



Free For All Foundation  
(FFAF)

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Handbook

# FFAF HANDBOOK

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## **GENERAL INFORMATION**

### ***Introduction***

We would like to take this opportunity to welcome you to the FFAF (Free For All Foundation). Your time and service is very important to us. We look forward to working with you as we continue to serve the mission of FFAF. As part of our team, we encourage all staff to continue our tradition of excellence and integrity. Furthermore, we value our staff and volunteer's loyalty and honesty and encourage open communication. We are confident that we will provide you with a rewarding environment and experience and we welcome you once again to the FFAF team.

In this document we discuss our beliefs about our organization, expectations of and intentions with all staff and volunteers. Our fundamental premise is that we have selected a staff and volunteers of talented, competent, responsible adults, and that you, in turn, have chosen FFAF as the place you want to be. These individual decisions were based on our shared vision of what our programs could be. We share a vision, which is based on valuing and practicing cross-cultural understanding, holistic teaching/learning, and family/community involvement.

We believe that learning is an active process of self-construction, which occurs as we (children, parents, volunteer/staff, and friends) go about our everyday routines in the company of other people.

There are two critical notions embedded in this view of learning.

First, all learning constructs (emotional, social, ethical, aesthetic, creative, wellness, intellectual and "student success") are intertwined; they simply cannot be separated. Schools and homes are social learning environments--just being in the company of others affects (and changes) each of the participants.

Second, we each (children and adults) bring to this community our own unique personal history. We, as leaders, need to listen to--in the deepest sense--children's and parent's personal stories (perspectives), and also to each other's stories, if we want our curriculum and everyday program experiences to be meaningful. If we do not base our curriculum and practices on these stories, we end up creating "busy work" environments. That looks good, but is not effective if true learning is to take place. Ongoing, two-way communication between parents and leaders is the only way to ensure meaningful home and program environments. If we only focus on our programs and ignore children's home lives (their home stories), we are only doing half our job.

We come together as a staff and volunteer not only with our vision and personal stories, but also with expectations of and responsibilities to each other. We will promote the highest quality, professional, consistent and respectful environment. We will support each person's personal and professional endeavors to the best of our ability. In turn, we expect each of you to be 100% accountable for your performance and to work collaboratively with all other members of our community. We expect you to stay informed of program matters by attending staff meetings, Parent Involvement Partnership educational workshops and other functions, and by reading all updates newsletter.

Parents are their children's first and primary teachers. The main way we establish a collaborative relationship with parents is through authentic communication.

Parents are always welcome to observe at the observation stand. We should meet with parents and discuss volunteering.

The guidelines should be read carefully and any questions or concerns should be directed to the Director for clarification.

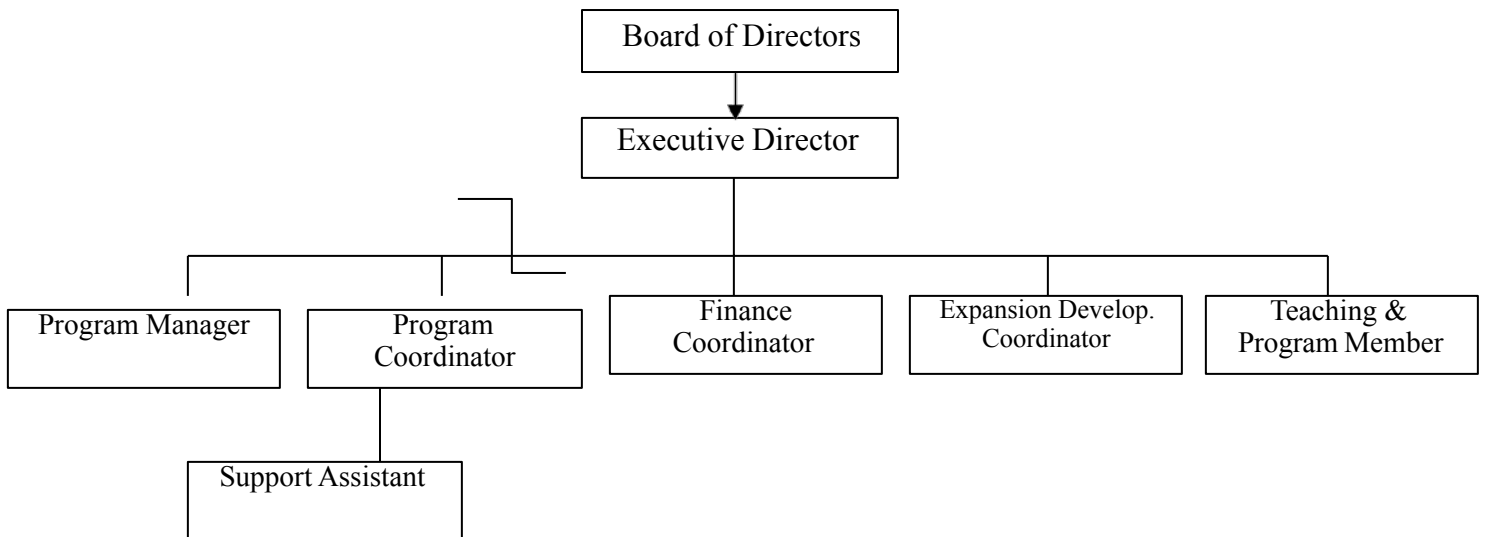
FFAF is a not-for-profit organization fully funded by fundraising, donation, sponsorship and the support of our community. The program is majority run by volunteers with very limited paid positions. FFAF is passionate in our belief that educated, employed, and engaged young people possess the power to solve the world’s toughest problems. Every young person therefore deserves the opportunity to realize his or her full potential. Our programs are catalysts for change that help youth learn, work, and lead.

