



URBAN ABORIGINAL ALTERNATE HIGH SCHOOL PROGRAM

12 Stirling Avenue, Ottawa, Ontario K1Y 1P8 (613) 722-3811

*A partnership between the Ottawa-Carleton District School Board
and the Odawa Native Friendship Centre*

APPLICATION PACKAGE

All students interested in applying for a placement in the Urban Aboriginal Alternate Program must review the contents of this package and complete it accordingly.

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| * General Information Page (page 3) must be completed and returned to the Odawa Friendship Centre. | |

General Information Page: INSTRUCTIONS

The Urban Aboriginal Alternate High School Program is for the adolescent who may be having difficulty coping in the present educational system, may have been out of school for awhile and/or is in need of assistance in returning to the mainstream school system. For the student who is ready to make a commitment to attend regularly and work consistently, we can provide an individualized program that offers a number of high school credits within an Aboriginal milieu. The goal of the program is for each student to experience success and gain personal and academic skills so that they may continue on the path toward further education, employment and life long learning.

The school day at The Urban Aboriginal Alternate High school Program is somewhat flexible and will vary for each student based on his or her needs. Credits are earned through an individualized timetable of Independent Learning Courses, taught courses and Co-operative Education.

One teacher as well as a Native Education Counsellor staffs the program. The administrators and services of the Odawa Friendship Centre in partnership with the Ottawa-Carleton District School Board, also support the program.

In order for the applicant to be considered for an interview, the General Information Page must be completed.

GENERAL INFORMATION PAGE

(please print)

Name of applicant _____

Applicant's Gender _____ Applicant's Date of Birth: (yyyy/mm/dd) _____

Applicant's (Ontario) address _____

Applicant's Native Ancestry _____

Has the applicant self-identified through the Ministry of Education initiative? _____

Telephone number where student can be reached _____

Name of mentor (print please) _____

Telephone number where mentor can be reached _____

Last school attended:

Name _____

From: (yyyy/mm/dd) _____ to: (yyyy/mm/dd) _____

Address & phone number of school _____

1. I have a mentor who is prepared to come to the interview with me and support my participation in the Program _____
YES If yes, go on to question 3. _____ NO

2. I do not have access to a mentor and would like to request the support of the Educational Committee. _____ YES
_____ NO

3. I have a copy of my most recent transcripts and/or report cards and will be able to bring them to my interview _____
YES (If yes, go to question 5), _____ NO

4. I do not have a copy of my most recent transcripts and/or report cards, but I will be able to contact my former school to
get them and then bring them with me to my interview _____ YES _____ NO

5. I will be able to bring a completed Referral Form to my interview _____ YES _____ NO

6. I have reviewed the Interview Questions, have selected 10 of them and am ready to discuss them at my interview
_____ YES _____ NO

7. I have read the Code of Conduct as well as the Program Rules and if accepted into the Program, I am prepared to
abide by them. _____ YES _____ No

I am interested in being contacted for an interview _____

Student Signature _____

INTERVIEW PROCESS

FIRST STEP

Eligibility:

1. Be a resident of Ontario.
2. Be of Native ancestry, (status, and non-status, Metis, Inuit).
3. Be between 16 and 19 years of age.
4. Have experienced at least one year of high school.
5. Have an adult who is willing to act as mentor and/or advocate.

SECOND STEP

Fill in the General Information Page. Read the package carefully, and then sign at the bottom of the General Information page to indicate that you are interested in having an interview

THIRD STEP

Bring To Your Interview:

1. A copy of your most recent high school transcript, credit counselling summary sheet and/or last two years (June) report card. If you do not have recent transcripts or report cards, you will need to give us the name and telephone number of the school that you last attended.
2. A completed referral by the school that you last attended. (See **Appendix A**)
3. Select one (1) question from **Appendix B** and be prepared to discuss your responses at the interview. You are encouraged to write down some of your ideas ahead of time, but it is not compulsory.
4. A mentor or advocate or parent(s) is required to attend the interview with you. This person is there to support you at the interview, and for the duration of your time in the program. At the interview you will be required to also complete an extensive questionnaire. If you need help to complete the questionnaire, your mentor may be able to assist you.

