

A REVIEW OF THE  
ADAPTATION-NOT-ASSIMILATION  
(ANA) PROGRAM

Prepared for

Program Evaluation Branch  
Policy, Research and  
Evaluation Group  
Indian and Inuit Affairs

by

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July 31, 1978

17 Marlborough St. #202  
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August 8, 1978

Mr. Alan Gratias  
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Dear Mr. Gratias:

In response to your request of May 1978, I am pleased to submit "A Review of the Adaption-Not-Assimilation (ANA) Program.

My background study was conducted between June 1978 and mid-July 1978 among representatives of the Ottawa Board of Education, Department of Indian and Northern Affairs Counselling Unit, Northern Board of Education and all students enrolled in the ANA program.

This report represents a progress review of the first year of the transitional year of Adaption-not-Assimilation program.

I would like to acknowledge, with my gratitude, the support and co-operation of all persons interviewed. Their assistance has been most helpful in the preparation of a balanced picture of the first year of the ANA program.

In addition, I would like to express my appreciation to Mrs. Judi Roy for all secretarial services provided.

A special thanks to the PEB's Project Leader, Dr. R. Jones whose contributions have been of great benefit.

I remain,

Yours respectfully,

  
Anne Noonan

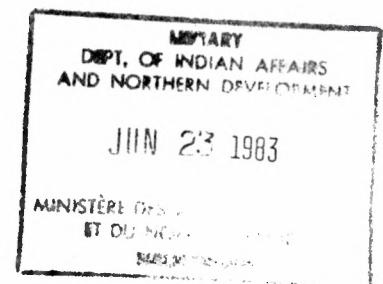


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EXECUTIVE SUMMARY

The Department of Indian Affairs and Northern Development (DIAND) and the Ottawa Board of Education (OBE) initiated a co-ordinated approach toward resolving the problem of apparent lack of achievement amongst a majority of Indian students, from northern communities who transfer to Ottawa to continue their education at the secondary school level.

The planning committee from the Ottawa Board of Education and the DIAND Counselling Unit developed goals and objectives and course curriculum for the transitional year program specifically designed for Cree speaking students from the James Bay District.

Rideau High, a composite high school was chosen as a location for the transitional year program as it provided courses at the basic and general levels. Course curriculum composed of English as a Second Language instruction, Life Skills and Canadian Studies formed an integral part of the transitional year program.

In order to cover the expense of an additional teacher required for the transitional year program, a cost-sharing arrangement between the OBE and DIAND was finalized in July of 1977.

The transitional year program was named Adaption-not-Assimilation (ANA) Program by an advisory committee formed to monitor progress made throughout the year. The advisory committee included representatives from the OBE, DIAND Counselling Unit and the Northern Boards.

The DIAND Counselling Unit requested that a review of the ANA program be conducted with a view towards the attainment of the goals and objectives of the ANA program. Additional statistical information is currently being gathered by the Research Department of the OBE. This data will be made available in September 1978.

As objective data was limited, it was necessary to conduct interviews with the program administrators and the students enrolled in the ANA program.

The interviews were designed to identify problems encountered and provide subjective assessments of the ANA program. In addition, final marks and attendance were examined.

As the ANA program is in a developmental stage, the goals and objectives were modified throughout the year by the advisory committee. The original goals and objectives have been attained throughout the first year to varying

degrees. Three of the modified goals are attainable within the first year. Two of the goals are more conceptual in nature and could only be achieved over a longer term.

The transitional year ANA program can be considered a success as it has responded to the special educational needs of the Indian students through course curriculum designed to upgrade their basic skills.

All students interviewed have adopted a positive attitude toward the courses designed for the ANA program. Some students interviewed have suggested the English as a Second Language instruction was the most important aspect of the ANA program and recommend that the program continue.

Fifteen of the nineteen students interviewed have developed definite plans to continue their education; five students want to attend post secondary institutions and ten aspire to attain their secondary school graduation diploma.

Nineteen students from a total enrollment of twenty three have completed their year.

Seven of the nineteen students have been promoted to a grade ten level at the advanced and general levels which will allow them access to post secondary institutions.

Four students will remain at Rideau High School to repeat credits missed and take courses at grade 9 and 10 levels.

The remaining eight students will be placed in Highland Park High school which offers courses at both general and vocational levels.

There exists one major concern with respect to the ANA students, approximately one half of the students have experienced social adjustment problems and have admitted to drinking due to boredom.