FFAF prepares youth to fully participate in civic life by supporting youth engagement (volunteerism, community service, service-learning, civic participation) and empowerment (leadership, social entrepreneurship, and activism).

Leading the way, youth are developing a new generation of socially-conscious global citizens who create positive change in their communities, their countries, and the world.

The Mission of FFAF is to encourage, motivate and mentor our youth in life through education, recreational opportunities and the arts. The Foundation impacts youth with positive empowerment, community interaction and recreation applications that inspire self-confidence, friendship, and integrity in the hearts of all participants, as well as volunteers and supporters. Everyone involved is charged with helping young people discover their individual gifts and develop qualities that will help them become happy and contributing members of society. The Foundation makes learning about life's challenges a fun and fulfilling experience for everyone involved.

***FFAF Organization Chart***



***Volunteer Selection Process***

It’s important that our volunteers understand and support our values and mission, and are able and willing to fit into the work environment here at FFAF. So we take the time to get to know you before committing to a volunteer relationship. Our selection process helps us do that. It includes:

- Completion of an application;
- Interview with the program manager and or designate
- Criminal record check for adults (19 or over);
- Consent of parent or guardian for youth volunteers under 19; and
- Two or three references - one personal, one professional, and one volunteer- related.

We also encourage you to get to know us before applying or committing to a volunteer relationship. Check out our website at [www.FFAF.ca](http://www.FFAF.ca), talk to people who already volunteer with us, read our newsletter, review our volunteer job descriptions, or spend time observing in our programs. These are all ways you can learn more about us before making a commitment. Once you have completed the selection process, we will let you know whether we can offer you a volunteer opportunity that will work for both of us.

### ***Professional Conduct and Expectations***

Living up to the mission FFAF entails that we work in trusting, open and consistent relationships. So it is reasonable to insist on a high degree of mutual professional and personal respect and a high level of mutual support. In a community of mutual respect and support, we are able to converse freely among ourselves; the result being that our individual growth is accelerated.

We value all actively participating in discussions of decisions affecting them. We value diversity in perspectives leading to a deeper understanding of organizational reality and an enriched knowledge base for decision making. We value staff members resolving conflict in a healthy way that leads to stronger solutions for complex issues. We value staff members reflecting on their own and others' thinking in order to achieve better organizational decisions. We value all staff acknowledging mistakes and learning from them.

Genuine community requires respect for individual rights. This means, among other things, a high degree of attention to confidentiality. We should share information about one another and our learners/parents on a judiciously defined need-to-know basis. If one needs to know something in order to carry out program responsibilities one should know it; otherwise one should not.

All attire should be neat and appropriate for the day's activities and the season. Our daily dress should bear in mind that we are professionals in the community and models for the children. Shorts and jeans can be worn in the summer program, but should be worn sparingly throughout the year, and only if it is appropriate for the day's activities.

We believe that each of us is an educational leader and that each of us is equally responsible for creating the foundation community. To this end, we must be flexible and help out when needed. .

