pertaining to leadership within the CHS Cheer Program. During the interview, remember to be confident in yourself, answer honestly, always portray a positive attitude, and show your heart!

Candidates will be awarded points based on their cumulative grade point averages as follows:

4.0 and higher (90-100) 20 points
 3.5-3.99 (85-89) 16 points
 3.0-3.49 (80-84) 12 points
 2.5-2.99 (75-79) 8 points
 2.0-2.49 (70-74) 4 points

Judges' score cards are based on the following criteria:

- Cheer (execution, sharpness, voice, jumps, spirit, facials)
- Dance (execution, timing, confidence, facials, enthusiasm, creativity/difficulty, teaching ability)
- Additional (entrance, gymnastics)
- Attendance at practices

CAPTAIN/CO-CAPTAIN OVERALL SCORESHEET

Candidates Name: _____

CATEGORY	TOTAL POSSIBLE POINTS	POINTS EARNED
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NOTEBOOK	120	
INTERVIEW	30	
GPA	20	
ORIGINAL CHEER	20	
PRINICIPAL EVALUATIONS	10	

Comments:

Coach(es)/Administrators Interview

Candidates Name: _____

CATEGORY	SCORE	COMMENTS
Confidence (5 points)		

Sincerity (5 points)		
Maturity (5 points)		
Leadership skills (5 points)		
Quality of Response (10 points)		

Question Number's Randomly Selected:

CAPTAIN/CO-CAPTAIN NOTEBOOK RUBRIC

SECTION	1 POINT- 3 POINTS	5 POINTS-7 POINTS	8POINTS-10 POINTS	SCORE/COMMENTS
Table of Contents	Missing table of contents Missing some labels and/or page numbers or Not visually appealing	Missing labels or page numbers. Somewhat hard to follow Labels and page numbers are listed. No dividers for sections.	All or almost all parts are labeled clearly. Page numbers for each section are identified. Dividers for each section	

Captain Application	Application is incomplete (missing more than 3 parts) or it is missing. Parts not clearly answered Application is missing 2 or less parts, but not all parts are clearly answered	Application is missing no more than 1 part but not fully or clearly answered Application has all parts filled out but some answers are unclear	All parts are clearly and fully answered	
Resume'	No resume' or missing parts that go with resume' Resume' does not follow all directives, missing 2 or more components	Resume' follows 50% -75%of directives, and is hard to follow or is lacking in visual appeal	Resume' follows 90%-100%of directives, and is visually appealing	
Letters of recommendation	No letters of recommendation or not minimum requirement of letters. Has required number of letters of recommendation but are from family members	Has required number of letters of recommendations, and not from family, but are not positive. Has required numbers of letters of recommendations from non-family members but without evidence of leadership potential	Has required number of letters of recommendation from non-family members that show evidence of leadership potential	
Teacher evaluations (Avg)	See teacher evaluations page	See teacher evaluations page	See teacher evaluations page	
Ethical Principle	Principle is stated but not explained	Principle is stated and somewhat explained	Principle is stated and thoroughly and thoughtfully explained	
Signed Contract	Missing student or parent(s) signatures and dates signed	Has student signature not dated	Has both student and parent signatures	
Essay Questions	Did not fully/ thoroughly answer 3 or more of the questions. Essays are difficult to follow and not typed.	Did not fully/thoroughly answer 1-2 essay questions, but the answered are typed.	Fully, thoroughly, thoughtfully, and genuinely answered all of the questions and typed and numbered each response	
Game Plan	Fewer than the instructed number of ideas were presented. Instructions on how they would incorporate the ideas are unclear or not given.	Met the required number of ideas, but the instructions and descriptions are not complete	Met the required number of ideas, and the ideas and descriptions are broken down into easy to understand/follow format.	
Agenda for Cheer Practice	Did not utilize all of the time allotted for cheer practice adequately or missing time allocations.	Utilized all the time allotted for cheer practice and provided time allocations.	Effectively and efficiently utilized allotted time for cheer practice, and provided description of what should reasonably be accomplished with allocated times.	
Fundraising Plan	Did not offer any new ideas for fundraising or expanding on current fundraisers, but missing the components on how to run the fundraiser or not very realistic options and also lacking time frames.	Offered new ideas for fundraiser or expanded on current fundraisers, but did not offer timeframes. Some of the logistics are explained.	Offered new ideas or expanded on current fundraisers. Presented time frames and designated who would be responsible for which parts.	
Spirit Plan	Did not meet the minimum number of required themes or did not provide ideas on how cheerleaders demonstrate the theme.	Met the minimum number of required themes and provided ideas on how cheerleaders demonstrate the theme.	Met the minimum number of required themes and provide ideas on how cheerleaders demonstrate the theme as well as ways to include the student body.	