If you do not know of anyone who is qualified and/or willing to be your mentor, you must inform the staff before your scheduled interview.

FOURTH STEP

If you have a successful interview, you will be invited for an Orientation Visit to experience the program first hand.

FINAL STEP

If you have a positive orientation visit you and your mentor will return to complete the application by signing the Code of Conduct and making a Personal Goal Objective.

TAKE THESE TWO PAGES TO THE LAST SCHOOL YOU ATTENDED,
TO BE COMPLETED BY YOUR PRINCIPAL OR COUNSELLOR

APPENDIX A

Referral to Urban Aboriginal Alternate Program

Full Name: _____

Student Number _____ Date of Birth: _____ Gender: (M) (F) _____
yyyy/mm/dd

Native Ancestry: _____ Self-identified? Orally? Written Format?

First Language: _____ Language of Instruction: _____

Home Address: _____

Home Phone: _____ Alternate Phone _____

Current School: _____ Grade: _____

School Address: _____

Compulsory credits completed(##) _____ Elective credits completed;(##) _____

Literacy requirements completed

On an I.E.P. Identified through an I.P.R.C. Date of last IPRC: _____

Student's Personal strengths:

Principal (or designate) _____ Phone: _____

Date of Referral: _____

APPENDIX A (continued)

Referral to Urban Aboriginal Alternate Program

Reasons for Referral:

- Truancy
- Below grade level in language
- Below grade level in mathematics
- Interested in cultural heritage
- Difficulties in Socialization/Would benefit from a new start
- Under Achieving/Disinterested in school
- Medical
- Other _____

Previous Interventions and Accommodations:

- Parent Conferences
- Referral to school 'at-risk' team
- Accommodations to learning environment through IEP/IPRC
- Modified curriculum expectations
- Individualized timetable/school day
- Suspension and/or Expulsion
- Outside agency intervention _____
- Other _____

Documents Attached:

- Most recent transcript, counselling summary sheet, or last two (June) report cards.
- Complete attendance records
- IEP/IPRC documentation if applicable
- Other _____

Consent to Referral

Signatures:

Principal or Vice Principal: _____

Guidance Counsellor: _____

Parent or Guardian of Student: _____

Student: _____

Other: _____

KEEP THIS PAGE FOR YOUR OWN PERSONAL RECORDS

APPENDIX B

The purpose for having the applicant respond to these questions is to give them the opportunity to share information about themselves with the staff. The questions can be viewed in terms of the **Seven Grandfather Teachings** that the school attempts to demonstrate. The responses will give us insight into the applicant's language and thinking as well as their understanding of the teachings.

The applicant is asked to select any one (1) of the questions listed below and be prepared to discuss it thoughtfully and honestly.

1. Describe a recent school experience in which you did something that was difficult, but needed to be done. What did you like about it? What did you not like about it? What did you learn from it?
2. What do you think are some of the most important things that all people should know about First Nations? How would this knowledge increase respect for First Nations people?
3. What do you plan to do after you finish high school? Have you set a goal for yourself? If so, how will you reach the goal? If not, describe the 'upside' and the 'downside' of setting goals.
4. Are you happy? What would make you happier? What do you do that you think makes others happy?
5. What does it mean to be part of a community? What do rights, rules and responsibilities have to do with community?
6. What does the word **respect** mean to you? Explain who and what should be respected?
7. Everyone experiences anxiety at some time. What are some of the things in your life that makes you anxious? How do you deal with them?
8. In the past you were probably asked to do things that you did not want to do. Think of an example (good or bad) and tell us how you handled the situation. Would you have handled it differently today? Explain
9. What scares you the most about going back to school? Explain.
10. What does it mean to you to be healthy? Does the Medicine Wheel (Physical, Mental, Emotional and Spiritual) have anything to do with health? Explain.

