

**Greater Fort Town Area Charity
Youth Movement Project**

**Policies & Procedures Manual
2019**

Foreword

Movement. A simple word with such a versatility in powerful meanings. Through movement, we conquer distance, time, and dimensions. Movement changes everything, from our sensory input of our surrounding world, our ways of thinking, our ways of feeling, our position in relation to our problems, our dynamic with others, our Hopes & Dreams, and so much more. It really is the magic that helps us navigate our ever-changing world.

Youth are now born in a world that is quick paced and has no space for patience. Its demands for growth are extraneous on the body, mind, heart, and spirit. In addition, we have discovered that many factors may place our youth and their families at risk of not having supports and resources when needed. This program focuses on helping youth that are perceived at risk for mental health difficulties. In addition, the program helps youth have access to the necessary attire and resources to successfully participate in the program through relief of poverty measures.

Health needs a holistic perspective to be effective and become a protective factor against mental & physical health difficulties. Movement is a great tool in gauging our health status, our ability to slow down our pace and absorb the deep intricacies of the present moment, to move with the flow and to seek inspiration for personal meaning-making, and to capture our essence as Individuals in a world bombarded by sensory overload, unsolicited criticism, and the adoption of postmodernist views of a world filled with spectrums.

This program aims to help reduce the noise of the outside world by focusing on the youth's personal journey towards health and happiness. A youth's goals are central to the program's success. The program encourages Imagination and Creativity to support the benefits of the diversity of Movement in one's life.

I am blessed to be part of a team of highly motivated and creative colleagues that had the courage to develop a youth program that aims to support mental health and counter the effects of a sedentary lifestyle. In addition, the program supports youth to gain access to this program without cost and gain the necessary tools through our relief of poverty program. The YMP program utilizes a holistic approach towards health while forging ahead in collaboration with each youth's strengths and through a Culture of Feedback.

Please join me in finding out more about this wonderful program and I would like to thank and congratulate all those volunteers involved in its development and day-to-day operations.

Sincerely,

Michel R. Larose
President
Greater Fort Town Area Charity

Table of Content

GFTAC's Charitable Purposes	4
Is the GFTAC's purpose for the Youth Movement Project relevant to our current community's needs?	5
Program Components	9
Schedule	9
Location	9
Registration	9
Meaningful Outcomes through Feedback Informed Measures	9
Housekeeping Announcements	11
Health & Safety	11
Fire Alarms	11
Fitness Attire	11
Injuries	11
Lost & Found	11
Outdoor Running	11
Inclement Weather	12
Group Exercise Class Cancellations	12
Core Values	13
Code of Conduct	14
Conflict Resolution Policy & Procedures	16
Cross-Age Peer Mentoring Program	19
Youth Engagement Program	21
Volunteer Recruitment Policy & Procedures	22
Volunteer Training	26
The Role of Volunteers	26
Two-Leader Rule	26
Outsourced Contractor Organisations	26
Violence & Harassment Policy	27
Emergency Response Procedure	30
Relief of Poverty Program	33
Budget & Equipment	35
References	36
Appendices	39

Greater Fort Town Area Charity

Charitable Purposes

In 2018 & 2019, the Greater Fort Town Area Charity (GFTAC) re-assessed its purposes to clarify its future path. In doing so, we focused on youth & health.

Purpose: To facilitate (a recreational fitness) the Youth Movement Project, a fitness program that directly promote and preserve health for youth at risk. (proposed changes January 26, 2019)

Activities in support of Purpose:

With respect to the first purpose, we plan to facilitate a structured holistic fitness program for youth at risk focused on improving health. The program will strategically focus on the prevention and improvement of physical, emotional, and mental health indicators. Using a collaborative approach, youth will be active participants in planning, assessing progress, and taking steps to reach their personal goals. The program will support the growth of leadership skills through the Cross-Age Peer Mentorship Program. A Youth Engagement component will support youth in playing an active role in the growth and future direction of the program.

Purpose: To provide relief of poverty for youth and families struggling financially to be part of the GFTAC's recreational fitness program.

Activities in support of Purpose:

With respect to the second purpose, we plan to facilitate a relief of poverty program to support families struggling financially to obtain appropriate clothing, equipment, and shoe ware for their youth to attend the GFTAC's Youth Movement Project program. An application process will provide the needed information for a committee to support families in need.

Purpose: To receive and maintain a fund or funds and to apply all or part of the principal and income therefrom, from time to time, to charitable organizations that are also registered charities under the Income Tax Act (Canada).

Activities in support of Purpose:

With respect to the third purpose, we plan to provide funds to qualified donees that meet the criteria of the purpose and our mission statement.

Is the Greater Fort Town Area Charity's purpose for the Youth Movement Project relevant to our current community's needs?

The Greater Fort Town Area Charity believed that investing in the making positive changes in the health of youth is an asset to the growth of our community, our country, and our world. We conducted a review of recent research findings to explore the need in fulfilling our charitable purpose in our community.

A Snapshot about Health in Our Community

In a surveillance report on student mental health and well-being (updated 2013) by Leeds, Grenville & Lanark District Health Unit, the following findings were of significant interest:

- In 2013, 17.3% of students reported they did not feel safe at school. Males and females responded similarly. Students from LGL and Ontario overall responded similarly. However, more primary school students responded they did not feel safe at school at 22.6% than secondary school students at 15.1%. These percentages have increased considerably from the 2009 survey;
- Students in secondary schools reported rates of very good to excellent physical health at 62.0%. This rate is statistically significantly lower than those in primary schools at 72.7%. As well, the trend for reporting very good to excellent physical health was highest in grade 7 and decreased until grade 9. The trend then reversed by increasing until grade 12;
- Rates of overweight and obesity amongst all students in LGL was 27.2% which was not significantly higher than Ontario overall at 23.5%. These overall rates are similar to those reported in 2009. Overweight and obesity was calculated as being higher amongst males at 29.5% compared to females at 24.7%. These differences were not statistically significant. Significantly higher rates of overweight or obesity were observed in secondary compared to primary schools. The trend for overweight and obesity increased consistently with school grade;
- Rates of emotional or mental health treatment amongst all students in LGL was 22.5% which was similar to Ontario overall. Rates were statistically significantly lower for males compared to females but similar for secondary school students compared to primary school students;
- Overall, 19.4% of LGL students reported poor self-rated mental health. This rate was statistically significantly higher than Ontario overall at 15.3% and higher than the 16.6% of LGL students who reported poor self-rated mental health in the 2009 survey. Rates for females were statistically significantly higher than males. Rates for secondary school students in LGL were statistically significantly higher at 22.8% than the 11.4% reported by primary school students;
- Of the 31.4% of students who reported being bullied, 59.2% reported the frequency of their bullying occurring once a month or less. A further 19.5% reported being bullied about once a week with almost 21.3% reporting being bullied on a daily basis, which is up considerably since the 2009 survey. Of those being bullied, 80.9% reported the most common way they were bullied was by verbal attack, followed by 14.6% who reported physical attacks and 4.6% reporting having their personal property damaged or stolen.

In the 2019-22 Strategic Plan by the Leeds, Grenville & Lanark District Health Unit, the following findings were of interest:

- Diagnoses of chronic diseases, smoking cigarettes, a weak sense of community belonging, a lack of dental insurance, food insecurity, physical inactivity, certain chronic diseases, and self-reported poor physical and mental health were all higher among individuals with low income;
- Younger residents were more likely than older residents to report drinking in excess of low risk drinking guidelines, use of marijuana, be food insecure, have a weak sense of community belonging, and have suffered from an injury in the past 12-months;
- About 19% of LGL students self-rate that their mental health is fair to poor. Female and secondary school students report higher proportions of fair to poor mental health;
- Higher proportions in the younger age groups report drinking in excess of low risk drinking guidelines. Income does not appear to affect drinking in excess of low risk drinking guidelines. Men are more likely than women to report exceeding low risk drinking guidelines. However, women in the highest income group are more likely to engage in high-risk alcohol use;
- About 40% of the overall population of LGL report being physically inactive during their leisure time. Physical inactivity increases with age. A higher proportion of individuals in the 65+ age group report being physically inactive than those in younger age groups. About 51% of respondents in the lowest income group report being physically inactive compared to about 33% in the highest income group. Women are more likely than men to report being physically inactive in both the intermediate and highest income groups.

In Using Population Health Data to Profile The Health and Well-Being of Children and Youth in Eastern Ontario (The Child and Youth Health Network for Eastern Ontario, 2014), the following findings are of interest:

- Although Eastern Ontario has experienced an overall increase in the number of children and youth, LLG has experienced a decrease of 8.3%;
- 16.4% of children and youth live in low-income families;
- People are more educated with a reduction of 3.1% of adults with less than a high school education (11.4%);
- Our unemployment rate has risen by 1.4% to 7.3% in 2011;
- A rise of 7.4% in single-parent families with a rise of 5.9% of children living in single-parent families (20.5%);
- We remain the second highest rate of youth (20-24 years) not completing high school and not in school at 9.1%;
- Youth (15-24) unemployment rate have risen by 2% to 18.2% in 2011;
- Youth (15-19) reported experiencing less stress (reduction of 2.9%), an increase in reported positive mental health by 2.2% (74.9%), and an increase in physical activity by 3% (physically inactivity at 19.4%);
- Youth (12-19) reporting eating fruits and vegetables five or more time a day was significantly less by 8.8% to 44.1%;
- Youth smoking has increased smoking and possibly more with the introduction of vaping.

Overall, there are many factors (individual, academic, social, familial, substance use, mental health, physical health, etc.) affecting the health of our youth. We have experienced a growing awareness about mental health and a rise in youth feeling at psychological risk. According to Youth Mental Health Canada, youth are among the highest risk populations for suicide. In Canada in 2017, eleven people die in Canada every day. Suicide accounts for 24 percent (24%) of all deaths among 15-24 year olds and is the second leading cause of death for Canadians between the ages of 10 and 24. There are waitlists for youth mental health crisis services and residential treatment centres. It is estimated that 3.2 million youth (12 to 19 year-olds) are at risk of developing depression. It is a fact that stigma and/or discrimination attached to mental illnesses presents a serious barrier to reporting, seeking, and receiving services and treatment (Mental Health Commission of Canada), but also to acceptance in the community. It is important to understand that “suicidal youth are in pain. They don’t necessarily want to die; they want their pain to end.” When they feel empowered in building coping strategies and resiliency, their risk for developing suicide and developing mental health problems is lessened significantly.

Youth & Mental Health

Yung (2016) noted that mental distress and mental health disorders are common in young people. Over 75 % of mental disorders begin before the age of 25 years. Long delays in seeking help for illnesses are common, initial intervention is often ineffective and young people are at risk of disengaging from treatment, particularly when they are expected to move from child and adolescent treating teams and then to adult services. All of these factors mean that young people are vulnerable to prolonged “mental ill-health” and its consequences, including educational failure, unemployment, social disengagement and deprivation, and development of further mental health problems including substance misuse. Malla et al. (2016) presented different service models to address these issues and expressed a need to focus on physical activity and social engagement, as these were significant factors intertwined with mental health.

Youth & Physical Activity

Watkins (1992) examined the extent to which youth in grades 3, 6, 9, and 12 believed that frequent physical activity resulted in various physical and psychological outcomes. Youth at all four ages believed that frequent activity resulted in beneficial physical outcomes. Younger respondents were more likely to affirm external physical outcomes than either internal physiological or psychological outcomes. The study also assessed beliefs about the effect of various harmful behaviors (e.g., smoking, drug use, lack of exercise) on physical fitness and ability. Abusive behaviors (e.g., smoking, drinking) were judged to be more harmful to physical ability than were sedentary behaviors (e.g., not exercising). However, Herman, Hopman, & Sabiston (2015) found that physical activity and sedentary lifestyles characterized by significant amounts of screen time were independently associated with health. Wu et al. (2015) found that low physical activity and high screen time were independently and interactively associated with increased risks of mental health problems and poor sleep quality. Hrafnkelsdottir et al. (2018) found that less screen time (below the group median of 5.3 h/day) and more frequent vigorous physical activity (greater than or equal to 4x/week) were associated with reporting fewer symptoms of depression, anxiety, low self-esteem, and life dissatisfaction.

Youth, Mental Health, & Physical Activity

McCloughen et al. (2015) reported that comorbid physical health conditions, commonly associated with mental illness, contribute to increased morbidity and reduced life expectancy. The trajectory to poorer health begins with the onset of mental illness. For

young people with mental illness, health risk behaviours and poor physical health can progress to adulthood with long-term detrimental impacts. In their study, they focused on male adolescents who had been hospitalised for mental illness and taking psychotropic medication. Smoking, alcohol use, minimal physical activity, and lack of primary health care were evident. Their findings showed that while these behaviours are typical of many young people, those with mental illness have substantially increased vulnerability to poor health and reduced life expectancy. They encouraged increase opportunities for physical activities for young people with mental illness to modify their risky long-term health behaviours and improve morbidity and mortality outcomes.

Physical inactivity was significantly associated to depressive symptomatology (Bélair, Colman, & Kohen, 2015). In a cross-sectional study of one thousand eight hundred and seventy Hispanic and non-Hispanic white adolescents, aged 14 to 18 years, male and female assessed the relationship of physical activity with feelings of sadness and suicidal thoughts (Brosnahan et al., 2004). Their results suggested boys and girls that were regularly physically active (including moderate-to-vigorous physical activity, strength and toning, total physical activity, physical education class, and participation in team sports) were significantly less likely feeling sadness and at lower risk of thinking and planning suicidal behaviours. They suggested that physical activity be considered as part of an intervention strategy to improve adolescent health as a whole. Piko & Keresztes (2006) investigated the relationship between youth's physical activity, their psychosocial health and well-being, and their life goals. Findings suggested that students that are more active have a better self-perceived health and fitness, lower levels of depressive symptoms and higher levels of life satisfaction. In addition, regularly active students prefer less extrinsic values as life goals for their future.

