

## CBYF Coach Contract (Football & Cheer)

*Updated May 2026 for Safety, NFHS/WSCCA Standards, and Mandatory Reporting*

### 1. PROFESSIONAL STANDARDS, ELIGIBILITY & CONDUCT

- **Eligibility:** Head Coaches must be age 18 or over and are responsible for the actions of their assistants, parents, and players at all times while on the fields or at league events.
- **Conduct:** Unsportsmanlike behavior, foul language, or failure to enforce the 24-Hour Rule with parents could result in immediate probation and a Board review for potential removal.
- **Digital Citizenship:** The "Digital Citizenship" policy applies to all coaches. You are expected to lead by example in all online, social media, and text communications. Disparaging the league, officials, or other programs digitally is a breach of contract.

### 2. SAFETY, COMPLIANCE & LEGAL OBLIGATIONS

- **Football Certification:** All Head Football Coaches must maintain current USA Football certification.
- **Cheer Certification & Standards:** Stunting may only occur if a WIAA-certified coach is physically present. Cheer coaches are required to adhere to all WSCCA (Washington State Cheer Coaches Association) standards.
- **Rules of Play:** All play and sideline conduct must align with NFHS (National Federation of High Schools) standards, CBYF Bylaws, and local Junior Program rules.
- **Mandated Reporter Status:** Under Washington State law (RCW 26.44.030), all coaches and volunteers in youth sports are designated as Mandated Reporters.
- **Acknowledgment of Training:** I certify that I have read and understand the CBYF reporting requirements regarding suspected child abuse or neglect. I acknowledge my legal obligation to report suspicions to the appropriate authorities (CPS or Law Enforcement) immediately and will follow CBYF protocols for notifying league leadership. (Listed as attachments below)
- **Psychological & Emotional Safety:** Coaches are responsible for maintaining an environment of psychological safety and must adhere to the SafeSport standards provided in their certification.. This includes recognizing and preventing emotional abuse, bullying, or shaming. I agree to foster a culture of respect where athletes feel safe to report concerns without fear of retaliation and I acknowledge my responsibility to maintain professional boundaries as defined by national athlete protection protocols.
- **Background Check:** I authorize an annual criminal background check and understand I am prohibited from coaching until clearance is confirmed.

### 3. ADMINISTRATIVE DUTIES & FIELD DECORUM

- **Injury Reporting:** Coaches must notify the Safety Coordinator of all injuries involving concussions (or suspected head injuries), broken bones, or any incident requiring a 911 call.
- **Emergency Protocol:** Emergency medical aid (911) must be summoned immediately if an injured player cannot get up under their own power.
- **Information Management:** Coaches must maintain access to accurate rosters and emergency medical information at all practices and games.
- **Field Stewardship:** Teams must leave the field and sidelines in a clean condition (trash-free) after every event.
- **Team Sideline Mandate:** Coaches are required to maintain an active account and utilize the Team Sideline mobile application as the exclusive tool for managing team rosters, monitoring official game schedules, and communicating with parents. Coaches may not use unofficial third-party apps for primary scheduling.

Acceptance of these terms via digital signature is required for participation

## *Attachment 1*

### **Handling Sensitive Disclosures from a Child: A Guide for Coaches and Board Members**

**Introduction:** As coaches and board members, we have a unique and trusted position in the lives of our players. It is our duty to provide a safe and supportive environment for every child. This guide outlines the appropriate steps to take if a child discloses something concerning to you. **Remember, our role is not to investigate, but to listen, support, and report to the proper authorities.**

#### **Core Principles:**

- **Listen, Don't Investigate:** The most important thing you can do is listen without judgment. Your goal is to hear what the child is saying, not to interrogate them or make judgements.
  - **Take It Seriously:** Do not dismiss a child's concerns. Even if what they say seems minor, it may be a cry for help.
  - **You Are Not Alone:** You do not have to carry this burden by yourself. Our policy is designed to ensure support and appropriate action.
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#### **Step 1: The Initial Conversation**

If a child approaches you and says something concerning (e.g., "I'm afraid to go home," "My parents hurt me," "My brother hits me"), here's what to do:

- **Listen Calmly:** Find a quiet, place to talk if possible. Maintain a calm demeanor and simply listen to what the child is saying. It's often best to get to the child's level. This may mean crouching down or sitting on the ground. Depending on the child's demeanor and any previous interactions, either maintain eye contact or tell them you are listening while looking away. Whatever seems to be the most comfortable for the child.
- **Acknowledge and Validate:** Use phrases like, "Thank you for talking to me," This shows them they are being heard and taken seriously. Of note, at times kids feel safe and don't realize until after the disclosure what it may lead too. So over validating could lead to them regretting or realize they may have shared something they feel they shouldn't have.
- **Ask Simple, Open-Ended Questions:** To get a clearer picture, you can ask a few non-leading questions, such as:
  - "Can you tell me more about that?"
  - "How long has that been happening?"
  - "Is there anything else you want to tell me?"