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The Seven Grandfather Teachings*

*From Staff development material, Odawa Native Friendship Centre, Ottawa Ontario, the Ziiibiwing Center of Anishinabe Culture & Lifeways, Mt. Pleasant Michigan and Handout from the Ojibwe Culture Foundation, P.O. Box 278, M'Chigeeng First Nation, Ontario

“We have to take care of **Aki** (Mother Earth) or we will not have a home. We must all share in this responsibility. We need to make sure that Mother Earth and everything the Creator gave her will always be here for future generations. Each morning let us remember to greet our Grandmothers and Grandfathers whose spirits are in the many glories that surround us. They taught us, as they had been taught by their elders, how to take care of Mother Earth and each other. We are straying away from the Teachings given to us. Our young people do not pray and give thanksgiving. We need to know the Teachings of our Grandmothers and Grandfathers to give us direction and balance. Especially our leaders who are young; they need to listen and learn. We need their participation. To take care of Mother Earth and the community of life, we need to remember the Teachings of the First Elder. The First Elder gave us the gifts of knowledge that he received from the Seven Grandfathers when he was a little boy. Each Grandfather gave him a great gift.” from Ziiibiwing Center of Anishinabe Culture & Lifeways, Mt. Pleasant Michigan. Used by permission

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|-------------------------|---|
| NIBWAAKAAWIN | Wisdom: To learn from life experiences and teachers in our lives including elders and children |
| ZAAGIDWIN | Love: To be at peace with yourself and able to express love to your family, friends and community through your actions and words |
| MANAADJITOWAAWIN | Respect: To accept everyone as they are without judgement. Respect for The Creator's work and including yourself. |
| AAKODEWIN | Courage or Bravery: To do the things that are difficult but need to be done or said, even in the most difficult of times. |
| GWEKOWAADIZIWIN | Honesty: To say and act in an honest way, with no hidden agenda. To be honest in every action and provide good feelings in your heart |
| DIBAADENDIZOWIN | Humility: To be modest by not showing off or bragging of one's own importance. To know that you are equal to everyone else, no better or no less. |
| DEBWEWIN | Truth: To know and believe in the Seven Grandfather teachings and to live by them. |

“The Grandfather said, “Be true in everything that you do. Be true to yourself and true to your people. Always speak the truth.” The Grandfathers told him, “Each of these Teachings must be used with the rest. You can not have WISDOM without LOVE, RESPECT, BRAVERY, HONESTY, HUMILITY, and TRUTH. You can not be honest if you use only one or two of the Teachings, and to leave out one is to embrace the opposite of what the Teaching is.” We should all try to live by the Seven Grandfather Teachings. Sometimes it may be hard to apply all of them daily, but we must try. If we don't practice honesty, we cheat. If we don't practice truth, we will lie. We must go back to the knowledge that the Seven Grandfathers taught the First Elder, who then passed the Teachings on to the next generation, and so on. The Seven Grandfather Teachings will remind us how to treat one another and our children. Each of us is responsible for taking care of the children and of Mother Earth. The children are the ones who must care for Mother Earth tomorrow, and for the generations to come.” from Ziiibiwing Center of Anishinabe Culture & Lifeways, Mt. Pleasant Michigan. Used by permission – Author Unknown

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Expected Staff Roles

“YOU CAN EXPECT US TO CARE ABOUT YOU AND YOUR GOALS”

You can expect us to respect you and your life choices.

- Personal style is not an issue but dress must be respectful of yourself and others, appropriate for a learning/working environment.
- We can respect you without agreeing with your choices and therefore, you can expect us to tell you when we think your choices are not in your best interests.
- We will be honest in our assessments. This will help you learn how to make better decisions.

You can expect us to help you achieve your academic and career goals.

- We will provide one-to-one help to you when you need it.
- We will be flexible in individual planning but firm in expectations. Fair means that ‘everyone gets what they need’, **not** ‘everyone gets treated the same’.
- We will accommodate for learning differences when it is indicated.
- We will expect you to keep a reasonable pace in the completion of lessons and assignments.
- We will provide for natural consequences if you consistently make poor choices about time management and task completion.
- We will give frequent, regular and fair assessment about your progress to you (and those who care about you if you wish) - This will help your progress and put you in more control of your own learning.