Appelqvist-Schmidlechner et al. (2017) investigated the association of leisure time physical activity and physical fitness with mental distress and positive mental health. Results highlighted that even low amount of leisure-time physical activity may promote mental health and prevent mental disorders. Parker et al. (2016) evaluated the effectiveness of low-intensity interventions (problem solving therapy) and physical activity in youth with mild-moderate depression and/or anxiety. They found that participants who received physical activity intervention reported the greatest reduction in depression symptoms. Biddle, Ciaccioni, Thomas, & Vergeer (2018) found evidence for a causal association between physical activity and cognitive functioning (i.e., health and performance) in youth.

Risk Factors for Youth

Meyer, Castro-Schilo, & Aguillar-Gaxiola (2014) investigated the underlying mechanisms of the influence of socioeconomic status (SES) on mental health and self-rated health (SRH), and evaluated how these relationships might vary by race/ethnicity, age, and gender. They analyzed data from 44 921 adults who responded to the 2009 California Health Interview Survey. They used a path analysis to test effects of SES, neighborhood safety, and physical activity on mental health and SRH. Low SES was associated with greater neighborhood safety concerns, which were negatively associated with physical activity, which was then negatively related to mental health and SRH. This model was similar across different racial/ethnic and gender groups, but mean levels in the constructs differed across groups. SES plays an important role in SRH and mental health, and this effect is further nuanced by race/ethnicity and gender. Identifying the psychological (neighborhood safety) and behavioral (physical activity) factors that influence mental health and SRH is critical for tailoring interventions and designing programs that can improve overall health.

Stein (2015) commented that chronic bullying was associated with adverse effects on social behavior, educational achievement, and risk for depression. Being bullied was associated with a twofold increased likelihood of sadness and a threefold increased likelihood of suicidal ideation or suicide attempt. In a nationally representative survey of 13,633 students from 148 public and private high schools (grade 9-12), they found that increased frequency of exercise was associated with decreased frequencies of sadness, suicidal ideation, and suicide attempt. Due to the significance of the results, they encouraged pediatric clinicians to actively encourage physical activity in all children and adolescents, supported effective methods to achieve exercise adoption in youth, and set the groundwork and advocacy for success by supporting adequate time for physical activity in the school curriculum. In Sibold et al. (2015), their results suggested that physical activity reduced significantly suicidal ideation and attempt in bullied students, reducing sadness, and recommended physical activity as a salient option in the response to bullying in schools.

A Need for a New Strategy

According to the Mental Health Commission of Canada, new strategies are needed in order to bring awareness, education, and solutions to vulnerable populations. "This Strategy recognizes that we will never be able to adequately reduce the impact of mental health problems and illnesses through treatment alone" (Changing Directions, Changing Lives; Mental Health Commission of Canada). In their first strategic direction, they recommended to "promote mental health across the lifespan." In doing so, it means that talking and acting to better our mental health is necessary to a holistic approach towards health.

The Youth Movement Project aims to be one component amongst many in our communities to help youth improve their health using a holistic approach.

Research suggested that physical activity could help youth achieve balance among physical, mental, emotional and spiritual dimensions of health. Lévesque, Janssen, & Xu (2015) attempted to identify individual, family and community factors associated with physical activity among First Nations youth residing in on-reserve and northern First Nation communities. Their findings suggested that being male, having a lower number of chronic conditions, living in balance physically, living with at least one biological parent, having more relatives help youth understand their culture, having more community challenges and having more leisure/recreation facilities were independently associated with an increased likelihood of accumulating ≥ 60 min of moderate-to-vigorous physical activity per day.

Infants, children, and youth are best reached at home, school or post-secondary institutions through broad programs that promote mental health for all, complemented by targeted prevention programs for those at highest risk due to factors such as poverty, having a parent with a mental health or substance use problem, or family violence (Mental Health Commission of Canada, 2012). Hoying et al. (2015) studied the effectiveness of a cognitive behavioural skills building intervention that included nutrition and physical activity, on the healthy lifestyle beliefs, physical activity and mental health of urban, primarily ethnic minority sixth graders. After completing the program, youth reported improved healthy lifestyle beliefs, physical activity, and mental health outcomes, such as significant decreases in anxiety and depression scores and significant reduction of being at suicide risk. In addition, Ho et al. (2017) found that a positive youth development-based fitness mentorship program improved healthy adolescents' mental well-being, psychological assets (self-efficacy and resiliency), physical fitness, and physical activity levels.

Experimental evidence suggests that there may be synergy between the psychological benefits of physical activity, and the restorative effects of contact with a natural environment. Physical activity in a natural environment might produce greater mental health benefits than physical activity elsewhere. In Maas et al. (2008) study, they concluded that physical activity in natural environments was associated with a reduction in the risk of poor mental health than physical activity in other environments. In addition, physical activity in different types of natural environments might promote different kinds of positive psychological responses, as later modelled by Hartig et al. (2014). Access to natural environments for physical activity should be protected and promoted as a contribution to protecting and improving population mental health.

In Sport and Peace (Annual Report of the Office on Sport for Development and Peace, 2014), the United Nation shared that “at the individual level, sport can aid fitness, foster health, and enhance mental health and well-being by reducing stress, anxiety, and depression. There is also evidence that sport participation can enhance self-concept, self-esteem and self-confidence. In social psychological terms, sport is believed to have the potential to foster individual empathy, tolerance, cooperation, social skills and teamwork. All of these benefits help individuals to increase their store of human capital.”

A Word of Caution

Initiating a sport or physical activity program or challenging an individual to assess his or her physiological ability or fitness level can put the individual at risk. The paradox of exercise is that: “Habitual physical activity reduces coronary heart disease events, but vigorous activity can also acutely and transiently increase the risk of sudden cardiac death and acute myocardial infarction in susceptible persons” (Thompson et al., 2007, p. 886). While there are risks associated with regular physical activity, risks associated with a sedentary lifestyle far exceed them (Cress et al., 2004).

Kim et al. (2012) discovered a hyperbolic dose–response relationship between physical activity and general mental health, with an optimal range of 2.5hrs to 7.5hrs of physical activity per week. General mental health was modeled against weekly hours of physical activity. The physical activity threshold for better mental health was 2.5–7.5 weekly hours. Higher and lower physical activity was associated with poorer mental health.

Youth Movement Project: Program Components

Schedule

The program runs for eight (8) weeks. There are two (2) classes per week for a total of sixteen (16) classes. The duration of a class is one and half (1 1/2) hours.

Course Breakdown:

- Warm-up & Feedback Measures
- Workout & Adaptations
- Cool Down
- Health Break
- YMP Booklet – Mental Health & Emotional Regulation strategies, skills, and exercises
- Feedback
- Closing

Location

St Lawrence Academy
560 Edward Street South
Prescott, ON K0E 1T0

Registration

There are no registration fees. Parents and youth are asked to complete the registration form online found on the Greater Fort Town Area Charity's website (www.gftacharity.com). Completion of the waiver is mandatory for participation.

If the youth does not have proper fitness attire, parents are asked to apply for the Relief of Poverty program with the Greater Fort Town Area Charity, also found on our website (www.gftacharity.com).

For our current program, registration is open for youth in grade 7 to 12 with a cap at 25 youth (due to budget constraints)

Youth Movement Project Booklet

The booklet is a significant component of the programming. A YMP Booklet is provided free of charge to all youth registered in the program. The Booklet consists of the following exercises, skills & strategies to be reviewed, discussed, and practiced during the second half of each session:

- The Three (3) Spheres of Fitness;
- A daily Journal for an eight-week period;
- The role of water in good health;
- Empathy;
- Calm breathing;
- The Canadian Physical Activity Guidelines by the Canadian Society for Exercise Physiology;
- Thought-Stopping techniques;
- Grounding techniques;
- Conflict Resolution techniques;
- Active Listening;
- Challenging labelling & stigmatization.
- De-escalation techniques;
- Adopting a Growth Mindset;
- The Tree of Life;
- Self-Talk techniques;
- Comfort Zone & growth;
- Holistic approaches to Health;
- Affirmations;
- Thinking Traps (Challenging cognitive distortions);
- Setting boundaries;
- Sleep hygiene;
- The Miracle Question;
- Mindfulness;
- Use of "I" statements;
- Wise Mind;
- Distress Tolerance technique – ACCEPTS;
- Solution Talk;
- Signs of Depression and Suicide and prevention measures;
- Goal setting – SMART technique;
- Cognitive training – Journal of Positives.

The youth are encouraged to bring the booklet back home in order to continue working and reading the material, adding their thoughts, questions, and sharing feedback at each session on how the material might be relevant to their experiences. Constructive feedback is encouraged to support the growth of the program and help make the material “youth-friendly.”

Meaningful Outcomes through Feedback Informed Measures

In the field of psychotherapy, there is a movement towards Feedback Informed methodologies (Tilsen & McNamee, 2014). A popular version of this program is the International Centre for Clinical Excellence’s Feedback Informed Treatment. Research found that seeking and obtaining valid, reliable, and feasible feedback from customers as much as doubles the effect of size of treatment, cuts dropout rates in half, and decreases the risk of deterioration. Although this tool might not be suitable for our purposes, there is a lot for us to learn from their research. For example, their research suggested that it was not the model of treatment or the type of therapeutic approach used by the therapist that mattered for the outcome of the program; rather, it was maintaining constant feedback that allowed the customer and the therapist to stay connected on the goals that were collaboratively designed. They call it “creating a culture of feedback.”

Similarly, our program is asking youth to provide constant feedback so the program is meeting their needs, goals, and expectations. There is no need for long questionnaires or surveys. A brief tool with key questions can help the program stay informed as to the needed flexibility and direction of the program for each youth participating. We plan to use the following measures:

- At the beginning of the program, youth will be given a binder with Feedback sheets, blank sheets, and lined sheets.
 - At the beginning of each course, during the warm-up phase, youth are asked complete the following questions:
 - What do you believe is bothering you the most today? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - What is your goal for today’s course?
 - How realistic is it? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - How can you prevent what is bothering you from getting in the way of meeting your goals?
 - How have you been feeling overall in the last week? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - Throughout the course, they are encouraged to keep track of thoughts, feelings, and their physicality.
 - At the end of the course, youth are asked to complete the following questions:
 - Did you meet your goal? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - How did you keep what was bothering you from getting in the way of your goal? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - Were we listening to you during the course? Please rate it using a Likert Scale (a line that is 10 cm but has no lines on it).
 - What could we have done better to help you meet your goal?

With the help of youth, we will begin examining and researching the efficiency of using these questions and measuring meaningful outcome data that attempts to genuinely understand the strengths and limitations of the program, ways to build a program that is more intuitive in meeting the needs of youth, and support the development of volunteers through a culture of feedback.

House Keeping Announcements

Health & Safety

If you have the flu, a cold, or any contagious illness, please do not attend the program. Doing so might put you and all other members at risk. Illness might cause an individual's system to become weaker and the likelihood for injury increases significantly when training under these conditions. Furthermore, given the nature of physical training, the transmission of contagious disease occurs quite readily. Bottles of disinfectants and paper towels are available at the program's location for cleaning any equipment or surface. Please be courteous of members and use the supplies provided in the areas that you use.

In addition, program leaders need to be aware of your medical condition (e.g., asthma, anaphylaxis, casts, previous concussion, and orthopaedic device) that may affect participation (found on YMP's Registration Form). If you do have medical condition(s), you must not participate in the activity until you review information on concussion prevention specific to the activity, inherent risks of the activity, and procedures and rules for safe play. You will receive instruction on the importance of reporting symptoms related to a suspected concussion.

Activities must be modified according to your age, ability level, language, and experience and the facility available. Activities must be based on skills that are taught. Skills must be taught in proper progression.

Fire Alarms

Whenever a fire alarm is sounded, immediate evacuation of the building is the appropriate response. If there is a fire alarm while you are using the facilities, you must immediately leave the program location through the nearest exit door and remain outside until it has been announced that it is safe to enter the location.

Fitness Attire

- Proper athletic attire must be worn while using the program location:
- Sneakers, socks, athletic pants/shorts, and t-shirts are considered appropriate attire.
- All participants must wear shirts.
- Jeans are not permitted.
- Bare feet or sandals are not permitted (except during certain group exercise classes).
- During winter months and rainy days, please bring a dry pair of shoes. The facility attendant on duty may deny access to the location if you do not have a dry pair of shoes.
- No exposed jewellery is permitted.

Injuries

Any member who incurs an injury or become dizzy/ill while using the facility should immediately contact a program leader for assistance. A First Aid Kit is kept on location for minor injuries. When exercising outside of the facility, a leader will bring a portable First Aid kit. In cases requiring extensive First Aid, a program leader will contact the appropriate persons for assistance. It is important that program leaders be notified of any cases of injury or illness so that proper procedures can be initiated. Athletic tape may only be used for minor injuries.

Lost & Found

Articles lost in the facility are kept in the Lost & Found boxes located by the front desk as you enter the program location. The program is not responsible for any lost or stolen articles or for any items left at the program location.

Outdoor Running

- Holes, hazards (e.g. glass, rocks), and severely uneven surfaces must be identified. The conditions must be made safe or the activity must be modified or moved to a safe location. Hazards that cannot be removed must be brought to the attention of the participants.
- Program leaders must do a safety check 'walk through' in order to identify potential problems prior to initial use of route or course.
- Program leaders must outline to the participants the route or course (e.g., notice of areas to approach with caution) before the start of the run.

Inclement Weather

During times of inclement weather, the program location will make every effort to remain open. There may be times; however, that a program leader is unable to make a shift due to weather conditions and the program location will be closed. Please review the website and/or contact the program coordinator during these times to check on the program's status.

Group Exercise Class Cancellations

There will be times when a program leader may not be able to instruct a class given personal, academic, or medical reasons. At these times, the program leader will make every attempt to find another leader to serve as a substitute for a class. There may be times when you attend a class with a substitute program leader. At other times, however, a program leader may not be able to find a substitute and the class will be cancelled. Please understand that the program is operated by volunteers and cancellations are unavoidable given the limited number of qualified program leaders available. In cases of cancellation, signs or notices will be posted in advance of the class. In addition, our social media sites (Facebook & website) will post an announcement about the cancellations of classes. Please review the website and/or contact the program coordinator during these times to check on the program's status.

What are the Core Values of the Program?

