

**URBAN ABORIGINAL ALTERNATE HIGH SCHOOL**  
**Operating at The Ottawa Boys & Girls Club, 430 McArthur Avenue,**  
**Ottawa, Ontario K1K 1G6 (613) 746-6328**

*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 school site.

## **General Information Page**

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 do work necessary, we offer an individualized curriculum that offers high school credits within an Aboriginal milieu. The goal of the Program is for each student to experience success so that they may continue on the path toward life long learning.

The time schedule offered at The Urban Aboriginal Alternate High School Program is flexible enough to allow it to vary for each student based on his or her needs. Our two teachers as well as an Education Counsellor staff 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, this General Information Page must be completed.**

## GENERAL INFORMATION PAGE

(print please)

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 one of them and am ready to discuss it 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

KEEP THIS PAGE FOR YOUR OWN PERSONAL RECORDS

## INTERVIEW PROCESS

### FIRST STEP

Eligibility:

1. Be a resident of Ontario.
2. Be of Aboriginal 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 **The Seven Grandfathers** assignment 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 Commitment and creating a Personal Goal Statement.

## Seven Grandfather Teachings

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 reflect one or more 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.

- Courage** Or **Bravery**. to do the things that are difficult but need to be done or said.
- Honesty** To say and act in an honest way, with no hidden agenda.
- Respect** To accept everyone as they are without judgement. Respect for The Creator's work including Mother Earth and yourself.
- Humility** To be modest by not showing off or bragging of one's own importance.
- Love** To be at peace with yourself and able to express love to your family, friends and community through your actions and words
- Wisdom** To learn from life experiences and teachers in our lives including elders and children.
- Truth** To know and believe in the Seven Grandfather teachings and to live by them.

## Seven Grandfather Teachings Assignment

The applicant is required to select any one of the questions listed below, prepare an oral response, and to discuss it thoughtfully and honestly in the interview.

1. Describe a recent school experience in which you did the things that were difficult but needed to be done. What did you like about it? What did you not like about it?  
[COURAGE]
2. What do you think are some of the most important things that all people should know about Aboriginal Peoples? How would this knowledge increase respect for Aboriginal Peoples? [RESPECT],[WISDOM]
3. What scares you the most about going back to school? Explain. [HONESTY]
4. What do you plan to do after you finish high school? How will you reach that goal?  
[WISDOM]
5. Are you happy? What would make you happier? What do you do that you think makes others happy? [LOVE], [HUMILITY]
6. Are rules important? Why or why not? [TRUTH], [RESPECT]
7. What does the word respect mean to you? Explain who and what should be respected.  
[RESPECT],[HONESTY]
8. 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? [HONESTY], [WISDOM]
9. 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 [COURAGE], [WISDOM]
10. What does it mean to you to be healthy? Does the Medicine Wheel of Physical, Mental, Emotional and Spiritual have anything to do with health? [WISDOM],[RESPECT]

## **STUDENT EXPECTATIONS**

**(What Students can expect from us)**

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

#### **YOU CAN EXPECT US TO RESPECT YOU AND YOUR LIFE CHOICES**

Your personal style is not an issue for us but employers may have another view of extreme fashion. We can respect you without agreeing with your choices and so 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 to learn how to make better decisions. We may impose rules from time to time, as needed, to help you avoid negative decisions and behaviour. (Just because you don't like them, does not mean that it is not fair.)

#### **YOU CAN EXPECT US TO HELP YOU ACHIEVE YOUR ACADEMIC/CAREER GOALS**

We will be there to give daily one-to-one help to you if needed. We will accommodate for learning differences and modify the content and assignments if needed. You can expect some nagging (but not too much) to help you stay on schedule. You can expect us to provide for natural consequences if you consistently make poor choices about managing your time or finishing the job you have to do. We will give frequent, regular and fair assessment about your progress, to you and those who care about you. This will help you progress at your own rate and put you in control of your own learning.