You can expect us to help you with personal issues.

- We will listen to you, knowing that you have to make your own decisions.
- We will be culturally aware and sensitive to your concerns.
- We will be available before and after the school day.
- We will focus on solutions even if we cannot solve all problems.
- We will help you to explore ideas, build skills and make connections to community agencies and services.

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Expected Student Roles

“WE EXPECT YOU TO CARE ABOUT YOURSELF AND YOUR COMMUNITY”

We expect you to respect our community, yourself, the staff and other students, school guidelines, program rules and property in actions, language and behaviour.....

- This means that you attend every day of your schedule and call us if you are going to be late or ill. It also means that you provide written documentation about your absence if requested, and make up missed time if late.
- It means that you attend without being under the influence of drugs or alcohol.
- It means that you come prepared, fully rested and alert, ready to work and learn, with all necessary learning material and supplies.
- It means that you are working to learn and practice skills of conflict resolution and community building.
- It means keeping your cell phone and/or pager turned off when I am on school property or engaged in school activities.
- It means making appropriate use of breaks, being aware of the time allotted, standing only in permitted areas and showing respect to property or members of the community and returning to class on time.

We expect you to be motivated to achieve your goals...

- This means that you will give your best effort in all the learning tasks and activities.
- It means that you will be working towards both personal and academic goals that you have set.
- It means that you will ask for help when you need it and participate in all aspects of your program.
- It means that you are honest in your assessment of your work load and abilities and listen to suggestions about how to improve your learning and earning skills.

We expect that you help others in our community when you can...

- This means that you participate in an activity that helps some members of the community or the centre.
- It means that you recognize the opportunity of attending the Urban Aboriginal Alternate High School Program and the importance of ‘giving back’ to the community that supports this opportunity.
- By fulfilling this expectation, you will gain an understanding of the traditional meaning of community and the personal satisfaction of helping others, as well as increased employability skills.

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COMMITMENT & PERSONAL GOAL OBJECTIVE

CODE OF CONDUCT – Based upon our understanding of our roles and expectations

1. I promise to respect all staff, students, school guidelines, program rules and property through my actions, language and behaviour. _____
2. I will attend on a regular basis. It is my responsibility to contact the school if I am late and/or absent. If I am absent I will submit a note (within 24 hours) from my parent, guardian, sponsor or advocate and if I am late, I will makeup the time at the end of the day _____
3. I will come fully prepared for class. I will be alert and focussed and will have all necessary learning material and supplies with me. _____
4. I am prepared to learn and practice conflict resolution skills. I understand that intimidation, harassment, and any form of violent (including physical, emotional, sexual and verbal abuse) behaviour will not be tolerated. _____
5. I understand that while at the Odawa Centre school site or participating on a school activity I am forbidden to be under the influence of or in the possession of alcohol or any other type of illegal substance or paraphernalia. _____
6. I will never threaten to use or be in possession of a weapon or any other object that has the potential to cause harm to another student or staff member. _____
7. I will always dress in an appropriate and respectful manner. I understand that no gang related paraphernalia or shirts with negative messages or slogans will be tolerated. _____
8. I will keep my cell phone and/or pager turned off when I am on school property or engaged in school activities. _____
9. I will make appropriate use of my breaks, respectful of the time allotted, standing only in permitted areas and showing respect to property or members of the community. _____
10. I understand that school computers are to be used for classroom activities only. I also understand that the internet may only be used under the supervision of the staff. _____

Failure to comply will result in a conference with Centre and Board staff and may proceed to disciplinary action, which could include restitution, dismissal, suspension, expulsion or Police involvement.

I _____, agree to the Code of Conduct

PERSONAL GOAL OBJECTIVE: All students are expected to choose a specific goal that they want to accomplish during their time in the program. The goal must be realistic and can be academic or non-academic. Indicate what it is you hope to accomplish, how you will do it, how you think we can help you achieve the goal and how long you think it will take.

Student Signature _____

Parent/Guardian/Advocate Signature _____

Staff Signature _____

Date _____