The Greater Fort Town Area Charity (GFTAC) supports and promotes equity, diversity and inclusion at every level within the organization. The GFTAC is committed to adhering to the Ontario Human Rights Code and going beyond it to ensure that it operates in an inclusive way and that funds are not used to carry out discriminatory activities or to support organizations engaged in discriminatory practices.

The GFTAC affirms its strong commitment to principles of equity, diversity, and inclusion and will neither discriminate in any of its practices nor tolerate it in its programs & events. The GFTAC prohibits actions that discriminate against people based on the following grounds in the Ontario Human Rights Code: Age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex (including pregnancy and breastfeeding), sexual orientation, receipt of public assistance, and record of offences.

Our Safe Space policy helps establish how individuals within the program interact with one another:

- Respect your physical, mental and emotional boundaries.
- Stay attuned to your needs and remember that you are welcome to take time away from the group should you feel that you need time alone, or away from the group.
- If something does not feel right to you, please speak up. You may not be the only one who feels that way.
- If you do not want to talk or answer a question, say so, do not wait for someone to “get the hint.” Try to vocalize what you need.
- Be assertive if possible. If you have a concern with someone, be direct.
- Respect others’ physical, mental, and emotional boundaries.
- Always ask for explicit verbal consent before engaging or touching someone. Never assume consent. It is important to remember that consent is not always implied, even with folks that one is typically very close to.
- Do not assume the race, ethnicity, culture, sexuality, gender, history with violence etc. of others. Instead, ask if someone is open to engaging in dialogue about identity. Do not take it personally if someone does not want to answer a question.
- If possible, find out what pronouns people prefer or use neutral pronouns such as “they.”
- Respect the confidentiality of others. Respect the privacy of information, narratives and experiences that others share with you.
- Assume positive intent.
- We are all here to learn and we all have something to offer.
- Clarifying questions are encouraged.
- Respect diverse opinions, beliefs, and points of view. Share ideas rather than judgments.
- Everyone (including you) will make unintentional mistakes.
- Be aware of the effects your behaviour has on others and accept responsibility for it (please see Conflict Resolution Policy & Procedures).
- Expect to be challenged by others if you make a mistake.

The Youth Movement Project is supported by the educational material provided by the Canadian Society for Exercise Physiology. For example, the Canadian 24-hour Movement Guidelines for Children and Youth recommends for optimal health benefits for children and youth (aged 5-17 years) should be the following:

- **Sweat:** Moderate to Vigorous Physical Activity – An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;
- **Step:** Light Physical Activity - Several hours of a variety of structured and unstructured light physical activities;
- **Sleep:** Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;
- **Sit:** Sedentary Behaviour - No more than 2 hours per day of recreational screen time. Limited sitting for extended periods.

Code of Conduct

1. Preamble
 - a. Membership and participation in the activities of Youth Movement Project offer many benefits and privileges. At the same time, members and participants are expected to fulfil certain responsibilities and obligations, including complying with this Code of Conduct of Youth Movement Project, which results in an environment free of abuse and harassment to protect individuals' physical and psychological integrity and preserve their dignity.
2. Definitions
 - a. The following terms have these meanings in this Policy:
 - i. "Individual(s) will mean all categories of membership defined in the Youth Movement Project, as well as all people volunteering with the Youth Movement Project or engaged in programs and events with Youth Movement Project including but not limited to, guest speakers GFTAC committee members, GFTAC Trustees, and members of Youth Movement Project and the Greater Fort Town Area Charity.
3. Application of this Policy
 - a. This Policy applies to individuals relating to conduct that may arise during the course of Youth Movement Project programs, activities, and events.
 - b. This Policy applies to conduct that may occur outside of Youth Movement Project's programs, activities and events, when such conduct adversely affects relationships within Youth Movement Project and/or is detrimental to the image and reputation of Youth Movement Project and the Greater Fort Town Area Charity.
4. Policy
 - a. Youth Movement Project will provide an environment in which all Individuals are treated with respect and free of abuse and harassment. Further, Youth Movement Project supports equal opportunity and prohibits discriminatory practices.
 - b. Individuals will conduct themselves in a manner consistent with this Policy. Conduct that violates this code may be subject to sanctions pursuant to Youth Movement Project's Conflict Resolution Policy & Procedures.
 - c. All Individuals have a responsibility to:
 - i. Maintain and enhance the dignity and self-esteem of other Individuals, members and participants in Youth Movement Project's activities and events;
 - ii. Demonstrate respect for Individuals regardless of body type (i.e., body size, shape, etc.), physical characteristics, gender, ancestry, colour, ethnic or racial origin, nationality, national origin, sexual orientation, age, marital status, religion, political belief, disability or economic status;
 - iii. Demonstrate ethical conduct and practices.
 - iv. Abstain from the use of alcohol and the non-medical use of drugs;
 - v. Refrain from any behaviour that constitutes harassment, where harassment is defined as comments or conduct, directed towards an Individual or group, which is offensive, abusive, racist, sexist, degrading or malicious. Types of behaviour that constitute harassment include, but are not limited to:
 1. Written or oral abuse, threats or outbursts;
 2. The display of visual material which is offensive or which one ought to know is offensive;
 3. Unwelcome remarks, jokes, comments, innuendos or taunts;
 4. Leering or other suggestive or obscene gestures;
 5. Condescending or patronizing behaviour which is intended to undermine self-esteem, diminish performance or adversely affect working conditions;
 6. Practical jokes which cause awkwardness or embarrassment, endanger a person's safety or negatively affect performance;
 7. Any form of hazing or bullying;
 8. Coercing another person to act against their will;
 9. Stalking;
 10. Using force or intimidation;
 11. Unwanted physical contact including touching, petting, pinching or kissing;
 12. Physical assault;
 13. Behaviours using intimidation, blackmail, manipulation, lies, tricks, breach of trust, threat, coercion or physiological violence;

14. Behaviours such as those described above that are not directed towards Individuals or groups but have the same effect of creating a negative or hostile environment; or
15. Retaliation or threats of retaliation against an Individual who reports harassment.
- vi. Refrain from any behaviour that constitutes sexual harassment, defined as unwelcome sexual comments and sexual advances, request for sexual favours, or conduct of a sexual nature. Types of behaviour that constitutes sexual harassment include, but are not limited to:
 1. Sexist jokes;
 2. Unwelcome sexual attitudes or gestures;
 3. Display of sexually offensive material;
 4. Sexually degrading words;
 5. Inquiries or comments about a person's sex life;
 6. Unwelcome sexual flirtations, advances or propositions;
 7. Persistent unwanted contact; or
 8. Sexual assault.
- vii. Refrain from the use of power or authority in an attempt to coerce another person to engage in inappropriate activities.
- viii. Respect the property of others and not wilfully cause damage.
- ix. Respect the privacy of others.
- x. Refrain from accessing inappropriate online materials, or violating the computer, network, or online account security of others.
- xi. Adhere to all Federal, Provincial, Municipal or host country laws.
- xii. Comply at all times with the Constitution, Bylaws, policies, rules and regulations of Youth Movement Project and the Greater Fort Town Area Charity, as adopted and amended from time to time.
- xiii. In addition to the responsibilities described in Section 4.3, all Individual adults at Youth Movement Project will:
 1. Abstain from the use of alcohol, tobacco, cannabis, and non-prescribed substances where minors are present;
 2. Ensure a safe environment at Youth Movement Project programs and events by selecting activities and establishing controls that are suitable for the age, experience, and background of the participants in their charge;
 3. Ensure that expectations for participant's behaviour and conduct are made clear to the participants in their charge;
 4. Provide supervision for the participants in their charge;
 5. Communicate and cooperate with the parent/guardians of participants and ensure that parents/guardians are aware of the expectations for their children at the Youth Movement Project program and events and the range of consequences for misbehaviours by a participant.

5. Means of Communication and Implementation

- a. Youth Movement Project will develop and provide Individuals participating in or involved with its activities with the Code of Conduct relating to prevention and intervention.
- b. The Trustees shall adopt a Volunteer Recruitment Policy.
- c. The Trustees are responsible for taking steps to verify the integrity of the Program Coordinator and for implementing an effective selection process. The Program Coordinator shall be responsible for verification of the integrity of all other volunteers and for implementing an effective selection process.
- d. Youth Movement Project will disseminate the information contained in this Policy. Specifically, Youth Movement Project will be responsible for the following:
 - i. Informing all Individuals of the existence and contents of this Policy;
 - ii. Ensuring that the procedures for recruiting volunteers is in compliance with this policy;
 - iii. Raise the awareness of all Youth Movement Project volunteers of the issue of abuse and harassment, as well as the procedure indicated in this Policy;
 - iv. Receiving complaints from persons, or their representatives, who feel they are victims of abuse or harassment;
 - v. Acting quickly to stop any instances of either abuse or harassment;
 - vi. Should the nature of the act deem it necessary, submitting all complaints to the police;
 - vii. Reviewing the conditions of the policy periodically in order to ensure that it complies adequately with the legal obligations and objectives of Youth Movement Project.

Conflict Resolution Policy & Procedures

The Youth Movement Project acknowledges that disputes among the members can occur. In keeping with the principles of promoting fitness and encouraging amongst its members, and all citizens in general, sportsmanship as good citizenship, clear conflict resolution policies and procedures are essential. These policies and procedures are designed to support:

- Appropriate and relevant discussion;
- Clearly articulated responsibilities of the individuals and the program;
- Recognition of responsibility and authority; and
- An appeal process.

Policies

The Conflict Resolution Policy covers matters of either disputes or discipline (“Conflict”) and attempts to be fair in respecting individual members as well as the program. The conflict resolution policies of the program, as represented by the Program Coordinator and the Trustees of the Greater Fort Town Area Charity, are as follows:

1. The GFTAC will deal with all matters of business of the program as a whole, including all duties related to Conflict Resolution.
2. The GFTAC is empowered to enquire into the conduct of any participant, member, program leader, Coordinator, and/or Trustee and may take disciplinary action where it is determined necessary.
3. The GFTAC can call before it any participant, program leader, Coordinator, Trustee, or other party in order to inquire into any Conflict.
4. The GFTAC has the authority to remove any participant, program leader, or Coordinator given sufficient grounds.
5. The GFTAC believes in utilizing a Restorative Justice approach.
6. The GFTAC may appoint a specific Trustee or committee to deal with Conflicts.

In a Restorative Justice approach, the incident is a violation of people and relationships. It creates obligations to make things right. Resolution involves looking at the harm caused by the incident; harm to the person(s) who were victimized, harm to the instigator/aggressor (s), and harm to the larger community and asks, “How can this harm be repaired?” It asks three important questions:

- Who has been hurt and what are their needs?
- Who is obligated to address these needs and what are their needs?
- Who has a stake in this situation and what is the process to involve them in making things right and preventing future occurrences?

“The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things *with* them, rather than *to* them or *for* them” (Wachtel, 2009).

When used in schools and similar settings, it was believed that the effectiveness of restorative justice/mediation increased when the approach was used soon after an event. Potential participants should not be made to feel that they have to take part in the process if they feel uncomfortable or threatened by it (van Wormer, 2008).

Procedures

The following steps are used to resolve a Conflict.

Step 1: Mediation, Restitution, Community Service, or Peacemaking Circle

Keeping in mind that Restorative Justice is a process of repairing harm that has been done based on the behaviour that has been committed, there are many different practices within its framework (Penny, 2015). As Payne & Welch (2015) write in their work, three of the most popular practices are meditation, restitution, and community service. In this first step, youth are encouraged to choose a practice that they feel might best resolve the presenting conflict.

Mediation

Mediation involves a neutral third person, called a mediator, with the agreement of all parties, will assist in resolving the problems in a risk-free way. The way mediation is being used in schools is by training students to resolve disputes amongst their peers. The skills teach students how to listen effectively, summarize accurately, and think critically. Skills are also developed on problem

solving, engaging in meaningful discussions, planning, responsibilities and consequences along with empathy. The goal of mediation is to allow both parties to have a say in how things are resolved in hopes of a peaceful resolution. The benefits of peer mediation (Lam, 1998; Johnson, Johnson & Dudley, 1992) are that it teaches youth essential life skills, helps build resolution of conflict collaboratively, and having ownership over responsibilities. It also empowers youth, increases self-esteem, and provides greater insight into misperception, misunderstandings, and diversity.

Restitution

Harper (2013) writes about restitution as one of the primary tools that can be used when a youth has been wronged in a conflict. As he writes, restitution typically refers to monetary restitution when something has been either damaged or stolen. A critical aspect to restitution is that it has to be event and person-specific, because the ultimate goal of restitution is to make right what has been wronged, subsequently, a method must be designed in such a way that the people involved have their needs met specifically.

Community Service

People are asked to complete community service in order to give back to a community that has been wronged. For example, it can mean that a youth has to spend time cleaning something around the centre or participate in some program that helps the YMP or the school or fellow peers (Elliot & Gordon, 2005).

Peacemaking Circle

“The peacemaking circle process can serve as a method of youth development, community organizing, emotional healing, conflict resolution, effective communication, team building, collaboration, and organizational planning” (Boyes-Watson, 2005, p.193). The structure of the circle allows for everyone to participate, to have an equal voice and provide a variety of perspectives on an issue that requires full understanding of a problem. The circle is overseen by Keepers that help form a committee. The circle will arrive at a consensus around the consequences of all interested parties that will include promoting healing, providing an opportunity for amends, a sense of empowerment for the victim and ways of addressing the underlying problem in hopes of preventing recurrences. It is good practice to start all peacemaking circles with an opening and introduction continuing with a time for making connections before moving into identifying the issue and seeking solutions. Similarly, the closing of the circle should end on a positive note like when it opened. These practices are considered rituals of a peacemaking circle and are comprised of four:

- The first ritual of a peacemaking circle is the opening and closing in a good way (Boyes-Watson, 2005). A good practice will be to use poems, music, a quotation, or just a moment of silence. This is used to set the mood for the circle. The same is to at the end of the circle time to help the participants focus on the progress that was made.
- The second ritual is a talking piece that is used in circles. The talking piece is used as a means to not only assure that everyone has a voice, but also as a way to maintain peace within the circle. Only the individual holding the talking piece can talk without interruption, wisecracks, and domination from others that usually occurs when people are talking, and there is conflict. The item is normally passed clockwise, and an individual do have the option of passing it along without talking. The talking piece creates an environment for listening and patience, for one must actively wait to speak providing time to reflect on what is being said before responding.
- The third ritual is guidelines. In circles, guidelines are different from rules. Rules are governed by an authority figure whereas guidelines require a consensus from all involved parties on how they want to be treated by one another in the circle. The guidelines help foster a sense of leadership and have to be practiced time after time keeping in mind that no one will get it right the first time or the second time.
- The last ritual is keepers. In circles, there are normally two keepers or facilitators that are there solemnly to keep the peace and ensure the safety of the circle. Keepers are responsible for planning the circle, prepping individuals for the circle, arranging the physical space, preparing an opening and closing, selecting questions that will be used as well as welcoming the people, and sustaining the rituals and tone during the circle. The keeper handles other duties of the circle as well such as when to pass the talking piece or when to switch to a new topic. Keepers are not responsible for the outcome of the circle nor to bring people to an agreement or solution. Although the role of the keeper is extensive and requires time and dedication, they are essential to the process of the circle in promoting respect and safety.