- **Do NOT Ask for Physical Evidence: Under no circumstances should you ask a child to show you bruises or other injuries.** This can be traumatizing and is not our role. If a child willingly shows you a bruise or injury, simply observe and make a mental note.
  - **Making a Determination of Seriousness:** Sometimes, what a child says may sound alarming but might be a misunderstanding or an exaggeration. For example, a child saying "my mom wouldn't let me eat" could mean she wasn't allowed a second bowl of ice cream, not that she was deprived of a meal. While we must always take a child's statements seriously, it is appropriate to use good judgment and ask a few simple, open-ended questions to clarify. This is a subtle difference from investigating. It's about getting a clearer picture so we don't overreact to a misunderstanding. However, if the child's statement or your observations point to physical harm or an ongoing pattern of abuse or neglect, you must err on the side of caution and report. Our goal is to ensure a child's safety without creating unnecessary alarm based on a misinterpretation.
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## Step 2: Immediate Actions and Reporting

Once a child has disclosed a serious concern, you must take the following steps:

- **Tell a Fellow Coach or Board Member:** Do not handle this alone. Immediately inform another coach or a board member of what was said. This is for your protection and to ensure the information is not lost or forgotten.
  - **Document the Details:** Write down everything you can remember as soon as possible, while the details are fresh. Include the date, time, location, what the child said verbatim, and the names of anyone else present.
  - **Consult with Good Judgment:** As a group, discuss the situation. Your role, with your colleague, is to discuss the situation and apply **good judgment** to determine if the issue is a serious concern or simply a matter of a parent's personal preference or discipline. This shared discussion helps us avoid overreacting to a misunderstanding while ensuring we never miss a legitimate cry for help. The severity of the disclosure will determine the next course of action.
  - **Reporting to Police or Social Services:**
    - If the child's statement or physical evidence indicates a clear and immediate danger to their well-being, **you should contact law enforcement or child protective services immediately.** This is where your good judgment is key. An example of this might be a child stating, "My dad hit me with a belt and I can't move my arm." After a 911 call is made, reporting to CPS should occur as soon as the safety of all is ensured and all necessary emergency measures have been taken.
    - CPS phone number 1-855-420-5888.
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## What NOT to Do:

- **Do NOT Promise Secrecy:** Never promise a child you won't tell anyone. You must be truthful and explain that you need to tell a trusted adult to get them the help they need. If a child says “if I tell you something can you keep it secret?” simply offer for them to go ahead and tell you.
- **Do NOT Contact the Parents or Guardians:** You must not contact the parents or guardians of the child to discuss the issue. This could escalate the situation and put the child in further danger.
- **Do NOT Blame the Child:** Never make the child feel responsible for what happened.
- **Do NOT Investigate on Your Own:** Avoid asking a lot of probing questions, interviewing other children, or confronting other adults.

**Conclusion:** This is a difficult situation, but handling it correctly is paramount to a child's safety. By listening, documenting, and if needed, reporting to the proper authorities, we can fulfill our responsibility to provide a safe environment for every player in our league.

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If you are looking for more information, please see the attached documents provided by CPS. You can also visit their website at <https://dcyf.wa.gov/safety/report-abuse>

## *Attachment 2*

### **What is Child Abuse and Neglect**

"Abuse or neglect" means sexual abuse, sexual exploitation, female genital mutilation as defined in RCW 18.130.460, or injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety, excluding conduct permitted under [RCW 9A.16.100](#); or the negligent treatment or maltreatment of a child by a person responsible for or providing care to the child. An abused child is a child who has been subjected to child abuse or neglect as defined in this section. View the full [RCW 26-44-020](#).

#### Recognizing Child Abuse and Neglect

Children and youth who are being abused or neglected often can't or won't speak up. They rely on others in the community to recognize that something isn't right and take action to help protect them. Unfortunately, there is no perfect list of signs or symptoms of abuse or neglect, and any single concern may or may not mean that abuse or neglect is occurring. It is often a combination of circumstances that lead the Mandatory Reporter to know if they should offer the family support or if they must make a report to DCYF.

#### Things to Consider

- Do I know enough about the circumstances to understand the family's risk and protective factors?
- What is my understanding of the parent's unique cultural background?
- How are my own experiences impacting my understanding and assessment of the parent?
- Is the parent's prior history influencing my decision despite evidence of change?