Interviews held with administrators revealed two major sources of concern; a noticeable lack of communication between boarding home parents and students and lack of definition of roles and responsibilities of all members of the ANA committee. The latter issue has been resolved somewhat to date, as the DIAND Counselling Unit and members of the OBE have reached a consensus of opinion with the final draft of defined roles and responsibilities. As such the majority of the following recommendations address the aforementioned problems.

### Recommendations

1. Funding sources should be secured for the continuation of the ANA transitional year program until the presently identified need no longer exists.
2. Further attention should be given towards defining a set of aims and objectives which are mutually agreed upon by all parties, which specify relative responsibilities and are clearly evaluable.
3. The roles and responsibilities of both the boarding home parents and the students should be clearly defined to both parties. This could be achieved by orientation workshops designed by a human relations trainer. These workshops should be held as follows: In August, one in the north for the students and one in the south for the boarding home parents. Then again in January with both the students and the boarding home parents together.
4. Every attempt should be made to be more selective in the choice of boarding homes in order to involve the ANA students in a home environment; ie. not just be provided with room and board.

5. Student medical records should be made available to one centralized health unit for quick reference in an emergency and for on-going health care. The health care agencies in the norther communities should be notified in order to facilitate the exchange of in-depth health records between the northern and southern boards.
6. The education system in the north should be upgraded with particular emphasis on remedial courses in English as a Second Language instruction, reading and mathematics.
7. English as a Second Language Level 2 should be provided for those students from the ANA program who will return to Rideau High School in the 78-79 academic year.
8. A curriculum for Life Skills instruction should be especially designed and adapted for these students.
9. The ANA teacher should be relieved of her extra duties as guidance counsellor, and thus provide her with more time for curriculum development.
10. The Canadian Studies course designed for the ANA program should be made available to non-native students This would provide an awareness of Indian culture thereby creating increased rapport among the students.

11. A professional development day should be set aside at Rideau High for staff sensitization to Indian culture. Teachers and administrators involved with Indian students could view films which are available through cultural resource libraries located within Indian organizations; i.e. the film Anishnabe-Aski (The People and the Land) available through Grand Council Treaty #9 Indian organization is particularly relevant as it depicts the life styles of Indian communities in Northern Ontario.
  
12. One social counsellor should be assigned to the ANA students. This social counsellor could act as a buffer and an aid in seeking help from other involved agencies and services within the school i.e. the guidance unit and within the community, i.e. the Odawa Friendship Centre.
  
13. A recreational program should be provided out of school which would help rectify certain social adjustment problems; i.e. drinking, and would include activities at the Friendship Centre and activities with non-native students. Bicycles, cross-country skis and snowshoes could be provided, cost factors would not be extravagant as used equipment could be purchased.

14. Arrangements should be made as soon as possible so that a more rigorous evaluation can be conducted at the end of the next academic year. Information should be gathered on a regular basis so that progress towards the stated goals and objectives can be measured (eg. ESL Placement Tests could be given at the beginning and the end of the school year). Furthermore, the performance of all students who have completed the transitional year in 1977-78 should be followed up.



I BACKGROUND

The psychological and emotional traumas faced by Indian students from Northern communities, their difficulty in adjusting to an urban environment and gaps in the educational process have been a source of concern for both the Ottawa Board of Education and the personnel of the Counselling Unit of the Department of Indian Affairs and Northern Development during the past decade.

In 1972, preliminary discussions were held between teachers and school administrators of the OBE and the staff of the Education Branch of the DIAND. The purpose of these discussions was to examine the possibilities of designing a special program to better suit the needs of the Indian students.

In March 1973, a proposal outlining the design of an Indian Studies curriculum was developed by a project team. McArthur High School was chosen as the location for the Indian Studies program as it has a tri-semestered system providing form sufficient flexibility in course options. Student enrollment fell short of its maximum for 1973-4 thus allowing for the space required.

The main objective of the Indian Studies Program was to decrease the drop-out rate by making Indian students feel

more at home in the high school environment in Ottawa. In order to achieve this objective, an orientation camp was designed to ease the cultural shock experienced by Indian students enrolling in an urban school system. Secondly, an Indian Studies instruction was designated as a social studies course on an experimental basis.

The Indian Studies Program included five general themes for instruction: a) urban orientation, b) present day Indian issues, c) Indian origins, d) Indian cultural involvement, e) Indian contribution to white society. Indian students gathered for one hour daily for the above instruction; during the remainder of the daily schedule, students attended basic English class and shop options.