Keep in mind that peacemaking circles cannot be used for every conflict or behaviour. Circles should be used primarily for first offense and minor crime cases. Circles should be used based on the victim’s input, the offender’s character personality, and sincerity. While circles do not work on every occasion, studies have shown that circles create a level of empowerment, a community sharing of responsibilities for the outcomes, a creation of meaningful relationships along with empathy, responsibility, and accountability but they are not always accepted and are at times costly to implement.

If the matter is not resolved, move to step 2.

Step 2: Raise to Program Coordinator

The Complainant must discuss with the Program Coordinator.

If the Conflict is resolved, the Program Coordinator must advise the Chair of the Risk Management Advisory Team of the nature of the conflict and resolution in writing (see Appendix I).

If the Conflict cannot be resolved, move to step 3. The Program Coordinator must advise the Chair of the Risk Management Advisory Team of the nature of the conflict in writing.

Step 3: Raise to the Risk Management Advisory Committee

- a) The Complainant must provide a letter to the Chair of the Risk Management Advisory Committee providing the details of the Conflict. The letter must include the following information:
- Date, time and place of incident in dispute
 - Names of relevant parties (as known) and the part they had in dispute. This can include, but is not limited to, potential offender(s), witnesses, and program leaders
 - Contact information of parties (as known) and complainant
 - Details of the Conflict
 - The decision or action being appealed, if the complainant is appealing a decision, and the reasons for disputing the decision
 - The recommended resolution(s)
- b) The Chair of the Risk Management Advisory Committee will review the written material provided and either:
- Make a decision
 - Mediate a solution
 - Hear oral presentation and investigate further before making a decision or mediating a solution
 - Engage the Risk Management Committee who will either:
 - i. Make a decision
 - ii. Mediate a solution
 - iii. Hear oral presentation and investigate further before making a decision or mediating a solution

If the complainant disagrees with the decision or the sanction of the committee, move to step 4.

Step 4: Raise to the GFTAC President and Trustees

The President and Trustees of the GFTAC may, upon written application from the aggrieved party and review of all materials, overturn a decision or sanction. The review may be based on the same considerations applicable to the Risk Management Advisory Committee or based on a new application where new written information or evidence is provided and that was not previously available to the committee. If the President and Trustees sets aside a decision or sanction imposed at Step 4, the President must present the information or evidence to the Coordinator and Program Leaders outlining the rationale to set aside the decision or sanction.

The Trustees will vote on a decision or sanction with the majority decision being final. In the event of a tie, the President will cast the deciding vote.

Any Conflict involving any of the following Criminal Code offenses will be deemed a major infraction under this Policy.

- Any child pornography offences;
- Any sexual offences;
- Any offences of physical or psychological violence;
- Any offence of assault; and
- Any offence involving trafficking of illegal drugs.

During an investigation of a major infraction, police will be contacted and the person charged will be suspended from the program.

Cross-Age Peer Mentoring Program

The program is designed to help older youth, who have completed and are ready to help their peers, to mentor younger youth in a structured environment. Such programs have grown in popularity for a number of reasons:

They provide growth and learning opportunities for both mentors and mentees, resulting in a “double impact” that is appealing to schools and districts attempting to support students with limited financial and community resources;

- Fewer resources are needed for recruiting mentors. These programs tend to take advantage of existing resources and school/community infrastructure;
- Cross-age peer programs take advantage of adolescents’ increasing interest in peer friendships as they enter the teenage years. Mentees’ natural tendency to look up to slightly older youth means that they view their mentor as a role model and someone worth listening to. Peer mentors also benefit from interacting with each other in positive ways through the volunteer experience, often building new relationships beyond their normal circle of friends
- Mentees in elementary or middle school benefit from having an older student help them through the challenges of moving to a new school and the accompanying changes in social relationships that brings. High school mentors build personal skills and confidence that can help prepare them for their lives after high school. Their involvement in the program can also be a meaningful addition to applications for colleges/universities and future jobs;
- They can be more appealing to parents of mentees, who may feel uncomfortable with an unknown adult becoming involved with their child. Having their child participate in a school-sanctioned peer-mentoring program that often takes place during the day and is supervised by school staff, may feel safer.

A number of key research findings on cross-age peer mentoring speak of a range of positive outcomes for both older peer mentors and their younger mentees:

- For mentees, these programs have shown positive impact on connectedness with peers and school/community programs, feelings of competency and self-efficacy, grades and academic achievement, and prosocial behaviour and attitudes;
- For mentors, there have been reported improvements in connectedness to school/community programs, self-esteem, empathy and moral reasoning, intrapersonal communication and conflict resolution skills, and relationship with parents.

The relationship between mentor and mentee is the primary focus. The program’s goals, objectives, and desired outcomes are achieved through the establishment of trusting, mutually beneficial developmental relationships between mentors and mentees. The Youth Movement Project does so by using group activities and interactions. The program coordinator is primarily responsible for recruiting participants, training mentors, and supervising mentors and matches. A dedicated site coordinator can ensure that the program is functioning smoothly and that mentors and matches have access to advice and other support that can help them work through any relationship difficulties.

While there is tremendous potential for success with cross-age peer mentoring, there are also risks. Emerging research indicates that programs must pay attention to several critical areas if they are to reach their goals. Among the risks that must be accounted for in a peer-mentoring model:

- Mentors may not fully understand their role: Unlike adult mentoring programs, peer mentors do not have such life experience to draw on. They will need extra training on the role of a mentor, tips for being supportive to others, and instructions on where to turn for help with problems that are beyond their power to address. At the YMP, mentoring is not based on a one-to-one match system. The peer mentor supports the program leaders in the supporting mentees in reaching personal goals, encouragement, help reach or change personal goals for mentees when needed, empathetic listening, and direct to services/supports when needed.
- Peer mentors can sometimes provide negative role modelling: High school-age mentors can be very influential figures for younger youth, who often look up to these older peers in ways that they would not look up to an adult mentor. This is a powerful role for teenagers to fill and there is always the danger that they will model negative behaviors and attitudes for their mentee. We are cautious that we do not want mentors who, intentionally or not, encourage the very antisocial or delinquent behaviors our program hopes to address, a circumstance some researchers have termed “deviancy training” (Patterson, Dishion, & Yoerger, 2000). Thorough screening, ongoing training and support, regular check-ins with mentors and mentees, and match supervision can help alleviate these problems.
- Peer mentoring relationship may struggle with consistency and quality: The social dynamics of peer relationships give mentors the power to do both great good and great harm to the mentees with whom they are working. It can be traumatic to mentees when mentors fail to show up for meetings or appear indifferent to them. Mentees may feel rejected, and there is considerable potential for them to internalize negative feelings about themselves or the program. Program leaders must always explain to mentees why their mentor is unable to make a scheduled meeting. Mentors who

consistently miss meetings need reminders about the importance of consistent participation. Moreover, if mentors need to drop out of the program, for whatever reason, a termination activity can minimize any negative feelings and help both mentors and mentees find closure about the relationship. Relationship quality can also be a concern in peer mentoring programs. As with adult mentors, peer mentors can feel overwhelmed by the problems and needs of the youth they are working with. Because of their lack of life experience, they may not have answers to tough questions or know how to provide appropriate help. Mentors and mentees may have personality conflicts they are unable to voice to staff, or they may dislike program activities and respond by acting out or failing to participate. Program leaders need to be able to perceive these problems and help matches work through them.

The criteria for mentor selection:

- Youth need to complete four cycles of the program (i.e., four times the eight week program);
- An age difference of at least two years and/or two grades between mentors and mentees is considered an important factor in maintaining boundaries in the relationship. There is also some evidence that high school mentors are more effective than middle schoolers, as they may be developmentally more prepared to use good judgment, maintain boundaries, and be a “wise and trusted friend.” (Karcher, 2007);
- Availability is another important basic criterion. Youth should be available to participate in match meetings, initial and ongoing training, and other activities. While no youth is likely to be available for every activity, choosing youth who are not overcommitted can help ensure that they will follow through with their commitments to the program.
- A high level of “social interest”: This is generally indicated by a positive attitude, optimism, genuine desire to be helpful, and empathy. We may include past experience in a helping role as one of your criteria, or seek this information through teacher or parent recommendations.
- School performance: There is no evidence that straight-A students make better mentors than those with average grades. However, consistent attendance, passing grades, and participation in school activities indicate stability and a positive connection to school and community.
- Youth may be asked to bring records (e.g., grade reports, attendance records, involvement in extracurricular activities, paid or unpaid employment history) to assess their strengths and appropriateness. In addition, we might look for evidence of experience, maturity, good judgment, consistency and follow-through, social skills, confidence, and potential leadership abilities.
- An interview and group activity will help with screening.

Cross-Age Peer Mentoring Training Program is to help applicants learn the following:

- What is mentoring?
- Defining the Roles and Responsibilities of Both the Mentor and the Mentee
 - Do’s & don’ts
 - Characteristics of good mentors and mentees
 - The importance of being dependable
 - Confidentiality
 - Helping mentees set personal goals
- Communication Skills Development
 - Effective Communication Strategies
 - Body Language
 - Open Ended Questions
 - Empathetic Listening
- Boundaries of the Relationship and Dealing with Difficult Issues
- Diversity Training
- Youth Development
- Conflict Resolution Policies & Protocols
- Crisis Management and Networks of Support
- Mentor Supervision
- Program Evaluation

The Youth Movement Project plans to collaborate with a national mentoring program (e.g., MENTOR – The National Mentoring Partnership) to maintain program efficiency and growth.

Youth Engagement Program

To reassure an effective, relevant, and positive growth, the program will invite youth participating in the program to join the Youth Engagement Program. At the last session of each eight-week program cycle, program leaders and youth will meet and review the program. The purpose is to co-create plans that reflect a shared purpose, joint decision-making, a commitment to action and collective accountability to the program. Youth will be invited to lead and design initiatives. Working together with the Program Coordinator and Program Leaders, they will be encouraged to work on sustainability through volunteer recruitment for Program Leaders, skills development for Program Leaders and the Cross-Age Peer Mentoring Training Program, documenting lessons learned, and using feedback from youth and program leaders to enhance program conditions for engaging youth.

To prepare for a shift towards a youth engagement framework, research suggests that communication and knowledge mobilization are key to success. Youth and all volunteers for the YMP & at GFTAC need to understand the importance of the role of youth engagement and ways to support initiatives. An effective communication plan incorporates the following elements:

- Be intentional: Our communication should be deliberate and planned.
- Be clear: Our vision, directions and goals should be clear and use accessible language.
- Do not confuse informing with communicating: We need to go beyond *what* is happening and let people know *why* it is happening.
- It is a two-way street: We need to make room for dialogue at all levels of the program. We are encouraged to pay as much attention to what comes in as to what goes out.
- Communicate early and often: We need to embrace transparency and uncertainty. It is acceptable not to know the answer to a question, but it is not acceptable to allow misinformation answer for us.
- Do not put all our eggs in one e-basket: We need to communicate our messages consistently in various formats: e-mail, meetings, publications, displays, etc.
- Know your audience: We need to find different ways of sharing our messages, ensuring a broader reach, including those without access to mainstream outlets.
- Do not disappear: When facing difficult moments, we need to prioritize communication and stay visible and connected with stakeholders.
- Communicate with others doing similar work: Change is difficult and it helps to communicate with others who are doing or who have done something similar.
- Measure and adapt: We need to include communication tactics in the evaluation process.

The Youth Movement Project plans to collaborate with The Centre of Excellence for Youth Engagement (CEYE) with the Student Commission of Canada to maintain program efficiency and growth.

Volunteer Recruitment Policy & Procedures

Purpose

Consistent with the Mission and Values of the Greater Fort Town Area Charity, the Youth Movement Project will ensure that processes used to recruit and select volunteers are fair, equitable and consistently applied to prevent bias and to ensure transparency and accountability on behalf of the program. The achievement of the goals of GFTAC is best served by the active participation of citizens of the community. To this end, the GFTAC accepts and encourages the involvement of volunteers at all levels in the organization and within all appropriate programs and activities. All are encouraged to assist in the creation of meaningful and productive roles in which volunteers might serve and to assist in recruitment of volunteers from the community.

Definition of Volunteer

A volunteer is anyone who, without financial compensation or expectation of financial compensation beyond reimbursement or honorarium, performs a task at the direction of and on behalf of the GFTAC. A volunteer for the YMP must be officially accepted and enrolled by the GFTAC prior to performance of the task.

Volunteer Rights & Responsibilities

Volunteers are viewed as a valuable resource for the GFTAC, the YMP and its participants. Volunteers will be extended the right to be given meaningful assignments, the right to be treated as equal contributors, the right to effective supervision, the right to full involvement and participation in agency activities and the right to recognition for work done. In return, volunteers are expected to perform a minimum of 10 hours of service per year, to perform their duties to the best of their abilities and to maintain adherence to the mandate of the GFTAC.

Community Service Hours

GFTAC accepts as volunteers those participating in student community service activities, student intern projects, corporate volunteer programs, community participant placements, and those performing community service requirements. In each of these cases, a special agreement must be in effect with the referring organization, school or program that identifies responsibility for management of these volunteers and placement will be granted on a case-by-case basis.