Judge's number:

Total score:

CAPTAIN/CO-CAPTAIN ORIGINAL DANCE RUBRIC

CATEGORY	1=below average	3=Average	5=excellent	Comments		
Quality of original dance	1	2	3	4	5	

Ability to teach the dance to others	1 2 3 4 5	
Handles frustrations of teaching maturely	1 2 3 4 5	
Overall confidence and leadership	1 2 3 4 5	

Judge's number: _____

Total Score:_____

SOCIAL OFFICER SCORING RUBRIC

CATEGORY	1=Below average 3= Average 5= Excellent	SCORE/COMMENTS
Spirit options	1 2 3 4 5	

Team building ideas	1	2	3	4	5	
Christmas party ideas	1	2	3	4	5	
"Spirit Plan"	1	2	3	4	5	
Teacher/Admin evaluations	*See Teacher Evaluation Form					
GPA	1	2	3	4	5	

Judge's number: _____

Total Score: _____

TEACHER EVALUTIONS FOR CHEERLEADING CAPTAIN/SOCIAL OFFICER/SPIRIT LEADER

Please complete the following form as soon as possible, so that we will have time to tally prior to the tryout date. Teacher evaluations will be averaged together to count for a portion of each candidate's score. Only those teachers who taught the candidate the second semester will participate in the evaluation process. Therefore, it is very important to give the student an honest rating based on your knowledge of that individual student. Please, be realistic as well as fair. These scores will NOT be shared with the student.

Please complete this form and return it **directly to Coach D** by **March 21st or sooner**. **DO NOT GIVE BACK TO STUDENT!**

Thank you for your time and cooperation. If you have any questions, please feel free to contact me at 702.575.7558 or email at harrid9@nv.ccsd.net.

Sincerely,

Donell Harris
Head Cheer Coach
Cheyenne High School

Cheerleader Candidate

Course

Teacher's Name

Grade/G.P.A

Dependability:

- 5- The student is thoroughly dependable. Assignments are ALWAYS turned in complete and on time.
- 3-Assignemtns are occasionally late or incomplete
- 2-More often than not the student fails to turn in assignments
- 1-The student frequently fails to turn in assignments and they are turned in late and/or incomplete
- 0-The student never completes assignments in a timely manner

Punctuality/Attendance

- 5- The student is never tardy to class and very rarely absent
- 3- The student is occasionally tardy to class and/or has a 3-4 absences
- 2- More often than not the student is tardy to class and/or has 5+ absences
- 1-Student is regularly tardy to class and/or has 6-7 absences
- 0-Student is always tardy to class and has 8+ absences

Behavior

- 5-Student is always focused and has never been involved in classroom misbehavior.
- 3- At times the student has not been focused or has been involved in classroom misbehavior
- 2- More often than not the student lacks focus and has at times been involved in classroom misbehavior
- 1-More often than not the student lacks focus and has often been involved in classroom misbehavior.
- 0-Student has been sent to house principal and misconduct.

Peer Interaction

- 5-There is evidence which clearly indicates that the student always interacts in a friendly, congenial, and cooperative manner with peers. The student is never in conflict with peers.
- 3-The student is occasionally involved in friendly, congenial, and cooperative peer interactions. There has been evidence of occasional peer conflict.
- 2-More often than not the student does NOT interact in a friendly, congenial, and cooperative manner with peers. There has been evidence of occasional peer conflict.
- 1-The student occasionally acts well with peers, however there is evidence of frequent conflict.
- 0-The student is aloof and detached from peers. There is much evidence of peer conflict.

Leadership

- 5-There is clear evidence that the student has leadership qualities
- 3-There is not clear evidence that the student has leadership qualities, BUT there is evidence that the student would assist the group in the accomplishment of a worthy objective.
- 2-There is no evidence that the student would lead or assist the group in the accomplishment of a worthy objective.
- 1-There is clear evidence that the student would inhibit the group in the accomplishment of a worthy objective
- 0-At times the student does inhibit the group in the accomplishment of a worthy objective

Teacher Signature

Total Points Earned

ADMINISTRATOR EVALUTIONS FOR CHEERLEADING CAPTAIN/SOCIAL OFFICER/SPIRIT LEADER

Please complete the following form as soon as possible, so that we will have time to tally prior to the tryout date. Teacher evaluations will be averaged together to count for a portion of each candidate's score. Only those teachers who taught the candidate the second semester will participate in the evaluation process. Therefore, it is very important to give the student an honest rating based on your knowledge of that individual student. Please, be realistic as well as fair. These scores will NOT be shared with the student.

Please complete this form and return it **directly to Coach D** (or place in mail box) by **March 21st or sooner**. **DO NOT GIVE BACK TO STUDENT!**

Thank you for your time and cooperation. If you have any questions, please feel free to contact me at 702.575.7558 or email harrid9@nv.ccsd.net.

Sincerely,

Donell Harris
Head Cheer Coach
Cheyenne High School

Cheerleader Candidate

Student ID

Current Grade Level

General Behavior

Please circle the number of the descriptor which best describes the candidate:

- 10 Has not been sent to the office for disciplinary reasons
- 9 Has been counseled once in office for disciplinary reasons
- 8 Has received one D-Hall assignment for tardies or disciplinary reasons
- 7 Has received two D-Hall assignments for tardies or for disciplinary reasons
- 6 Has been counseled more than once in office for disciplinary reasons
- 5 Has had more than two D-Hall assignments for tardies
- 4 Has received one 3-hour detention assignment for any reason
- 3 has received more than one 3-hour detention assignment for any reason
- 2 Has been assigned to ISS/OSS once this year
- 1 Has been assigned to ISS/OSS two or more times this year
- 0 Has been assigned to DAEP this year

Administrator Signature

Total Points Earned

Additional comments about student (Optional):