#### **YOU CAN EXPECT US TO HELP YOU WITH PERSONAL ISSUES**

You can expect that **ALL STAFF WILL LISTEN TO YOUR CONCERNS.** You can expect us to be available before and after your schedule during the day. We may not be able to solve problems for you but we can help **YOU** work towards solutions. We will help you to build skills and make connections to community agencies and services. You can expect that some students have different needs than you. This means they will have a different program than you. It is fair that we will try to meet everyone's needs. It is not fair to anyone that we treat everybody the same.

## **EXPECTATIONS OF STUDENTS**

### **“WE EXPECT YOU TO CARE ABOUT YOURSELF AND YOUR COMMUNITY, ACCORDING TO THE GRANDFATHER TEACHINGS”**

#### **WE EXPECT YOU TO RESPECT YOURSELF, THE STAFF AND OTHER STUDENTS**

This means that you attend every day of your schedule and call us if you are going to be late or are ill. It also means that you come without being under the influence of drugs or alcohol. It means that you are working towards gaining skills in getting along with others including non-interference with others' learning. It means that it is OK to be given a compliment or a thank you and OK to give someone else one.

#### **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 on 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 and group programs. It means that you have to be 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 YOU TO HELP OTHERS 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 may help other students with their work for a brief period of the day if you are able. It also means that you participate on the students' committee that will make some decisions about how the centre operates. By fulfilling this expectation you will gain the personal satisfaction of helping others, as well as increased work related skills in developing shared goals, keeping a commitment, conflict resolution, organization, decision making, negotiation, teamwork and accepting responsibility.

## COMMITMENT & PERSONAL GOAL

To help define our expectations, please read and commit to the following:

1. I promise to respect all staff, students, school guidelines 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 late and/or absent I will submit a note (within 24 hours) from my parent, guardian, sponsor or advocate. \_\_\_\_\_
3. I will come fully prepared for class. I will be alert and focused 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 school or participating in 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 staff will determine what is appropriate and that no gang related material can be allowed. \_\_\_\_\_
8. I will keep my cell phone and/or tablet turned off when I am in class or engaged in school activities and will turn off my device at other times when asked to do so. \_\_\_\_\_
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. \_\_\_\_\_
11. I understand that failure to comply will result in disciplinary action, which may include restitution, dismissal, suspension, expulsion or Police involvement. \_\_\_\_\_

I understand and agree to the above rules.

Student Signature: \_\_\_\_\_

Parent/Guardian/Advocate Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Personal Goal statement:** (write out the most important thing that you want to accomplish in school this year)

**Objectives** ( break down the goal into a list of things that you have to do in order to accomplish your goal) Each Objective should be \*S.M.A.R.T.

\***Specific:** what do you going to do (action words) help reach your goal?

**Measurable:** how will you know you have reached you objective(s)?

**Attainable:** can YOU do?

**Realistic:** is it something that most people could do?

**Timely:** can it be done in the time that you have?

## 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 'Multi D' 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: \_\_\_\_\_

Date of consent: \_\_\_\_\_

**APPENDIX A (continued)**

**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

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: \_\_\_\_\_

# Urban Aboriginal Alternate High School Program

## Checklist for Student documents and information

**Student** \_\_\_\_\_

**Mentor** \_\_\_\_\_

**Last school attended** \_\_\_\_\_

**Completed Application Package (available on Odawa Website )**

- Information sheet
- School referral (Appendix A)

Social Insurance Number

Ontario Health Insurance Plan (OHIP) card

Ontario Immunization Record

Transcript from previous school (or Credit Counselling Summary if from an OCDSB school )

**Additional documents for applicants whose last school was "Out - of Province":**

Birth Certificate

Student Profile - from Family Reception Centre

ESL/ELD Assessment - from Family Reception Centre

Photocopies of School Records to show credits earned in Out-of-Province school

Immunization record from other Province or Canadian territory.

**Completed written assignments**

"Seven Grandfathers Teachings" preparation for interview

" My Story " first week of classes

Resume first month of classes