Policy Statement

The following principles will apply to all volunteers and selection processes:

- Recruitment and selection for all volunteer positions shall be coordinated by the Volunteer Coordinator.
- Members participating in the selection process shall be trained in GFTAC's volunteer recruitment policies and practices.
- Selection processes will ensure the identification of the most qualified candidate.
- In situations where the placement of the most qualified candidate creates a conflict of interest, the GFTAC's Conflict of Interest policy shall apply

Protocols

Volunteer Postings

- Current volunteer descriptions must exist for all positions, prior to posting.
- Volunteer Postings will include the following information:
 - Job title
 - Overview of the Agency's Mission
 - List of essential knowledge, skills and attitudes
 - Screening level of the volunteer position
 - Starting/End Date where applicable
 - Name, position and contact details of the GFTAC member who will directly supervise the volunteer
 - A statement acknowledging GFTAC's willingness to accommodate any accessibility requirements for the recruitment process

Applications and Screening

- All candidates who wish to be considered for a volunteer posting must submit an application form to the Volunteer Coordinator.
- Applications will be reviewed and candidates interviewed when necessary.
- Candidates will be assessed according to qualifications including education, experience and skills. This information will form a basis for recommending available positions and determine the initial screening if needed for the suggested positions.

- GFTAC will adhere to the Ontario Human Rights Code and will not discriminate against potential candidates based on any of the grounds identified in the Code.
- GFTAC will securely store applications received for two years if the candidate does not acquire a suitable position

Interviews

- The Volunteer Coordinator will utilize the following:
 - Volunteer Interview Question Form
 - Volunteer Reference Check Question Form
- During the interview process, candidates will be advised that depending on the nature of the position applied for background checks such as references and a vulnerable sector check may occur.
- The Volunteer Coordinator will maintain interview records including interview criteria, questions. These records will be stored in Volunteer Department for seven years.
- Where appropriate, a clean Criminal Records Check – Vulnerable Sector will be required, before starting in the volunteer position.

Offer of a Volunteer Position

The Volunteer Coordinator will make an initial offer to the successful candidate by providing the:

- Position being offered and the
- Title and contact information of their direct Supervisor

Once the offer is accepted, the Program Coordinator must then contact the preferred candidate within 5 working days to continue the interview, orientation and training process (e.g., review of Mission Statement, GFTAC Constitution & By-Laws, and YMP Policies & Procedures)..

Feedback & Evaluation Policy

Every volunteer will be given informal performance evaluation from the Program Coordinator.

- Evaluations are constructive, supportive and empowering.
- The aim of an evaluation is to motivate volunteers and determine how YMP can better support their work.

Informal Evaluation:

1. Regular and ongoing informal evaluations will be conducted as a form of feedback and appreciation of volunteers.
2. Positive reinforcement and recognition of work will be done on a regular basis.
3. Discussion and input from the volunteer is strongly encouraged.
4. Feedback on all performance will be presented in a constructive manner.

Termination Policy

In certain circumstances, a volunteer may choose to voluntarily or involuntarily terminate their time with Youth Movement Project. In such matters, Youth Movement Project will treat all departing volunteers in a professional, confidential, fair and consistent manner.

Resignation

A volunteer resigning from Youth Movement Project shall advise their direct supervisor. A reasonable period of notice shall be expected, taking into account the responsibility involved in the position. Generally, a minimum of two weeks notice is expected. All volunteers who resign will be given the option of an exit interview with the Program Coordinator or Volunteer Coordinator. The Program Coordinator will notify of the volunteer resignation to the Volunteer Coordinator for GAFTC.

Return of YMP Property

The departing volunteer's Program Coordinator must ensure the volunteer returns any Youth Movement Project property.

If the termination was involuntary and as a result of a performance management or an immediate termination for 'just cause', copies of the Program Coordinator & Volunteer Coordinator's investigative notes, performance management notes, etc. must be forwarded to the Volunteer Coordinator to be stored in the volunteers file. The Program Coordinator and Volunteer Coordinator will be responsible for terminating volunteers. The Volunteer Coordinator will communicate the best time/way to advise YMP volunteers of the termination.

Privacy & Personal Information Policy

In adherence to the Provincial and Federal Law, this policy ensures the privacy and protection of volunteer's personal information. "Provincial and federal law" refers to the Freedom of Information and Protection of Privacy Act as administered by

the Government of Ontario and the Personal Information Protection and Electronic Documents Act as administered by the Federal Government.

Youth Movement Project collects and uses personal information from volunteers to support program delivery and for the following specific reasons:

- Application and recruitment process of volunteers;
- Maintaining contact with volunteers to ensure coverage of shifts and responsibilities and letting volunteers know of opportunities;
- Satisfying statistical reporting requirements (such as locations of volunteers) detached from personal identifiers;
- Accommodate volunteers with disabilities, illnesses and/or injuries;
- Support ongoing training and development;
- Keeping volunteers aware of organization activities & events.

For all these and any purpose, it is the responsibility of the program and Program Coordinator to request consent for a new use of personal information.

Consent Statement

By signing this document, a volunteer consents to their personal information being collected for the sole purpose as indicated. They acknowledge that their information will be used, safely stored and protected by Youth Movement Project for the duration that it is needed and/or their engagement as a volunteer.

Information Storage

All personal information will be stored in digital copy on Youth Movement Project's secure shared drive as well as physical copies in the relevant Volunteer Coordinator's files. These physical files will be locked in a cabinet or filing space only to be accessed when necessary. Personal information will be kept for the following durations:

- Reference information will be kept until three (3) months after the interview process.
- Volunteer general information will be kept for five (7) years from the end date of their engagement.
- Role-specific information will be made anonymous one (1) year after the end date of a volunteer's engagement.

At the end of these terms, volunteer information will be destroyed or made anonymous for statistical purposes. Information is stored for these durations to ensure it is maintained during potential volunteer turnover and for future reference and proof of volunteer hours.

Disclosure

Under most circumstances, personal information will be used by the Program Coordinator to match roles and maintain contact with active volunteers. Certain information may be disclosed under the following circumstances:

- Funder statistical requirements & reporting;
- Subpoena, warrant, court order or government request.

Youth Movement Project will not provide names and contact information of volunteers to other organizations or companies without prior explicit consent.

Personal Access

Upon written request and with reasonable notice, all current and former volunteers (within the aforementioned timeframes) can access their own personal information, affirm or challenge its accuracy and request amendments when necessary. Challenges to collection, use or disclosure of personal information are to be resolved immediately by the Volunteer Coordinator and complainants notified of their right to seek additional information or file complaints with the Office of the Privacy Commissioner of Canada. All challenges and complaints will be responded to in writing.

Accessibility Policies

In fulfilling our mission, GFTAC (which facilitates YMP) is committed to providing its services and programs in a manner that respects the dignity and independence of persons with disabilities. Pursuant to the Ontario government's Accessibility for Ontarians with Disabilities Act (AODA), the provision of accessible customer service to persons with disabilities is now the law. We hope that this summary will assist GFTAC volunteers in meeting our legal obligations for providing accessible service and in ensuring accessibility to all.

Volunteering and Providing Services to People with Disabilities

It is GFTAC's goal to create an environment that is inclusive of all persons. GFTAC – through its volunteer network – strives to maintain excellence in the provision of its services and programs to all, including persons with disabilities. All volunteers are required to complete the AODA training.

Assistive Devices

Persons with disabilities may use their own personal assistive devices. Some of these devices may include wheelchairs and walkers, screen readers, recording machines, hearing devices and communication boards. If an assistive device poses a safety concern (such as blocking an emergency exit), we will attempt to make alternative arrangements. GFTAC volunteers will not interfere with the use of assistive devices by persons with disabilities, unless permission from the owner is granted.

Service Animals

Persons with disabilities accompanied by service animals are permitted access to all public areas unless prohibited by law. Volunteers will not interact with service animals unless permission is granted by the owner.

Support Persons

Persons with disabilities accompanied by a support person are permitted access to the premises together with their support person. Consent from the person with the disability is required when communicating private issues related to the person with the disability, in the presence of the support person.

Notice of Temporary Disruption

Notice must be provided if there is a planned or unexpected disruption to services or facilities for volunteers and participants with disabilities. This might include technology or any other method of providing service that people with disabilities use to access our programs, services and events. Notices must state the reason for the disruption, its anticipated duration and any available alternative options. If you notice disruptions (such as an out-of-service elevator), notify on-site volunteers.

Feedback Process

We encourage persons with disabilities and others to comment on the accessibility of our programs and locations. Feedback can be provided in person, by telephone, by mail or e-mail to GFTAC's office, the Program Coordinator at the Youth Movement Project, and at events.

Volunteer Hours Sheets, References and Confirmation Letters

Volunteers may request a letter to confirm their placement with Youth Movement Project or their total hours of service contributed during a specific timeframe. These requests should be submitted to the Program Coordinator with at least two weeks notice to prepare the document. Volunteer Forms can be filled out by the Program Coordinator

Reference Letters can be requested and granted at the discretion of Youth Movement Project. These requests should be submitted with at least two weeks notice to prepare the document. Advanced consent must be given to any volunteer who wishes to use a Youth Movement Project member as a reference or verifier of volunteer service.

Volunteer Training

Role of Volunteers

- Assist youth by showing them the proper techniques and form exercises as well as being able to spot different exercises (help members learn how to use conditioning equipment properly and perform exercises with correct technique).
- Scan the program floor to ensure equipment is clean, in good repair and that safety hazards are removed.
- Treat all youth, visitors, guests, and volunteers with respect and enthusiasm.
- Build relationships with youth and introduce them to other youth and volunteers.
- Communicate and work collaboratively with others.
- Support youth in completing the Feedback Informed Measures.
- Support youth or direct their inquiries or concerns to the appropriate resources.
- Deliver YMP programming components responsibly, honestly, respectfully and with care.
- Take action to ensure members are safe when participating at the YMP.
- Be positive, helpful and welcoming at all times.
- Follow YMP's Policies & Procedures and inform Coordinator when changes might be appropriate.
- Support all in developing a Culture of Feedback.

All volunteers are required to complete the following:

- Police Record Check and a Vulnerable Sector Check
- Readings for GFTAC's Constitution, By-Laws, and Youth Movement Projects Policies & Procedures Manual;
- Sign the Code of Conduct;
- Online completion of the Accessibility for Ontarians with Disabilities Act (AODA) Training (<https://www.aoda.ca/free-online-training/>);
- Emergency Response Procedures;
- Completion of CPR & First Aid (one-volunteer is required to have this training updated during a course);
- Any additional training as required by the program.

The Two-Leader Rule

The Two-Leader Rule (based on the Two Scouter Rule and Section Ratios: Supervision for Scouting Programs by Scouts Canada) is the requirement for two program leaders to be with youth at all times. They must always be within the field of view and within earshot of one another when with youth. The Two-Leader Rule is an integral part of the Code of Conduct that applies to all.

Outsourced Contractor Organisations

Outsourced contractor organisations that conduct physical or educational activity programs for youth in the YMP need to conform to all aspects of these guidelines, particularly in relation to:

- Insurance;
- Pre-exercise screening and consent procedures;
- Supervision;
- Review of qualifications;
- Adherence to Confidentiality and duty of care, including child protection legislation;
- Knowledge of the YMP's Policies & Procedures.

Violence & Harassment Policy

We are committed to providing a safe, healthy and supportive work environment by treating our volunteers and clients with respect, fairness and sensitivity.

Violence and harassment in the program can have devastating effects on volunteers' quality of life and productivity.

Violence is:

- The exercise of physical force by a person against a volunteer that causes or could cause physical injury to the volunteer;
- An attempt to exercise physical force against a volunteer that could cause physical injury to the volunteer; or,
- A statement or behaviour that it is reasonable for a person to interpret as a threat to exercise physical force against a volunteer that could cause physical injury to the volunteer.

Harassment engaging in a course of vexatious comment or conduct against a volunteer that is known or ought reasonably to be known to be unwelcome.

Sexual Harassment

- a. Engaging in a course of vexatious comment or conduct against a volunteer because of sex, sexual orientation, gender identity, or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome or
- b. Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the volunteer and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Purpose of the Policy

We are committed to preventing violence and harassment. This policy defines behaviour that constitutes violence and harassment, and explains procedures for reporting and resolving such incidents. We are committed to providing an environment free of violence and harassment by familiarizing all volunteers with the related terminology as well as their individual responsibilities for prevention and corrective action. To establish this policy, we have consulted Risk Management Advisory Committee and the following legislation governing workplace violence and harassment in Ontario:

- The *Occupational Health and Safety Act*
- The *Criminal Code of Canada*
- The *Ontario Human Rights Code*
- The *Workplace Safety and Insurance Act, 1997*
- The *Compensation for Victims of Crime Act*
- The *Regulated Health Professions Act*

Policy Statement

The Trustees of the Greater Fort Town Area Charity recognize the potential for violence and harassment in their program. We will therefore make every reasonable effort to identify all potential sources of such risk to eliminate or minimize them through our workplace violence and harassment prevention program. The Greater Fort Town Area Charity will not tolerate any type of violence or harassment within the program or during program-related activities. The Greater Fort Town Area Charity is committed to allotting whatever time, attention, authority and resources necessary to ensure a safe and healthy working environment for all volunteers and clients to whom we provide care.

The Greater Fort Town Area Charity will take every reasonable precaution to protect an employee from physical injury if we become aware, or believe that domestic violence is a risk.

Definitions Associated with Violence and Harassment

- **Physical assault:** is any physical force or threat of physical force to create fear and control another person. Some examples include: hitting, blocking, shoving, choking, slapping or biting, or pulling hair; "caring" for the victim in an abusive way, threats of violence, and using a weapon or other objects to threaten, hurt or kill.
- **Sexual assault:** is any unwanted sexual act done by one person to another. Examples include: kissing or forcing/coercing the person into kissing; touching the person's body with or without clothes on; forcing/coercing the person to masturbate; sexual intercourse (anal or vaginal), penetrating with an object; causing bodily harm; removing or

attempting to remove clothing; taking advantage of a position, trust or authority to get sex; and threatening to harm someone else if the person does not agree to do any of these things.