An evaluation of the Indian Studies program completed in 1975, revealed the following major difficulties. The first orientation program in August 1973 was designed to acquaint 35 - 40 students from reserves in Northern Ontario and Quebec to urban living. Due to improper screening of students, only one student from Northern Ontario took part in the program; the rest numbering about 20, were from reserves located within 60-70 miles from Ottawa. As a result, only one student who was to enroll in the Indian studies program at McArthur High School benefitted from this program.

In 1974, a second orientation camp was offered to all Indian students enrolled in Ottawa high schools. This program was hampered by poor enrollment as only ten Indian students participated.

During the 1973-74 school year at McArthur, 34 Indian students had enrolled in the Indian Studies Program; by June 1974, only six students remained. The major reason cited for this high drop-out rate was poor attendance due to the fact that the level of school work at McArthur was not sufficiently challenging. McArthur High is a vocational school designed to provide educational assistance to "slow learners"; this proved to be an inappropriate choice of schools for the students who enrolled in the Indian Studies Program. Ontario school records (O.S.R.) folders on each student were not available to McArthur upon registration; consequently, all Indian students were enrolled into the Indian Studies Program regardless of academic records or any assessment of individual potential.

Some future recommendations made at that time by a teacher at McArthur were summarized as follows:

1. If the Indian Studies Program was to continue, students would have to be closely screened in order to admit only those considered to be "slow learners".
2. Students who did not fit into the above category required a good balance between academic and technical courses; therefore, a composite high school in Ottawa should implement a program for the special needs of the Cree speaker.

3. A counsellor from the Indian Counselling Unit should spend a considerable amount of time in the school, assisted by an Indian social counsellor.
4. A recreation program for the Indian students should be set up after school hours..

## II RATIONALE FOR THE ANA PROGRAM

During the fall of 1976 and early 1977, the representatives of the Ottawa Board of Education and DIAND Counselling Unit once again reviewed the problems faced by Indian students attending school in Ottawa. Informal meetings were held in order to define the real needs of these students.

The DIAND education counsellor researched and prepared a discussion paper outlining the various reasons contributing to the high drop-out rate and lack of academic achievement of Indian students from isolated northern communities.

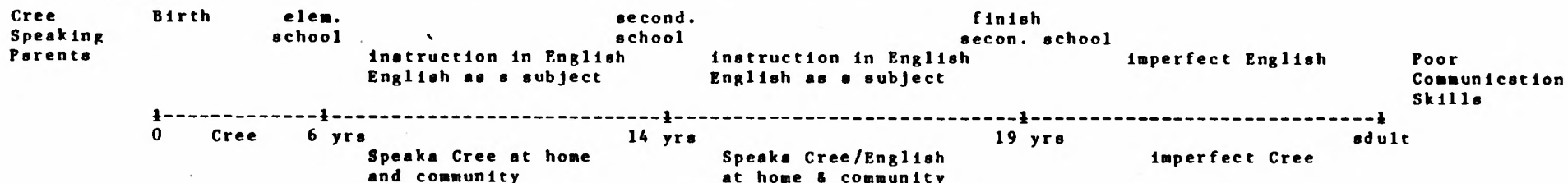
Conclusive evidence drawn from the results of tests given to the grade 9 level Indian students indicated gross deficiencies in their grasp of basic skills.

Test results were as follows:

Vocabulary	grade 3.9 to 7.7 range
Reading Comprehension	grade 3.7 to 7.8 range
Mathematics	grade 4 to 8 range

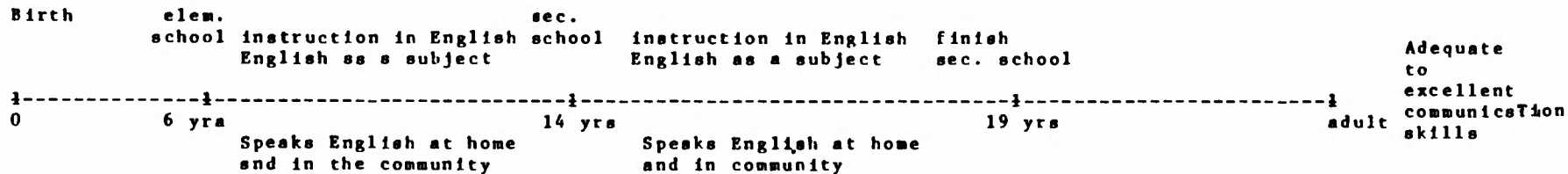
To further underline the need for the development of Indian students' communication skills, the following diagram was designed by the education counsellor to emphasize that English as a Second Language instruction was a definite requirement. The diagram was designed to point out the problems in the development of good communication skills in the northern communities as opposed to the constant reinforcement provided to members of non-native society.