### ***Respecting Rights and Responsibilities***

People using our supports and services enjoy the same rights and opportunities as all Canadian citizens. These rights are set out in the Canadian Charter of Rights and Freedoms, and include:

- The right to be treated fairly, regardless of colour, sex, age and mental or physical disability;
- The right to religious freedom;
- The right to our own thoughts, and to talk about them;
- The right to come together with other people;
- The right to learn.

## **CODE OF ETHICS AND GENERAL CONDUCT**

### ***Non-Discrimination Policy***

FFAF is a non-profit, charity organization. We value, welcome and celebrate a diverse population. The foundation treats all staff/volunteers and applicants for employment without unlawful discrimination as to race, creed, color, national origin, age, disability, marital status, or sexual orientation in all employment decisions.

### ***Sexual Harassment Policy***

Sexual harassment in employment violates the provisions of charter of Rights. Any employee/volunteer who is aware of any instance of sexual harassment should report the alleged act immediately to the Director. All complaints will be investigated promptly, impartially and discreetly and, upon completion of the investigation, appropriate parties will be notified immediately of the findings. The foundation will not tolerate any forms of discrimination and harassment by anyone. Any employee/volunteers who harass another will be subject to disciplinary action up to and including termination.

### ***Substance Abuse Policy***

All use or possession of any alcoholic or illegal substance on work site or at a Community event or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination.

### ***Criminal Background Check Policy***

All staff/volunteers and contracted individuals that work with children/teens will have a national background check conducted upon their initial on-boarding. All staff/volunteers and above contracted individuals will have a limited background check conducted annually. All volunteers that work with children/teens will have a limited background check conducted annually.

If at any time a staff, contracted individual or volunteer is under investigation or is convicted of any offense must notify the Director immediately. All criminal background checks may be shared with our partners such as police and school board

### ***Non-Smoking/Tobacco Free Policy***

We believe in the right of all people to breathe clean air. To help protect the health of our learners, families, staff and our global community, Smoking is not permitted work premises or at FFAF events. Staff should take great care in assuring that they go off site for any type of smoking.

### ***Cell Phone Etiquette Policy***

Appropriate cell phone etiquette should be modeled at all times. If cell phones are appropriate to be carried in your workspace for children, the adult may also carry their phone. Cell phones should always be silenced when near or around children/teens. Checking voicemail, texting or answering the phone when with children/teens should only happen in rare situations when the exception for (ex. your child's doctor is returning your call).

### ***Care of the Building Policy***

Before leaving the building staff must:

- Turn off all uncensored lights when exiting a room.
- Turn off all water faucets, where applicable, and flush all toilets.
- Check all windows and exterior doors to make sure they are tightly closed and locked.
- Open flame candles are not permitted to burn in the buildings.
- Velcro adhesive material may not be adhered to any wall carpet throughout the buildings unless discussed with the Director as a permanent placement

### ***Confidentiality Policy***

We emphasize the extraordinary degree of care that staff (including volunteers) must take in maintaining the confidentiality of all foundation matters, including information about children, families and staff. Personnel and student records should remain in the Administrative Office, with the exception of conferences. Our obligation to maintain confidentiality requires that information not be released to anyone other than the individual parent. We must protect confidential information; failure to abide by this procedure may lead to termination. This requires that private information not be discussed with parents, and that confidential information, including staff memos, correspondence, and student records, be safeguarded.

### ***Technology Policy***

FFAF encourages the use of technology whenever possible.

- As an employee/volunteer of FFAF you commit to the following guidelines regarding computer usage and care;
- Staff should use the foundation computer mostly for activities related to your position. Other work with the computer can be used under scrutiny and utilizing best judgment.
- Any excessive or questionable damage to the computer may give cause for removal or reimbursement.
- Software should never be added to the computer without first having software approved by the Director;
- Verify that your computer is running the AVG anti-virus software daily and installing AVG/Microsoft updates as needed;
- Staff should take a computer home only in an appropriate computer bag;
- Computers that are not used consistently to improve our overall educational program may be volunteer members;
- Any problems with performance of the computer or damage to the computer should be reported to the Director in writing immediately;
- Student computers are for the use of the children/teens and should only be used briefly by staff and volunteers;
- Staff should check their email at least once a day.

### **PROFESSIONAL PROCEDURES**

FFAF agrees with and adheres to this Code of Ethics and expects all staff members to adhere to this code of ethics as well. We also expect all staff to show proficient knowledge of the foundation Mission, Belief Statements, Adult Commitments and Educational Programs. Any of these documents that are not attachments to this handbook are available from the Director.