- **Threat (verbal or written):** is a communicated intent to inflict physical or other harm on any person or to property by some unlawful act. A direct threat is a clear and explicit communication distinctly indicating that the potential offender intends to do harm, for example, “I am going to make you pay for what you did to me.” A conditional threat involves a condition, for example, “If you don’t leave me alone you will regret it.” Veiled threats usually involve body language or behaviours that leave little doubt in the mind of the victim that the perpetrator intends to harm.
- **Verbal/Emotional/Psychological abuse:** is a pattern of behaviour that makes someone feel worthless, flawed, unloved, or endangered. Like other forms of abuse, it is based on power and control. Examples include: swearing, put-downs/name calling over a period of time, labelling the victim in a derogatory way such stupid, crazy or irrational, acts of humiliation, extreme jealous behaviour, attacking the victim’s self-esteem in other ways. It can also include harming pets and damaging property.
- **Bullying:** repeated and persistent negative acts towards one or more individuals, which involve a perceived power imbalance and create a hostile work environment (Salin, 2003)

Roles and Responsibilities of Parties

Trustees & Volunteer Coordinator:

- Ensure that measures and procedures in the violence and harassment prevention program are carried out. Hold the Program Coordinator accountable for responding to and resolving complaints of violence.
- Ensure compliance by all who have a relationship with the charity and its programs.
- Post a copy of this policy.
- Conduct regular risk assessments.
- Establish control measures.
- Establish and deliver training and education for all volunteers.
- Integrate safe behaviour into day-to-day operations.
- Develop a reporting process for incidents of violence and harassment.
- Investigate all reports or threats of violence/harassment in a prompt, objective and sensitive way.
- Take corrective action.
- Provide response measures.
- Facilitate medical attention and support for those involved directly or indirectly.

Program Coordinator and Leaders:

- Enforce policy and procedures and monitor compliance.
- Identify and alert all to violent persons and hazardous situations.
- Investigate all violence using the investigation procedure and form, and contact the police as required.
- Facilitate medical attention for all as required.
- Debrief those involved in the incident either directly or indirectly.
- Track and analyze incidents for trending and prevention initiatives.
- Ensure the workplace violence and harassment prevention program is reviewed at least once a year.

Risk Management Advisory Committee:

- Ensure you are consulted about the development, establishment and implementation of violence prevention measures and procedures (the violence and harassment prevention program).
- Make recommendations for developing, establishing and providing training in violence prevention measures and procedures.
- At least once a year, take part in a review of the violence and harassment prevention program.
- The volunteer-designate should investigate all critical violence-related injuries.

Reporting and Investigation

- Volunteers are to report all violence-related incidents or hazards to the Program Coordinator & Leaders. This report can be made confidentially at the person’s request. However, sharing information to ensure the safety of others and prevent recurrence may be necessary (e.g., contents of a police report).
- The reporting person may make the report confidentially without leaving a copy in the log, indicating the need for confidentiality to the Program Coordinator (or in that person’s absence, to a Program Leader).

- The Program Coordinator receiving the report investigates it and ensures that measures are taken to safeguard all and curtail the violence or harassment. No report of violence/harassment or risks of violence may be the basis of reprisal against the reporting person.

Response Procedures

- Using the incident investigation form, the Program Coordinator documents all reports of violence/harassment, hazards and measures taken to address them.
- Volunteer Coordinator reviews all incident reports, monitors trends and makes recommendations to the Trustees for prevention and enhancements to the violence and harassment prevention program.
- These findings are shared with the Risk Management Advisory Committee, which is consulted about any revision to the violence and harassment prevention and training program.
- The Trustees reviews reports of violence/harassment and ensures that actions are taken.
- The Program Coordinator who investigate the reported incident warn all who might be affected about dangerous situations. They also tell the reporting person about the outcome of the investigation to help minimize the chance of similar incidents.

Emergency response measures

Refer to the program's emergency response procedure.

Support for employees affected by violence

The Program Coordinator will respond promptly, assess the situation and ensure that these interventions are followed:

- Facilitation of medical attention;
- Debriefing (by skilled professional);
- Referrals to community agencies and treating practitioner;
- Completion of incident reports;
- Reporting to police (as required); and
- Team debriefing.

Risk assessment

Program Coordinator assesses hazards in all jobs, and in the environment as a whole. It reviews risk assessments annually, as well as when new jobs are created or job descriptions are changed substantially.

Education

New volunteers will receive both general and site-specific orientation to the violence and harassment prevention program. In addition, all volunteers will receive an annual review of the program's general and site-specific components.

Any training developed, established and provided will be done in consultation with, and in consideration of, the recommendations of the RMAC.

Program Evaluation

The effectiveness of the violence and harassment prevention program is evaluated annually by the Program Coordinator, Volunteer Coordinator, and reviewed by the RMAC.

Volunteers, Program Leaders, Program Coordinator, and the Volunteer Coordinator are accountable for establishing and implementing the policy and procedures related to violence and harassment. Responsibility for complying with the health and safety policy is part of their job descriptions.

Accountability

All parties are accountable for complying with the policy, program, measures and procedures related to violence.

Records

All records of reports and investigations of violence and harassment are kept for five years.

Policy Review

This violence and harassment prevention policy and program will be reviewed annually.

Emergency Response Procedure

The objective of the GFTAC's Emergency Response Procedure is to prepare volunteers for dealing with emergencies. This plan is designed to minimize injury, loss of human life, and resources by training volunteers, procuring and maintaining necessary equipment, and assigning responsibilities. This plan applies to all emergencies that may reasonably be expected to occur at Youth Movement Project.

Assignment of Responsibility

The Program Coordinator will manage the Emergency Response Procedure for the Youth Movement Project. The Program Coordinator will also maintain all training records pertaining to this plan. The coordinator is responsible for scheduling routine tests of the Youth Movement Project's emergency notification system with the appropriate authorities.

The Program Coordinator will also coordinate with local public resources, such as fire department and emergency medical personnel, to ensure that they are prepared to respond as detailed in this plan. This includes allowing emergency responders to perform a walkthrough of the facility to familiarize themselves with the layout of the structures, types, and volume of hazardous chemical storage, and other hazards they might encounter when responding to an emergency. Emergency-responder input will be incorporated into this Emergency Response Procedure.

The Program Coordinator is responsible for implementing the procedures in this plan in their designated areas in an emergency. Program Leaders will be responsible for assisting clients/volunteers/visitors who have disabilities or who do not speak English during evacuation.

GFTAC will provide adequate controls and equipment that, when used properly, will minimize or eliminate risk of injury to all in an emergency. The Risk Management Advisory Committee will review this plan regularly to ensure proper adherence.

The Program Coordinator will follow, and ensure that their volunteers are trained in, the procedures in this plan. Volunteers are responsible for following the procedures in this plan. All clients, visitors and guests are responsible for complying with this plan.

Plan Implementation:

Reporting Fire and Other Emergency Situations

All fires and other emergencies will be reported as soon as possible to the Program Coordinator by one of the following means:

- Verbally, as soon as possible; or
- By telephone.

To eliminate confusion and false alarms, the Program Coordinator is authorized to contact community emergency response personnel. If the Program Coordinator cannot be reached, any individual with knowledge of a fire or other emergency situation may then contact emergency responders.

Under no circumstances will a volunteer/client/visitor/guest attempt to fight a fire after it can no longer be put out with a fire extinguisher, nor will any volunteer/client/visitor/guest attempt to enter a burning building to conduct search and rescue. These actions must be left to emergency services professionals (such as the fire department or emergency medical professionals) who have the necessary training, equipment, and experience to do so. Untrained people might endanger themselves or those they are trying to rescue.

Informing All of Fires and Other Emergency Situations

In the event of a fire or other emergency situation, the Program Coordinator will ensure that all volunteer/client/visitor/guest are notified as soon as possible using the building alarm system (which includes audible and visual alarms, 24 hours a day). The Program Coordinator will provide special instructions to all via the public address system.

Emergency Contact Information

The Program Coordinator will maintain a list of all volunteers' personal emergency contact information and will keep the list in the main office or near their person for easy access in an emergency.

Evacuation Routes

Emergency evacuation escape route plans are posted throughout the Youth Movement Project's location. In the event that a fire or emergency alarm is sounded or instructions for evacuation are given by the Program Coordinator, all

volunteer/client/visitor/guest must immediately exit the building at the nearest exits as shown in the escape route plans, and must meet as soon as possible at the outdoor designated assembly area.

Mobility-impaired volunteer/client/visitor/guest and their assigned assistants will gather at the gymnasium within the building to ensure safe evacuation in the **pre-determined fashion**.

Securing Property and Equipment

If evacuation of the premises is necessary, some items may need to be secured to prevent further danger to the facility and personnel on hand (such as securing confidential or irreplaceable records, or shutting down equipment to prevent release of hazardous materials). A list of designated volunteers will be developed by the Program Coordinator for them to may remain in the building for the prescribed amount of time to secure the property and equipment to which they have been assigned. All those remaining behind to shut down critical systems or utilities must be capable of recognizing when to abandon the operation or task. Once the property or equipment has been secured, or the situation becomes too dangerous to remain, those who remained behind must exit the building by the nearest escape route as soon as possible and meet the remainder of the employees at the designated assembly area.

Advanced Medical Care

Under no circumstances may a volunteer provide advanced medical care and treatment. These situations must be left to emergency services professionals, who have the necessary training, equipment, and experience. Untrained people might endanger themselves or those they are trying to assist.

Accounting for Volunteers/Clients/Visitors/Guests After Evacuation

Once an evacuation has occurred, the Program Coordinator will account for each volunteer/client/visitor/guest at the designated assembly area. Each volunteer is responsible for reporting to the Program Coordinator so an accurate head count can be made as soon as possible.

Re-entry

Once the building has been evacuated, no one may re-enter the building for any reason, except for designated and properly trained rescue personnel (such as fire department or emergency medical professionals). Untrained people might endanger themselves or those they are trying to rescue.

All volunteers must remain at the designated assembly area until the fire department or other emergency response agency notifies the Program Coordinator that either:

1. The building is safe for re-entry; or
2. The building or assembly area is not safe, in which case the Program Coordinator will instruct all on how or when to vacate the premises.

Severe Weather

The Program Coordinator will announce severe weather alerts by public address system **or other means of immediate notification**. All volunteers will immediately retreat to the designated area until the threat of severe weather has passed as communicated by the Program Coordinator.

Volunteer Training

All volunteers will receive instruction on this Emergency Response Procedures as part of new-volunteer orientation. Additional training must be provided:

1. When there are any changes to the plan or facility;
2. When a volunteer's responsibilities change; and
3. Annually, as refresher training.

Items for review during the training include:

- Proper housekeeping;
- Fire-prevention practices;
- Fire extinguisher locations, usage, and limitations;
- Threats, hazards, and protective actions;
- Means of reporting fires and other emergencies;
- Individual responsibilities;

- Alarm systems;
- Escape routes and procedures;
- Emergency shut-down procedures;
- Procedures for accounting for volunteers/clients/visitors/guests;
- Closing doors;
- Severe weather procedures; and
- Emergency Response Procedures availability.

Fire/Evacuation Drills

Fire/evacuation drills must be conducted at least annually and in coordination with local police and fire departments. Additional drills will be conducted if physical properties of the business change, processes change, or it is otherwise deemed necessary.

Training Records

The Program Coordinator will document all training pertaining to this plan and will maintain records

Plan Evaluation

This Emergency Response Procedure must be reviewed annually, or as needed if changes to the environment are made, by the Program Coordinator, the Volunteer Coordinator, and the Risk Management Advisory Committee. Following each fire drill, the Program Coordinator will evaluate the drill's effectiveness and any weaknesses in the plan, and will implement improvements.

Relief of Poverty Program

The objective of the Relief of Poverty program is to meet the expectations set out by the second purpose of the Greater Fort Town Area Charity:

Purpose: To provide relief of poverty for youth and families struggling financially to be part of the GFTAC's Youth Movement Project.

Activities in support of Purpose:

With respect to the second purpose, we plan to facilitate a relief of poverty program to support families struggling financially to obtain appropriate clothing, equipment, and shoe ware for their youth to attend the GFTAC's Youth Movement Project. An application process will provide the needed information for a committee to support families in need.

- The Relief of Poverty program is described to the youth and their parent/guardian during the first session of the Youth Movement Project.
- Information about the program and the application are available at each session of the Youth Movement Project.
- To avoid stigmatization, we plan to approach those in need with discretion.
- When the Program Coordinator and/or program leaders identify a possible candidate (whether the youth self-identifies and/or the Program Coordinator and Program Leaders do so), the first task is to conduct an assessment of the youth's needs, required attire and/or equipment.
- The Program Coordinator then needs to speak with the parent/guardian to assess the family's eligibility to access the program.
- If the parent/guardian approves to be a candidate, they are required to complete the application (Appendix J).
- Once completed, the Program Coordinator needs to forward the application to the Trustees.
- A resolution by the Trustees of the Greater Fort Town Area Charity allows the Program Coordinator to access funds when they and three Trustees approve the application and determine that the youth and their parent/guardian meet eligibility criteria.
- The Program Coordinator will work with the youth and parent/guardian to obtain a quote.
- The Program Coordinator will work with the Treasurer of the Greater Fort Town Area Charity to obtain the funds and meet the charity's fiduciary responsibilities.
- The maximum amount that can be contributed to the application is \$500.
- In doing so, the application and the process reinforces the purpose and mission of the charity.

The criteria for eligibility are as follows:

- The youth must meet the eligibility criteria to be registered and is registered in the present cycle of the Youth Movement Project;
- The Program Coordinator has completed a discrete assessment of needs.
- The Program Coordinator has discretely spoken with the youth and parent/guardian about the program, the risks & benefits, and the process of completion of the program.
- The Program Coordinator has provided a copy of the application to the youth and the parent/guardian.
- The Program Coordinator has explained Confidentiality of all information gathered on the application.
- The Program Coordinator has explained the process in obtaining a decision from the Trustees.
- The Program Coordinator has explained the process of an appeal should the application be denied.