DISCONTINUITY IN DEVELOPMENT OF ENGLISH USAGE



DISCONTINUOUS REINFORCEMENT  
OF CREE USAGE

CONTINUOUS DEVELOPMENT OF ENGLISH USAGE



CONTINUOUS REINFORCEMENT OF ENGLISH USAGE

Feedback from teachers to the Counselling Unit suggested that Indian students had great difficulty in adjusting to a large urban school. Students lacked study skills and exhibited poor work habits; some were described as being totally "lost" or "easily discouraged". It became apparent that due to their educational and social disabilities, these students could not compete at a regular grade nine level.

In conjunction with the English as a Second Language (ESL) Co-ordinator, and a social service representative from the Ottawa Board of Education, a plan was devised for a transitional year program to take place in 1977-78 at one of the composite high schools in Ottawa. A submission was prepared to the Ottawa Board of Education for approval of a transitional year program. The final submission (see Appendix A ) included the goals and objectives and responsibilities of parties to be involved.

The goals and objectives prepared in June 1977 served as initial guidelines to the transitional year program and were later modified by the advisory committee.

### III PURPOSE

The Program Evaluation Branch was approached by the manager of the Ottawa Counselling Unit of DIAND who requested that a review be conducted of the ANA program in terms of progress achieved towards the attainment of the goals and objectives designed for the transitional year program.

Thus, this report represents a progress review of the first year of the Adaption-not-Assimilation (ANA) program. As such, it can be seen as a form of formative evaluation whose purpose is to detect or predict, during the early stages of a program, defects in its design and operation.

Ultimately, it is hoped that the process will identify potential sources of failure and that such identification will lead to failure-avoidance strategies.

This review was conducted with the co-operation of the Research Department of the Ottawa Board of Education which is currently gathering information on school-related questions through the administration of questionnaires to the ANA students, as well as by obtaining teachers' ratings of student performance. Various instruments for collecting these data can be seen in Appendix B.

This final report is presented to the Director of Program Evaluation Branch of the Policy Research and Evaluation Group. ( See Term of Reference in Appendix C)



#### IV      METHODOLOGY

All files pertinent to the ANA program were examined at the DIAND Counselling Unit. For data collection purposes interview forms were devised for the ANA students and administrators of the ANA program, as well available objective data (i.e. marks and attendance) was examined. The results will be presented in the following fashion. Available objective data dealing with retention rates and academic performance will be presented and analyzed.

Summaries of the interviews conducted with responsible program personnel will be presented. A total of nineteen students; one member from DIAND Counselling Unit; five members from the Ottawa Board of Education; and two members from the Northern Boards were interviewed.

Conclusions will be drawn and recommendations presented, based on these data as well as other information gathered from informal discussions held with staff from the DIAND Counselling Unit.

V DESCRIPTION OF THE ANA PROGRAM

a) Administration

1. The ANA Committee

The ANA Committee was made up of the following members:

Education Counsellor, Indian Affairs  
Head of Guidance Unit, Rideau High School  
Principal, Rideau High School  
Social Service Representative, OBE  
Vice-Principal, Rideau High School  
ANA teacher, Rideau High School  
Co-ordinator, ESL, OBE  
Educational Officer, Ministry of Education  
Manager, Indian Affairs Counselling Unit  
Social & Education Counsellors, Northern Boards

The ANA Committee was formed to fulfil an advisory and support role to the ANA program. Eight monthly meetings were held to monitor the progress made and problems encountered. The Committee throughout the year focused on broadening the aims and objectives of the program and establishing roles and responsibilities.

The following are the initial goals and objectives prepared for the "Indian Studies Program" in June 1977 by the English as a Second Language (ESL) Co-ordinator OBE in consultation with the Education Counsellor and Manager of the DIAND Counselling Unit:

1. To enhance Indian culture and history.
2. To improve the Native Students' self image.
3. To develop the Native students' cognitive, affective and psychomotor skills in order to live in harmony with their environment.
4. To ease the conflict between the white value system and Indian value system.
5. To form an open forum for adolescent Native students to express their cases and problems.
6. To maintain a closer contact with the parents of the native students and the Northern boards.