All foundation members must be committed to mentoring pave the road to further development of the individual and the foundation

All Members are expected to:

- Smile and be friendly to all staff, children/teens, parents and visitors;
- Recognize that offensive language is never appropriate and set an example to your co-workers and the children/teens in your care by speaking appropriately
- Demonstrate a true love and respect for children/teens and their individual learning differences;

- Demonstrate knowledge of and commitment to FFAF statement, beliefs, program wide goals, Adult Commitments and delivery of instruction;
- Demonstrate the characteristics of honesty, integrity and sense of humor;
- Demonstrate the ability to effectively deal with confidentiality issues;
- Communicate directly and effectively with all members without adhering to gossip or speaking ill of others at any time;
- Show compassion and empathy with parents/families at all times without adhering to gossip or speaking ill of others at any time;
- Be constantly aware of the appropriateness of the conversations that we have with co-workers, learners and other adults;
- Show evidence of on-going professional growth;
- Model positive attitudes and courtesy for all children and adults;
- Demonstrate an ability to communicate and collaborate with colleagues, parents, and community;
- Be flexible and open minded to new ideas and processes;
- Possess a strong aptitude for or willingness to grow in regard to technology and it's applications;
- Stop any visitors in the building without a visitor's tag, greet them and ask if you can assist or direct them;
- Recognize that safety and cleanliness is important at all times. Give written notice of anything that requiring repair either via email or a note in the Director's mailbox. Perform monthly review of areas;
- Meet or exceed all other expectations in this Employee Handbook.

### ***Primary Goals and Responsibilities of Staff/Volunteers***

Your first responsibility is for the health and safety of all the children/teen. Always be alert to any safety hazard and avoid even the appearance of a safety hazard or poor supervision of children or inattentiveness to their safety. Report any safety hazards immediately in writing to the Director. Your next responsibility is for the development of each child's potential (social, emotional, physical, intellectual, aesthetic, creative, moral, and "school success") that help with the challenge of meeting their career goals and personal fulfillment needs.

You are expected to be non-judgmental towards people with different lifestyles, families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves, and who may be dealing with the problems of changing life styles and family patterns in different ways. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their life. We need to remember that parents may be under stresses and pressures we know nothing about. We can help them by being tolerant of their ways of coping and their occasional irritability or forgetfulness while continuing to remember that they do love their child/teen.

### ***When working with Students***

- Communicate ground rules clearly and respond consistently;
- Notify the Director of any behavioural issues and leave a copy of all „notes home“ or summary of pertinent conversations with parent in the Assistant Director's mailbox;
- Communicate with families about positive and negative student conduct privately or with the possibility of a group conference with older children;
- Follow procedures, as stated in the handbook or otherwise, unless another method has been discussed and approved with the Director, and follow due process guidelines.



***Student Health, Wellness and Safety***

- Evidence of any type of abuse or neglect must not be tolerated and must be reported to local authorities;
- Always put on exam gloves when treating or assisting a child with blood related injury, vomiting, or bowel and bladder control issue. All contaminated clothing should be placed in a plastic bag, zipped or tied and sent home;
- All staff members should follow the proper procedures when checking in or distributing medicines;
- Ensure that you have a fully stocked First Aid Kit if you will be located in an area that will not have one;

**GENERAL ADMINISTRATIVE PROCEDURES**

***Personal Information***

All staff should Notify Administrative Services immediately of any changes in address, phone numbers or any pertinent life changes such as marriage or birth of a child.

***Purchasing/Expense***

All expenses and purchasing is to be submitted in writing to the Director for approval before any arrangements are made:

1. Complete the Purchasing/Expense Request form in Appendix 2;
2. If the request is less than \$50 once written approval is received, you may make the necessary arrangements;
3. If the request is greater than \$50 the arrangements will be handled by the Director or the appointed individual;

***Expense Reimbursement***

In the event that you have purchased an approved expense using your personal funds please submit the original Purchasing/Expense Request form along with your original receipt for reimbursement.