Appeal Process

- If rejected, a youth and their parent/guardian may return to the next scheduled Trustees Meeting and state their appeal. If quorum is met at the meeting (i.e., four voting members are present), then a final decision will be made. At the meeting, they will be required to produce evidence to support their claim that because of poverty, they are unable to pay for the proper attire for their youth registered with the Youth Movement Project and therefore, they need financial assistance.
- If they choose to continue pursuing their application through the appeal process, they are encouraged to:
 - Bring a copy of the initial application;
 - Bring a copy of their property tax bill;
 - Bring income statements from their employer or any other sources of income (e.g., ODSP, Ontario Works);
 - Bring a copy of their personal income tax assessments from the Canada Revenue Agency;

- Bring copies of monthly bills and a detailed listing of expenses (including medications, medical supplies, transportation, loan payments, mortgage payments, groceries, personal expenses, childcare, housing, life insurance and any other expenses).
- They must attend the meeting in person unless they provide authority to someone else to represent them at the meeting. If they do not attend, the Greater Fort Town Area Charity may dismiss their appeal.
- At the end of the meeting, the Trustees that heard their appeal may give an oral decision or may reserve the decision for a later date. If Trustees do the later, a written decision will be provided to them.

Budget & Equipment

Proposed Project Budget (tabulated for 25 youth joining the program)

Description	Budget (\$)
Personnel Costs	
Volunteer Training	500
Volunteer Honorarium (e.g., car expense, etc.)	500
Operational Costs	
Insurance	1500
Location (\$100/monthly)	200
Health Snacks (\$20/course)	320
Water Bottles (25)	100
Yoga mats (25)	750
Aerobic platforms (10)	500
Medicine balls	500
T-shirts (25)	250
Registration to the FTNR	750
Bottle of disinfectant	25
Paper towels	25
First Aid Kit	100
Administration Costs	
Printer Ink	50
Paper	20
Other Costs	250
Marketing Costs	
Adds	100
Website (e.g., promotion, hosting)	200
Total:	6640

Equipment:

- A fully stocked first aid kit must be readily accessible.
- A working communication device (e.g., cell phone) must be accessible.

References

- Appelqvist-Schmidlechner, K., Vaara, J., Makien, J., Vasankari, T., & Kyrolainen, H. (2017). Relationships between leisure time physical activity, physical fitness and mental health among young adult males. *European Psychiatry*, 41, Supplement, s179.
- Bélaïr, M.A., Colman, I., & Kohen, D. (2015). The relationship between physical and sedentary activity on the mental health outcomes of children and youth in the National Longitudinal Survey of Children and Youth. Thesis Dissertation, University of Ottawa.
- Biddle, S.J.H., Ciaccionni, S., Thomas, G., & Vergeer, I. (2018). Physical activity and mental health in children and adolescents: An updated review of reviews and an analysis of causality. *Psychology of Sport & Exercise*, <https://doi.org/10.1016/j.psychsport.2018.08.011>.
- Boyes-Watson, C. (2005). Seeds of change: using peacemaking circles to build a village for every child. *Child Welfare*, 84(2), 191-208.
- Brosnahan, J., Steffen, L.M., Lytle, L., Patterson, J., & Boostrom, A. (2004). The relation between physical activity and mental health among Hispanic and non-Hispanic white adolescents. *Archives of Pediatrics & Adolescent Medicine*, 158(8), 818-823.
- Cress, M.E., Buchner, D.M., Prohaska, T., Rimmer, J., Brown, M., Macera, C., et al. (2004). Physical activity programs and behavior counseling in older adult populations. *Medicine and Science in Sports and Exercise*, 36(11), 1997-2003.
- Elliott, E., & Gordon, R. (2005). *New directions in restorative justice*. N.p.: Willian.
- Harper, J. (2013). *Uncovering barriers to embedding restorative justice in schools: Moving towards restorative ethics*.
- Hartig, T., Mitchell, R., de Vries, S., & Frumkin, H. (2014). Nature and health. *Annual Revue of Public Health*, 35, 207-228.
- Herman, K.M., Hopman, W.M., & Sabiston, C.M. (2015). Physical activity, screen time and self-rated health and mental health in Canadian adolescents. *Preventive Medicine*, 73, 112-116.
- Ho F.K.W., Louie L.H.T., Wong W.-H.-s, et al. (2017). A Sports-Based Youth Development Program, Teen Mental Health, and Physical Fitness: An RCT. *Pediatrics*; 140(4): e20171543
- Hoying, J., Melnyk, B.M., Anderson-Butcher, D., Arcoleo, K., & Smith, L. (2015). *COPE: A pilot study with urban sixth grade youth to improve physical activity and mental health outcomes*. Thesis/Dissertations, ProQuest Dissertations Publishing.
- Hrafnkelsdottir SM, Brychta RJ, Rognvaldsdottir V, Gestsdottir S, Chen KY, Johannsson E, et al. (2018) Less screen time and more frequent vigorous physical activity is associated with lower risk of reporting negative mental health symptoms among Icelandic adolescents. *PLoS ONE* 13(4): e0196286.
- Johnson, D. W., Johnson, R. T., & Dudley, B. (1992). "Effects of peer mediation training on elementary school students." *Mediation Quarterly*, 10(89).
- Karcher, M.J. (2007). *Research in action: Cross-age peer mentoring*. (No. 7 in series). Alexandria, VA: MENTOR/National Mentoring Partnership.
- Kim, Y.S., Park, Y.S., Allegrante, J.P., Marks, R., Ok, H., Ok Cho, K., & Garber, C.E. (2012). Relationship between physical activity and general mental health. *Preventive Medicine*, 55(5), 458-463.
- Lam, J. A., & National Association for Mediation in Education, A. M. (1988). *The impact of conflict resolution programs on schools: A review and synthesis of the evidence*.
- Leeds, Grenville & Lanark District Health Unit (2013). *Mental health and wellbeing of students in Leeds, Grenville & Lanark*. Brockville, ON.

- Leeds, Grenville & Lanark District Health Unit (2018). 2019-22 Strategic plan: Information on the health of the population in Leeds, Grenville & Lanark. Brockville, ON.
- Lévesque, L., Janssen, I., & Xu, F. (2015). Correlates of physical activity in First Nations youth residing in First Nations and northern communities in Canada. *Canadian Journal of Public Health*, 106(2), E29-E35.
- Malla A, Iyer S, McGorry P, Cannon M, Coughlan H, Singh S et al (2016) From early intervention in psychosis to youth mental health reform: a review of the evolution and transformation of mental health services for young people. *Social Psychiatry and Psychiatric Epidemiology*, 51(3), 319-326.
- Maas, J., Verheij, R. A., Spreeuwenberg, P., & Groenewegen, P. P. (2008). Physical activity as a possible mechanism behind the relationship between green space and health: a multilevel analysis. *BMC Public Health*, 8(1), 1- 13.
- McCloughen, A., Foster, K., Marabong, N., Miu, D., & Fethney, J. (2015). Physical health risk behaviours in young people with mental illness. *Issues in Mental Health Nursing*, 36(10), 781-790.
- Mental Health Commission of Canada (2012). *Changing directions, changing lives: The mental health strategy for Canada*. Calgary, AB.
- Meyer, O.L., Castro-Schilo, L., & Aguilar-Gaxiola, S. (2014). Determinants of mental health and self-rated health: A model of socioeconomic status, neighborhood safety, and physical activity. *American Journal of Public Health*, 104(9), 1734-1741.
- Parker, A.G., Hetrick, S.E., Jorm, A.F., et al. (2016). The effectiveness of simple psychological and physical activity interventions for high prevalence mental health problems in young people: A factorial randomised controlled trial. *Journal of Affective Disorders*, 196, 200-209.
- Patterson, G.R., Dishion, T.J., & Yoerger, K. (2000). Adolescent growth in new forms of problem behavior: Macro- and micro-peer dynamics. *Prevention Science*, 1, 3-13.
- Payne, A. A., & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth & Society*, 47(4), 539-564. doi:10.1177/0044118X12473125.
- Penny, M.F. (2015). *The use of restorative justice to resolve conflict in schools*. Student Theses, Governors State University.
- Piko, B., & Keresztes, N. (2006). Physical activity, psychosocial health and life goals among youth. *Journal of Community Health*, 31(2), 136-145.
- Sibold, J., Edwards, E., Murray-Close, D., & Hudziak, J.J. (2015). Physical activity, sadness, and suicidality in bullied US adolescents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 54(10), 808-815.
- Stein, M. (2015). NEJM Journal Watch. *Pediatrics & Adolescent Medicine*. DOI:10.1056/nejm-jw.NA38613
- The Child & Youth Health Network for Eastern Ontario (2014). *Using population health data to profile the health and well-being of children and youth in Eastern Ontario*. Ottawa, ON.
- Thompson, P., Franklin, B.A., Balady, G.J., Blair, S.N., Corrado, D., Estes III, N.A.M. et al. (2007). ACSM position stand: Exercise and acute cardiovascular events- Placing the risks into perspective. *Medicine and Science in Sports & Exercise*, 39(5), 886-897.
- Tilsen, J., & McNamee, S. (2014). Feedback informed treatment: Evidence-based practice meets social construction. *Family Process*, 54(1), 1-14.
- United Nations (2014). *Annual Report*. Office on Sport for Development and Peace.
- Van Wormer, K. (2008). *Restorative justice across the east and the west*, Manchester, Casa Verde Publishing.

Wachtel, T. (2009). My three decades of using restorative practices with delinquent and at-risk youth: Theory, practice, and research outcomes. A paper presented at the First World Congress on Restorative Juvenile Justice, Lima, Peru.

Watkins, B. (1992). Youth beliefs about health and physical activity. *Journal of Applied Developmental Psychology*, 13(2), 257-269.

Wu, X., Tao, S., Zhang, Y., Zhang, S., & Tao, F. (2015). Low physical activity and high screen time can increase the risks of mental health problems and poor sleep quality among Chinese college students. *PLoS ONE* 10(3): e0119607.

Yung, A. (2016). Youth services: The need to integrate mental health, physical health and social care. *Social Psychiatry and Psychiatric Epidemiology*, 51(3), 327-329.

Appendix A

ASSUMPTION OF RISK AND WAIVER OF LIABILITY

Participation in the Youth Movement Project offered by the Greater Fort Town Area Charity carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks range from (1) minor injuries such as scratches, bruises, sprains and strains to (2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions, to (3) catastrophic injuries including paralysis and death.

In consideration of being permitted to participate in any way in the Youth Movement Project offered by the Greater Fort Town Area Charity, I, for myself, my heirs, personal representatives or assigns, do hereby release, waive, discharge, and covenant not to sue the Greater Fort Town Area Charity, its trustees, instructors, coaches, contractors, members, volunteers, and agents from liability from any and all claims including the negligence of the Greater Fort Town Area Charity, its trustees, instructors, coaches, contractors, members, volunteers, and agents, resulting in personal injury, accidents or illness (including death), and property loss arising from, but not limited to, participation in the programs offered through the Greater Fort Town Area Charity.

ACKNOWLEDGEMENT OF UNDERSTANDING

I have read the policy and procedures, participation conduct, assumption of risks, and waiver of liability, fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I signing the agreement freely and voluntarily, and intend by my signature for this to be a complete and unconditional release of all liability to the greatest extent allowed by law. I, as parent/guardian of this participant, have explained to my son/daughter the aforementioned stipulation conditions and their ramifications, and I consent to their participation in the Youth Movement Project offered by the Greater Fort Town Area Charity.

Name of Youth

Signature of Youth

Date

Signature of Parent:

Date:

Appendix B

Youth Movement Project: Youth's Code of Conduct

Recognizing that we are all ambassadors for fitness and the Youth Movement Project, as such, our actions and words provide either a good or a bad example, each youth participating in the YMP activities of any sort is expected to abide by the following Code of Conduct.

What you say or do has impact on others; it is our desire that your impact will be a positive one.

- Keep a positive attitude.
- Be friendly and particularly welcoming to new participants.
- Ask for help when needed.
- Do not get involved in inappropriate peer pressure, bullying, or persistent use of rough and dangerous play.
- Keep themselves safe.
- Report inappropriate behaviour or risky situations to program leaders and youth mentors.
- Show respect for everyone with whom you come in contact, by your actions and your words. This includes members of your group as well as those outside of it.
- Respect the facilities (e.g., do not throw or kick balls at the doors or walls; no standing, walking or running on furniture or chairs; clean up after yourself.)
- No obscene language, drugs, alcohol, cannabis, tobacco, or weapons.
- For the safety and well-being of all, every meeting and event has physical boundaries. Stay within those boundaries.
- Respect the property of others and not wilfully cause damage.
- Respect the privacy of others.
- Disruptive and unsafe behaviour will not be tolerated. The final authority determining what is and is not considered disruptive and unsafe behaviour will be the Program Coordinator. If your behaviour is deemed disruptive or unsafe and no changes are made, your parents will be called to come and take you home.
- Refrain from any behaviour that constitutes sexual harassment, defined as unwelcome sexual comments and sexual advances, request for sexual favours, or conduct of a sexual nature. Types of behaviour that constitutes sexual harassment include, but are not limited to:
 1. Sexist jokes;
 2. Unwelcome sexual attitudes or gestures;
 3. Display of sexually offensive material;
 4. Sexually degrading words;
 5. Inquiries or comments about a person's sex life;
 6. Unwelcome sexual flirtations, advances or propositions;
 7. Persistent unwanted contact; or
 8. Sexual assault.

Clothing Guidelines

- It is important that our clothing is appropriate. You are encouraged to dress in gym clothing and to be appropriately dressed when going outside. The following will not be permitted:
- Bare midriffs, spaghetti straps, tank tops, see through clothing, tube tops, halter-tops.
- Visible undergarments.
- No clothing with offensive or obscene pictures and/or words.

Should you dress in an inappropriate manner, you will be asked to put on different clothes or your parents will be called to bring you new clothing or to take you home.