Some families are struggling with issues or circumstances that don't directly impact child safety and do not meet the legal definition of abuse or neglect. Mandatory Reporters can also offer [support and resources](#) to families in order to address poverty, housing, concrete needs, and other community-based resources.

#### Signs of Abuse or Neglect

When you notice one or more of these signs, you may be unsure as to whether abuse or neglect has occurred, and whether you need to report. Certainly, any single indicator may not mean abuse or neglect has occurred.

**But when you observe any of these indicators, you should think critically about what else you know and what you've observed from that child and family.**

**Each potential indicator should be understood within the context of what is typical for the child, their family, their culture, and their community.** Often, it's a group of warning signs observed by someone who knows the child and family well, which provides the clearest picture.

### Physical Signs Present on the Child

- Injuries to the torso, neck, ears, or genitals are not likely to occur as a result of normal activity or an accident; they are more likely to be associated with abuse.
- Injuries for which the child has no explanation or offers a reason that isn't logical. This could include changes to the explanation, or reason that isn't consistent with the type of injury.
- Difficulty walking or sitting or avoiding the use of an injured part of the body.
- An ongoing pattern of injuries that appears excessive or easily avoidable with adequate supervision.
- Medical, dental, vision, or mental health needs that appear to go unaddressed but have been discussed with the parent(s).
- Failure to thrive when no clear medical cause can be identified.
- A child who is frequently dirty or smelly, had poor hygiene, or often wears clothes inadequate for the weather.
- A girl who becomes pregnant at a very young age.
- A child who has a sexually transmitted infection.

### Behavioral Signs Present on the Child

- Sudden or significant changes in behavior.
- A child who is or becomes extremely withdrawn.
- A child who is indiscriminately affectionate with adults.
- Arriving at school, leaving late, or not wanting to go home on an ongoing basis.
- Frequent absences from school or other activities.
- The appearance of extreme fatigue on a regular basis.
- Missing routine or follow up medical appointments.
- A child who cries, cowers, or otherwise indicates that they don't feel safe in the parents of parent or caregiver.
- Stealing food or other necessities.
- Development regression, including incontinence when potty training has been well established.
- Running away from home.
- Attempting suicide or displaying self-injurious behavior.

### Statements Made by the Child

- Statements about being alone or unsupervised at home before they can safely care for themselves.

- Statements that they fear or do not like their parents or caregivers, or that they don't want to go home.
- Begging for food or asking others to supply basic necessities.
- Statements about being afraid when parents or caregivers use alcohol or drugs, fight or display bizarre behavior.
- Reporting no attachment to the parent or caregiver.
- Statements that indicate a sophisticated, age-inappropriate understanding about sex.
- Direct statements about experiencing abuse or neglect by a parent or caregiver.
- Parents told them not to tell or talk to CPS.

#### Behaviors or Statements Made by the Parent or Caregiver

- Disregard for the child's feelings, needs, or emotions.
- Showing little concern for the child.
- Blaming child for struggles at school or home.
- Requesting the teachers or others use harsh or unusual discipline techniques with the child.
- Seeing the child as entirely bad, evil, worthless, or a burden.
- Describing the child in sexual terms, implying that the child may provoke sexual contact from others.
- Demanding the child behave in ways inappropriate to their skills or developmental level.
- Seeming to purposefully isolate the child, including removing them from school or other activities.
- Offering conflicting, unconvincing, or no explanation for injuries or event.

*Author: National Clearinghouse on Child Abuse and Neglect Information (DHHS)*

*Attachment 3*

**How to Report Child Abuse or Neglect**

Offices within local communities are responsible for receiving and investigating reports of suspected child abuse and neglect. Reports are received by DCYF Child Welfare Intake staff; reports are assessed to determine whether the concern or allegation meets the legal definition of abuse or neglect and how dangerous the situation is.

Find your [local intake number](#) to report abuse or neglect or use the map below.

Region 1

1-800-557-9671

Region 2

1-855-420-5888

Region 3

1-866-829-2153

Region 4

1-800-609-8764

Region 5

1-888-713-6115

Region 6

1-866-764-2233



Questions that will be asked when you call

1. The child's full legal name, address and date of birth.
2. The name and address of the child's parent, guardian or other persons having custody of the child.
3. The nature and extent of the abuse or neglect.
4. Any evidence of previous incidences.
5. Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

You do not need to have all of the above information when you call to make a report, but the more accurate information you can provide, the better equipped the offices will be to assess the child's safety.

### Reporting Abuse or Neglect Using a Relay Service

If you are D/deaf, hard of hearing, or speech-impaired and wish to report suspected child abuse or neglect, you can use a [Relay Service](#) (such as 711 or 1-800-833-6384) to connect with the intake line at **866-363-4276**.

DCYF is committed to providing language access, and we answer both Washington Relay and VRS calls.