The initial goals served as guidelines for the transitional year program designed for Cree students from Fort Albany and Attawapiskat.

Specific methods of how these goals were to be achieved were not stated. Goals 2 and 3 cannot be assessed without a set curriculum or standardized method of measuring personal development.

Further examination of these goals by the ANA committee during a monthly meeting in October 1977 resulted in a change of the original goals to a list of aims. As well, the Indian Studies Program was renamed Adaption-Not-Assimilation Program at this time.

A three member sub-committee was formed in November whose function was to prepare a list of objectives to match the stated aims. These specific objectives were finalized by March 1978. (See appendix D ). The following are the aims as prepared in October 1977:

- a) To gain the knowledge and understanding that he or she needs for adaptation not assimilation in a new environment.
- b) To develop and maintain confidence and a sense of self-worth.
- c) To acquire the basic skills fundamental to his or her continuing education.
- d) To provide a Canadian Studies program emphasizing Indian Culture and History.
- e) To provide effective communication with their Home communities and Northern Boards of Education.

Aims and objectives C, D & E are clearly defined objectives which can be achieved within a one year transitional program. Aims and objectives A & B are more conceptual in nature and could only be realized over a long period of time. For purposes of this review, focus has been placed on the initial goals as they represent the original concept and direction of the ANA Program.

## 2. Formal Letter of Agreement

The following letter of agreement was signed in July 1977 between the Ottawa Board of Education and the Department of Indian and Northern Affairs:

It was mutually agreed that:

a) The Ottawa Board of Education would:

1. In concert with the Department of Indian and Northern Affairs recruit a teacher whose duties will be as outlined in the attached job description.
2. Provide all teaching aids and special student supplies in addition to the regular supplies.
3. Provide a classroom for the purposes described in the Indian Studies Program at Rideau High School.

- 4) Provide professional and administrative supervision for the program.
- 5) Research and evaluate the effectiveness of the program.
- 6) Recover the cost of the program by adding to the regular tuition bill an item marked "Special Services". This item will be shown as a per pupil cost for the students in the program.

b) The Department of Northern Affairs would:

- 1) Reimburse the Ottawa Board of Education
  - fifty (50) percent of the salary and fringe benefits costs related to the employment of a teacher for the Indian Studies Program.
  - the actual costs not exceeding \$3,100 of the special teaching aids and students' supplies which are needed in addition to the regular supplies to meet the objectives of this program.
- 2) Participate in the selection of the "Indian Studies" teacher.
- 3) Participate in the research and evaluation of the program.

- c) The Indian Studies Program would commence on July 15, 1977 and terminate on or before July 14, 1978. The decision to continue this program must be made jointly at least 60 days prior to the termination date.
  
- d) If unforeseen circumstances arise making it desirable to terminate this program prematurely, ie. before July 14, 1978, the decision to terminate it must be made jointly by the parties of the agreement.

3. Budget - Expenditures

The following budget was approved for the ANA program; a proposed research project, requested by the OBE with a proposed cost of \$6000 was rejected. Tuition costs of roughly \$2400 per student are not included.

ITEM	BUDGET	EXPENDITURES (March 31/78)
Teacher's salary		
DIAND	\$12,982.	\$7,492.79(a)
OBE	\$12,982.	\$12,982.00
Program Materials	<u>\$3,100.</u>	<u>\$1,339.84 (a)</u>
Total	\$29,064.	\$21,814.63

Note: (a) Remaining expenditures will be billed in September.



b) Activities1. Selection of the ANA Teacher

The ANA program required a teacher with specialized skills in the field of ESL (English as a second language) instruction, knowledge and experience in teaching students from a different cultural background, plus a background in social work.

By the end of July 1977, the Ottawa Board of Education had selected a candidate.

2. Selection of the ANA Students

On completing grade 8 in the northern communities, students choose locations for future studies in consultation with their social counsellors and parents. The students who had chosen to come to Ottawa to further their education were automatically channelled into the ANA program transitional year at Rideau High School.

Due to the fact that the transitional year program was not finalized until July 1977, all the students were not time-tabled until August 1977 when the principal of Rideau,

the ANA teacher and counselling staff visited Fort Albany and Attawapiskat. At that time the students received a description of the program and were counselled on the courses which were available to them.

### 3. Diagnostic Testing

In order to assess their learning abilities the ANA students were given a battery of diagnostic tests as required by the Ottawa Board of Education. Tests were given in a group setting and throughout the test time, the ANA students exchanged views in Cree.