Name of Youth

Signature of Youth

Signature of Witness

Date

Appendix C

Youth Movement Project: Parent Code of Conduct

The essential elements of character building and ethics in sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

I therefore agree:

- I will not force my child to participate in the program.
- I will remember that children participate to enjoy the sport and that the program is for youth, not adults.
- I will inform the program leaders and/or program coordinator of any physical disability or ailment that may affect the safety of my child or the safety of others.
- I (and my guests) will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, program leaders, guest speakers and spectators.
- I (and my guests) will not engage in any kind of unsportsmanlike conduct with any program leader, invited guests, youth, or parent such as interrupting bouts, or using profane language or gestures.
- I will not encourage any behaviors or practices that would endanger the well-being of the athletes.
- I will teach my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
- I will demand that my child treat other players, program leaders, and spectators with respect regardless of race, creed, color, sex or ability.
- I will teach my child that doing one's best is more important than winning, so that my child will never feel defeated by the outcome of an activity or their performance.
- I will never ridicule or yell at my child or other participants for making a mistake.
- I will emphasize skill development and practices and how they benefit my child over winning.
- I will promote the emotional and physical well being of the athletes ahead of any personal desire I may have for my child to win.
- I will respect the program leaders and their authority during activities and will never question, discuss, or confront program leaders at an event, and will take time to speak with program leaders at an agreed upon time and place.
- I will demand a sports environment for my child that is free from drugs, tobacco, and alcohol, and I will refrain from their use at all sports events.
- I will refrain from coaching my child or other players during games and practices, unless I am one of the program leaders of the team.

By signing this document, I agree with the Code of behaviour and to abide its rules and I understand that my child may be withdrawn from the program if I do not listen to any of these rules.

Name of Youth

Signature of Parent/Guardian

Date

Signature of Witness

Appendix D

Youth Movement Project: Volunteer's Code of Conduct

I hereby pledge to provide positive support, care, and encouragement for the youth participating in the Youth Movement Project and agree to abide by the Code of Conduct.

I will encourage good sportsmanship by demonstrating positive support for all participants, program leaders, parents, and guest speakers.

I will insist that the participants are in a safe and healthy environment.

I will provide support for parents, program leaders, and guest speakers working with the participants to aid in providing a positive, enjoyable experience for all people involved.

I will demand a drug, tobacco, and alcohol-free environment for the participants and agree to assist by refraining from their use at all events.

I will insist that the participants treat others with respect regardless of race, sex, gender, creed and ethnicity or ability.

I will not yell at, shout at, or degrade any participant, program leader, parent, or guest speaker.

I will complete all training to meet the program requirements.

I understand that my participation as a program leader is contingent upon my signature below and my behaviour in the program.

By signing this document, I agree with the Code of Conduct and to abide its rules and I understand that I may be withdrawn from the program if I do not listen to any of these rules.

Signature of Volunteer

Date

Signature of Witness

Appendix E

Youth Movement Project: Volunteer Interview Question Form

General Questions

- Why do you want to be a volunteer in our program?
- Tell me about your current and past volunteer experiences.
- What have you enjoyed most about previous volunteer positions?
- How much time would you like to volunteer?

Leadership Skills

- What skills and qualifications do you have that will help you in this position?
- Describe a leadership role you have held.
 - What made that role challenging?
 - What did you like about serving in a leadership role?
 - What did you dislike?
- Describe how children/other adults would view you as a role model.
- What kind of rewards do you need to stay motivated?
- How do you like to be recognized?

Human Relations Skills

- What kind of people do you most enjoy working with?
- Describe a time when you have been involved in a conflict with another individual or group.
- How did you handle the situation?
- How do you feel about working with people different from yourself?
- What did you learn? (i.e., different racial/ethnic backgrounds, developmentally disabled, different socio-economic, backgrounds, different sexual orientation, etc.)

Organizational Skills

- Describe a typical day for yourself.
- Describe a particularly busy day.
- What record keeping experience have you had?
- Are you willing to attend orientation/training sessions to assist in your volunteer role?

Adaptability

- Describe a situation in which you did not get your way or when you did not agree with a decision made.
- How did you handle it?
- What was your reaction?
- Describe a particularly stressful situation in which you have been involved.
- How did you handle this?
- What made it stressful?

Dependability

- Describe one project/activity for which you had total responsibility from the beginning to the end.
- How do you handle a situation when you know that you are unable to complete an assignment or commitment?
- Do you have available transportation if needed?

Communication

- How comfortable do you feel speaking in front of a group?
- What, in your opinion, makes a good listener?
- What is the role of feedback?

Appendix F

Volunteer References Check Questions Form

Prospective Volunteer's Name: _____

Reference Checked by: _____

Position Applying For: _____

Name of Reference: _____ Relationship to volunteer: _____

Phone Number: _____

1. The applicant has applied to volunteer with our program in the role of (explain what applicant will be doing). Have you ever observed the candidate working in this type of role? Can you give examples of how you think they would perform?

2. Do you think the applicant has the ability to be successful in this role? Why?

3. How long have you known the individual and in what capacity?

4. Have you ever observed the candidate working with youth? What did you observe?

5. Would you recommend this individual for volunteering in this position?

Additional Comments:

Appendix G

Volunteer Training Checklist

All volunteers are required to complete the following:

Name of Volunteer: _____

Items	Date of Completion (MM/YYYY)
Police Record Check and a Vulnerable Sector Check	
Reading for GFTAC's Constitution	
Reading for GFTAC's By-Laws	
Reading for YMP's Projects Policies & Procedures Manual	
Online completion of the Accessibility for Ontarians with Disabilities Act (AODA) Training (https://www.aoda.ca/free-online-training/)	
Completion of CPR & First Aid	
Any additional training as required by the program:	

Appendix H
Incident Report Form

The Incident:	
Reported by:	Position:
Email:	Phone:
Date of occurrence:	Time:
Exact location:	
What happened? Report any details that may have contributed to the incident (i.e., poor lighting). Use additional paper as necessary and attach to form.	
Describe the outcome: harm/health effects/damage.	
Describe corrective measures taken to address immediate hazards related to incident.	

The affected person	
Type: (e.g., visitor, member, volunteer)	Name:
Address:	Date of Birth:
Email:	Phone:
Witness details	
Name(s) and contact information	Name(s) and contact information
First Aid	
Was First Aid provided?	Time of attendance:
By whom:	Contact information:
Details of provision:	
Authorities	
Were any authorities contacted (e.g., police, fire department, hospital)	

Post incident

Where did the person involved in the incident go next? (e.g., to the hospital, home, other)

Was a member of the Risk Management Advisory Team notified of the incident?

Name:

Additional notes:

Appendix H

Incident Investigation Form

Incident details				
Name of person involved in the incident:			Date of incident:	
Location of incident:				
Incident investigation team:				
What task was being performed at the time of the incident?				
What happened? (e.g. 'employee tripped over box' or 'forklift hit wall')				
What factors contributed to the incident?				
Environment:		Equipment/materials:		
<input type="checkbox"/> Noise	<input type="checkbox"/> Layout / design	<input type="checkbox"/> Wrong equipment for the job	<input type="checkbox"/> Equipment failure	
<input type="checkbox"/> Lighting	<input type="checkbox"/> Dust / fume	<input type="checkbox"/> Inadequate maintenance	<input type="checkbox"/> Material / equipment too heavy / awkward	
<input type="checkbox"/> Vibration	<input type="checkbox"/> Slip / trip hazard	<input type="checkbox"/> Inadequate guarding	<input type="checkbox"/> Inadequate training provided	
<input type="checkbox"/> Damaged / unstable floor	<input type="checkbox"/> Other	<input type="checkbox"/> Other		
Work systems:		People:		
<input type="checkbox"/> Hazard not identified	<input type="checkbox"/> No / inadequate risk assessment conducted	<input type="checkbox"/> Procedure not followed / no procedure exists	<input type="checkbox"/> Drugs / alcohol	
<input type="checkbox"/> No / inadequate safe work procedure	<input type="checkbox"/> No / inadequate controls implemented	<input type="checkbox"/> Fatigue	<input type="checkbox"/> Time / production pressures	
<input type="checkbox"/> Hazard not reported	<input type="checkbox"/> Inadequate training / supervision	<input type="checkbox"/> Change of routine	<input type="checkbox"/> Distraction / personal issues / stress	
<input type="checkbox"/> Other		<input type="checkbox"/> Lack of communication	<input type="checkbox"/> Other	
Corrective actions:				
Contributing factor	What are we going to do	Who	When	Completion date

(from above list)	to fix the problem?			

Issue fixed?		
Name	Signature	Date
Person involved in incident:		
Manager:		

Incident Investigation Process Guide

Establish the facts of the incident, including:

- What happened?
- When and where did it happen?
- What task was being done?
- Who was involved?
- Were there any witnesses?

Gather all necessary background information, for example:

- Maintenance records
- Safe work procedures
- Instructions manuals
- Training records.

Consider all the potential contributing factors:

- Environment: Did environmental conditions (e.g. light, noise, floor surfaces) contribute to the incident?
- Equipment /materials: Did anything about the equipment, materials, tools etc. (e.g. equipment failures, missing guards) contribute to the incident?
- Work systems: Was there something about the system that contributed (e.g. hazard not identified, known hazard not addressed)?
- People: Was there something the workers, supervisors or contractors did that contributed to the incident (e.g. poor communication, being tired or rushing to finish on time)?

Determine the primary cause/s of the incident, that is, those which if they hadn't occurred then the incident wouldn't have occurred. Ask yourself "Would the incident have happened if...?"

Identify the root cause / system failures that underlie the primary cause/s and contributing factors.

One simple technique for identifying the root cause is the 'Five Whys'. This technique involves asking yourself: 'Why did this happen?' and continuing to ask 'Why' for each response until you reach a conclusion that does not generate another 'why' and the underlying cause becomes apparent.

The final and most important step in any investigation is to take action to fix all the factors that contributed to the incident, starting with the primary cause/s and working through each of the contributing and underlying causes.

Appendix I

Conflict Resolution: Step Two (2) Form

Name of persons involved:	Date & Time of the Incident:
Nature of the Conflict:	
Resolution(s) attempted:	
Has the Conflict been resolved: If not, what is being asked? What are the needs that are unmet and unsatisfied?	



Information Sheet

Youth Movement Project Relief of Poverty Program

Important Information

- If you are unable to pay for fitness attire for your youth due to poverty, you can complete the following application and return it to the Program Coordinator of the Youth Movement Project. This program is not intended to assist applicants on an ongoing basis, but rather it is intended to provide one-time or temporary relief due to financial hardship.
- Once completed, the application will be forwarded to the Trustees of the Greater Fort Town Area Charity for review. The Program Coordinator will contact you when a decision is made.
- If rejected, you may return to the next scheduled Trustees Meeting and state your appeal. If quorum is met at the meeting (i.e., four voting members are present), then a final decision will be made. At the meeting, you will be required to produce evidence to support your claim that because of poverty, you are unable to pay for the proper attire for your youth registered with the Youth Movement Project and therefore, you need financial assistance.
- If you choose to continue pursuing your application, we encourage you to:
 - Bring a copy of the initial application;
 - Bring a copy of your property tax bill;
 - Bring income statements from your employer or any other sources of income (e.g., ODSP, Ontario Works);
 - Personal income tax assessments from the Canada Revenue Agency;
 - Copies of monthly bills and a detailed listing of expenses (including medications, medical supplies, transportation, loan payments, mortgage payments, groceries, personal expenses, childcare, housing, life insurance and any other expenses).
- You must attend our meeting unless you provide authority to someone else to represent you at the meeting. If you do not attend, the Greater Fort Town Area Charity may dismiss your appeal.
- At the end of the meeting, the Trustees that heard your appeal may give an oral decision or may reserve the decision for a later date. If Trustees do the later, a written decision will be provided to you.
- If you have any questions about this application form and/or the process, you may contact the Program Coordinator of the Youth Movement Project or the President of the Greater Fort Town Area Charity.

The purpose of this form is to gather information with respect to this application. The completion of this form is optional. If the form is completed, the application will remain confidential and the information will belong to the Greater Fort Town Area Charity.

Application for the Youth Movement Project's Relief of Poverty Program

Name: _____ Address: _____

Phone No.: () _____

E-mail Address: _____

Reason for Application:

Applicant's Signature: _____ Date Submitted: _____
(DD/MM/YYYY)

Persons Living at this Property:

Name(s)	Relationship to Applicant	Occupation	D.O.B.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Financial Information

Monthly Income

Type of Income	Applicant	Combined funds for other persons in home
Employment Income		
Self-Employment income		
Employment Insurance Benefits		
Worker's Compensation		
Interest & Investment		
Ontario Works & ODSP		
Pension (CPP)		
Ontario Old Age Security (OAS)		
Pension (company)		
Payment from family		
Spousal Support/Child Support		
Child Tax Benefits/Tax Rebates		
Rental Income		
Insurance Long Term Disability Benefits		
Other Income (Specify)		
Total Monthly Income		

Type of Income	Applicant	Combined funds for other persons in home
Assets (Real estate)		
Investments (Bonds, RRSP, RESP, Term Deposits, Stocks, Other)		

Monthly Household Expenses

Type of Expense	Applicant	Combined funds for other persons in home
Mortgage/Rent		
Property taxes		
Insurance (home, car, life, etc.)		
Electricity		
Heat		
Water		
Telephone/Cell		
Cable/Internet		
Groceries		
Household Supplies		
Transit		
Credit Card		
Loan		
Meals (outside)		
Gas		
Car loan		
Car repairs/maintenance		
Gas		
Clothing		
Recreational Entertainment		
Vacation		
Other Expenses (Specify)		
Total Monthly Expenses		

To develop in the future:

1. Cross-Age Peer Mentoring Training Program is to help applicants learn the following:
 - What is mentoring?
 - Defining the Roles and Responsibilities of Both the Mentor and the Mentee
 - Do's & don'ts
 - Characteristics of good mentors and mentees
 - The importance of being dependable
 - Confidentiality
 - Helping mentees set personal goals
 - Communication Skills Development
 - Effective Communication Strategies
 - Body Language
 - Open Ended Questions
 - Empathetic Listening
 - Boundaries of the Relationship and Dealing with Difficult Issues
 - Diversity Training
 - Youth Development
 - Conflict Resolution Policies & Protocols
 - Crisis Management and Networks of Support
 - Mentor Supervision
 - Program Evaluation
2. YMP Logo, T-shirts, Journal design with the Youth Engagement Committee