## APPENDIX 1

### STAFF JOB DESCRIPTIONS

#### Program manager

- Reports directly to the Director in all pertinent matters or areas of concern;
- Demonstrates effective communication skills, as the Family Liaison, and assists current families in all of their informational needs with immediate response;
- Oversees and maintains the overall maintenance, cleanliness, and safety of the building and grounds;
- Oversees the Extended Learning, Summer Program and Enrichment staff and those educational programs;
- Demonstrates the ability to supervise several people and projects simultaneously, including: Administrative Services, Family Volunteers, Extended Learning staff, and others when necessary;
- Oversees school network/IT needs and handles all technology support;
- Oversees the program admission program with all new families;
- Oversees all security and life safety needs;
- Oversees all Accounts Receivable transactions and past due accounts with support from Administrative Services Coordinator, Finance Director.
- Supports the Director and Expansion Development Coordinator in fundraising and

#### donations Program Coordinator

- Reports directly to the Director in all pertinent matters or areas of concern;
- Assists the Director and Assistant Director/Family Liaison in all areas of need;
- Oversees/organizes timelines and reporting of all operations of the program;
- Oversees/organizes the annual enrolment and student records;
- Works with Finance Coordinator to organize/prepare billing for Accounts Receivable;
- Demonstrates ability to effectively collect and report data for charter authority and applicable local and federal guidelines;
- Demonstrates ability to supervise several people and projects simultaneously, including, Family Volunteers and others as necessary;
- Maintains and organizes all corporate and office documents;
- Demonstrates competencies in executive clerical and communication skills;
- Demonstrates knowledge in computers and technology and is very interested in applying new

#### information Finance Coordinator

- Reports directly to either the Director on all pertinent matters;
- Assists the Administrative Services Coordinator, Director in all areas of need;
- Assists the Director with annual budgets, reporting, and all other activities necessary for compliance;
- Works with the Director and Accountant to prepare monthly, quarterly, bi-annual, and annual financial reports;
- Record keeps all grant revenue, disbursements, and budgets;
- Generates all purchase orders, tracks purchases, and approves invoices for payment;
- Performs Accounts Payable and accurately maintains all

#### records; Support/Assistant

- Reports directly to the Program manager/Coordinator in all pertinent matters or areas of concern;
- Oversees the submission of daily attendance and follows up as necessary with staff and families;
- Demonstrates the ability to communicate and collaborate with other office members and students;
- Oversees incoming phone calls and overall phone system maintenance;
- Assists children who are awaiting family me



- members or who are ill;

- Oversees visitor and learner logs and greets visitors and directs them to the proper resource;
- Supports the following: Maintenance of data in Employee files, maintenance of data in Learner files(including student records requests);

#### Expansion Development Coordinator

- Reports directly to the Director in all pertinent matters or areas of concern;
- Develops and oversees marketing programs;
- Coordinates and oversees a list of possible community donors with input from families, staff and Board of Directors;
- Organizes/oversees all record keeping and billing for family donations in coordination with the Finance Coordinator;
- Oversees all record keeping and billing for community donations;
- Researches, writes, and tracks grant proposals with communication from the Director and establishes timeframes for proposals;
- Assists the Director and Assistant to the Director in all areas of need;
- Oversees/organizes timelines and reporting of all operations of the school;
- Demonstrates ability to effectively collect and report data for charter authority and applicable local, state, and federal guidelines;
- Demonstrates competency in executive clerical and communication skills;
- Demonstrates knowledge in computers and technology and interest in applying new information;
- Communicates effectively and efficiently with stakeholders (i.e., Board Members, etc.) under supervision of Director;
- Has a history of solid accounting practices as an administrator of grants.

#### Teaching and Program Member

- Reports directly to the Director in all pertinent matters or areas of concern;
- Develops, prepares, and maintains a beautiful environment, on a daily basis, that meets the needs of all learners in all eight constructs;
- Initiates and facilitates ongoing dialogue with parents on the overall development of each child;
- Is open to continuous self-improvement and is open to continuous self-improvement and self-evaluation with evidence of improvement, based on annual goal setting;
- Models positive attitudes and courteous behaviour for all children and adults and will prepare all other visitors and volunteers to model the same respect when working with children in this area;

**APPENDIX 1**

**Purchasing/Expense Request**

Expense requested: \_\_\_\_\_

Purpose of the expense: \_\_\_\_\_

Amount of the expense: \$ \_\_\_\_\_

(Please provide estimated amount if exact amount is not know)

Benefit to FFAF: \_\_\_\_\_

Approval:

Print: \_\_\_\_\_

Reimbursed:

Method of Reimbursement:   Cash                    Cheque                    In-

KindProvide Cheque number or explanation of reimbursement if  
necessary:

Reimbursed by:

\_\_\_\_\_initial



FFAF Ledger recorded by:

\_\_\_\_\_initial