### 4. Course Description and Selection

The courses described below formed an integral part of the ANA program. For a complete description see Appendix E .

English as a Second Language was designed to respond to the linguistic needs of the Cree speakers.

Students were divided into 2 groups for ESL instruction; ESL 1A for those whose use of English was more sophisticated and ESL 1G for those whose language skills were less developed. In each course the four areas of English usage was dealt with - aural, oral, reading and writing.

Canadian Studies could be considered as a multi-cultural course as it incorporated a study of many cultures in Canada as well as present day Indian issues. The ANA teacher provided instruction through the use of film, field trips to museums and individual assignments.

Lifeskills - a comprehensive description of a life skills program was submitted to the Ministry of Education for approval as a credit course at the intermediate phase G level. (copy available at the DIAND Counselling Unit.)

A lifeskills manual entitled "Life Skills for Northern Adolescents" and a resource kit

entitled "Adolescent Life Skills Resource Kit" were purchased for DIAND for use in this area of the ANA course curriculum. The lifeskills approach required time slots of 2-3 hours and could not be time-tabled.

Therefore the lifeskills techniques were taught through ESL instruction, individual counselling and field trips. In respect to course selection, the ANA students were timetabled to attend specialized instruction in English as a Second Language, lifeskills and Canadian Studies as well as attend three to four regular courses.

As mentioned earlier, students were timetabled late in the year when course options were limited. However, all the students took mathematics, and a mixture of the following: food/nutrition, physical education, music, biology and typing.

The students were allowed a two-week trial period in their regular selections to assess their progress at the basic, general or advanced level. An accumulation of 27 credits, preferably at a minimum of G level, allows entrance to community college, with an additional six credits at the A level with necessary prerequisites, allowing entrance to university.

### 5. Daily Schedule

The ANA teacher's schedule was divided into eight 35 minute periods:

AM	15 minutes	Home room (ANA)
	2 periods	Counselling
	1 period	Spare
	1 period	Remedial
PM	2 periods	ESL instructions & Lifeskills*
	2 periods	Canadian Studies

\*According to the Life Skills Manual, 2-3 hour time slots were required for instruction. This could not be time-tabled within the regular school day. Therefore, Life Skills was time-tabled to alternate with ESL, and given 35 minutes every other day.

### 6. Staff Sensitization

In October, staff sensitization was carried out at Rideau High by showing a film to the teachers of Indian students entitled Cold Journey (National Film Board) which deals with the adjustment problems of Indian students in a structured residential school system.

Also, Mr. Michael Linklater, a Cree from Fort Albany served as a resource person to enlighten teachers about his own feelings in attending school in the south.

#### 7. Exchange Trip

In April 1977, a trip was organized for a group of interested non-native students at Rideau High School to accompany the ANA program students to their home areas in the north. An innovative campaign attracted a number of students within Rideau High School through the use of such slogans as "How Do You Spell Attawapiskat?" In order to obtain a good cross-section of the student body, the ANA teacher and the vice-principal interviewed all interested students. Fourteen students were eventually chosen to participate. After the selection was finalized, the entire group (ANA and non-native students) began to fund raise within the school through raffles, selling bannock, and cultural nights. Funds for this program were secured by obtaining a special grant of \$4,000 from the Ministry of Education, \$1,000 from Fort Albany band council and \$200 from the Attawapiskat band council. All the students contributed \$50. each.

## 8. Extra Curricular Activities

By November, two students had become involved in Rideau High School Variety shows; one student joined the wrestling team and four students had shown interest in doing volunteer work at St. Vincent chronic care hospital.

Ten ANA students attended Saturday bowling nights organized by DIAND Counselling Unit throughout the year.

In the fall of 1977, Indian students became involved in the activities of the Odawa Friendship Centre.

The youth counsellor at the Centre met with many of the Indian students on Friday evenings when the Centre remained open until midnight. At that time, some students were exhibiting signs of boredom which manifested itself in non-productive activity such as drinking and loitering on downtown streets.

In order to provide meaningful activities, the Friendship Centre staff arranged ping pong tournaments for the students.

Eventually the ANA male students became involved in playing hockey through the Friendship Centre's youth program.

In March 1978, the Indian students formed a student service committee with the guidance of the Centre's youth counsellors and elected an executive. Two ANA students were elected as secretary and treasurer.

The purpose of the student service committee was to organize dances and sports activities. Five meetings were held between March and June 1978 and attracted an attendance of 12 - 15 interested Indian students.

By the end of the school year, all students were motivated to organize themselves early in the next school term.

The Friendship Centre staff is now engaged in planning for future recreational needs by booking gym time for basketball and volleyball and establishing a craft program at the centre in hopes of attracting more female students.



## VI SOME INDICATIONS OF THE PERFORMANCE OF THE ANA PROGRAM

### a) Objective Student Performance

#### 1. Retention

Nineteen students enrolled in the ANA program in September 1977 and four withdrew between October and December; two boys and one girl were suffering from homesickness and one boy could not cope with his peers and did not return after Christmas break. These students were replaced by four students who had enrolled in different high schools in Ottawa and were experiencing difficulties with their courses and needed to develop their language skills. One student transferred in October 1977 and three were transferred in January into the ANA program. Enrollment was again at 19 in January with these transfers and all students completed their year.

#### 2. Academic Performance

Seven of the nineteen ANA students have been promoted to a grade ten at Rideau High to take courses at the advanced and general levels. An accumulation of credits at the advanced or general levels will allow access to post-secondary institutions.

Four students will remain at Rideau High School to repeat credits missed and take courses at the grade nine and ten levels.

The remaining eight students will be transferred to Highland Park High School which offers courses at both the general and vocational levels. These students will be able to increase their language skills by taking courses in English as a Second Language at the 11G (general) level or 11B (basic) English level, while at the same time attending classes at the vocational level which will lead to a training certificate or the general level which will allow access to college.

Seventeen of the nineteen ANA students have attained five or more credits towards their Secondary School Graduation Diploma. Six students passed all credits taken with 69.3% being the highest average achieved. Average year end marks were not outstanding but in view of the limited skills the ANA students entered school with, a majority of these students have accomplished a great deal in one year. Additional information is contained in Tables 1, 2, 3 & 4. Table 1 presents Retention Rate data for James Bay District students for the school years 1975-6 to 1977-8..

TABLE 1

RETENTION RATE BY SCHOOL YEARS AND GRADES

District	School Year	Grade	#of students enrolled	#of students remaining/June	Retention Rate
James Bay	75 - 76	all	28	18	64%
James Bay	76 - 77	Gr. 9	13	5	39%
James Bay	77 - 78	Gr. 9 ANA	23	19	83%

Comparison of students retention rates cannot be considered scientifically valid as each year involves a different set of students and conditions. It appears, however, that by comparing the grade nine ANA students to other years, the ANA program may be associated with higher retention rates.

Tables 2 and 3 present absences by Course, Total Number of Absences, Course Final Grades and Final Averages.

Life Skills was given an automatic credit and granted a final mark of 60% by the Ministry of Education.

Mathematics B & G, and English B. & G were not well attended. English as a Second Language was well attended in comparison to other courses.

Table 4 summarizes this basic information and reveals no apparent relationship between class absences and academic performances.

TABLE 2

ABSENCES BY COURSE

Student	Biology	Art	Canadian Studies	English B	English G	ESL English G	ESL English A	Lifeskills	Food/Nutrition	Geography/Canadian	Mathematics B	Mathematics G	Textile/Clothing	Music	Phys. Ed/Health	Typing	Mathematics A	ESL English B	Total No. Absences
1		9	2		2		2	2				10			4				31
2		6	17	26	13			15			13		10			17			117
3	19		4		9		10	10		13		12		11	14				102
4		16	3		5		3	3		10					7		15		62
5		1	8		11	7		10	9		8					8			62
6		9			22		13	13	14	26		10	14						121
7			5			5	6	6	8		16			10	11	11			78
8		22	7	24	5			9			18			12	12				109
9		11	8		4		8	8				17							56
10			2		9		4	4			20				13	15			57
11		5	1		1		1	1			9								18
12		49	6	24	6	2		8			17					28			140
13		21	5		11		9	9	11			12			15				113
14		18	1	16		1		2			11				6				55
15		14		16				2			12				3			2	49
16			10	5	20		4		10		16				19				84
17			18	2		5		4	3	10	18				12	16			88
18			1	20	3	3		6			15				14		3		65
19 *																			

No attendance record available

TABLE 3

## COURSE FINAL GRADES AND FINAL AVERAGES

Student	Biology	Art	Canadian Studies	English B	English G	ESL English G	ESL English A	Lifeskills	Food/Nutrition	Geography/Canadian	Mathematics B	Mathematics G	Textile/Clothing	Music	Phys.Ed/Health	Typing	Mathematics A	ESL English B	Year End Marks
1		60	78		56		65	60				37			50				57.5%
2		50	36	50	53			60			35		24			56			38.2%
3	43		58		60		60	60		50		33		40	50				49.3%
4		71	84		73		82	60		75					61		50		69.3%
5		52	62		50	68		60	25		41					67			51.6%
6		81			67		75	60	50	59		50	52						60.9%
7			69			61	65	60	40		72			60	51	55			58.8%
8		52	42	50		58		60			50			57	50			61	53.7%
9		57	69		61		63	60				15							52.7%
10			31		35		30	60	20		21				50	25			36.3%
11		57	57		62		63	60			50								57.5%
12		50	45	50		53		60			54					26		66	50.5%
13		68	86		83		83	60	51			50			59				66.9%
14		62	45	50		60		60			81				51			64	59.1%
15		54	56	50		65		60			62				55			68	58.8%
16		50	66	70		81		60			61				61			74	63%
17		52	50		52		57	60	33		34				55	54			48.6%
18		50		50	53	60		60			25					57		59	51.8%
19		65	83	62	70	60			57		51				61				63.4%

TABLE 4  
CREDITS EARNED, TOTAL ABSENCES & FINAL GRADES

Student	Possible Credits	Credits Earned	Total Absences	Final Grades	Failures	Recommendations
<u>Group A</u>						
<u>No Failures</u>						
19	7.5	7.5		63.4		Promotion to Grade 10; A&G levels
11	5.5	5.5	18	57.5		Recommend Highland Park
6	7.5	7.5	121	60.9		Promotion to Grade 10; A&G levels
13	7.5	7.5	113	66.6		Promotion to Grade 10; mainly A lev
15	7.0	7.0	49	58.8		Recommend Highland Park
4	7.5	7.5	62	69.3		Promotion to Grade 10; mainly A lev
<u>Group B</u>						
<u>1 Failure</u>						
14	7	6	55	59.1	45 Can. Stud.	Recommend Highland Park
16	8	7	84	63	42 Textiles	Promoted to Grade 10
9	5.5	4.5	56	52.7	15 Math 1G	Recommend Math 1B
7	8.5	7.5	78	58.8	40 Foods 1G	Promoted to grade 10
8	8.0	7.0	109	53.7	42 Can. Stud.	Promoted to grade 10;repeat Can Stu
18	7.0	6.0	65	51.8	25 Math 1B	Recommend Highland Park
1	6.5	5.5	31	57.3	37 Math 1G	Must repeat math 1G
<u>Group C</u>						
<u>2 Failures</u>						
12	7.	5.0	140	50.5	45 Can. Stud.	
					26 Typing	REcommend Highland Park

TABLE 4  
Continued

Student	Possible Credits	Credits Earned	Total Absences	Final Averages	Failures	Recommendations
17	8.5	6.5	88	48.6	33 Foods 34 Math 1B	Recommend Highland Park
5	7.5	5.5	62	51.6	25 Foods 41 Math 1B	Must repeat Math 1B
<u>Group D</u>						
<u>3 Failures</u>						
10	7.5	2.5	57	36.3	31 Can. Studies 35 English 1G 30 ESL 1A 20 Foods 1G 21 Math 1B	Recommend Highland Park
2	8.0	5.0	117	38.2	36 Can. Studies 35 Math 1B 24 Textiles	Recommend Highland Park
3	8.5	5.5	102	49.3	43 Biology 40 Music 33 Math 1G	Must repeat Bio. 1G & Math 1G



- b) Review of Student Performance by ANA Teacher

The ANA teacher presented progress reports to the advisory committee on a monthly basis. Progress reports for October, November, January, May and June were available in the DIAND Counselling Unit master file.

These reports have been summarized in order to highlight achievements and problems encountered for the viewpoint of the ANA teacher.

Timetable changes and orientation was completed by October. Seven students took a remedial class instead of a credit course due to the limitation of courses available to them during the first semester. Half of the class took extra ESL as the group was weak in aural and written skills.

Attendance and lateness presented no problems; the ANA program had a 76% attendance rate for September - October as compared to 45% for the grade 9 student body.

Throughout the year, the ANA students' social progress steadily improved, both in their relationship with the ANA teacher and participation in student activities.

Communication between the ANA students and non-native students at Rideau showed marked improvements after the exchange trip in April.

At the end of the school year, two ANA students "overcame themselves" by preparing speeches and delivering them to the entire school body at separate assemblies.

Field trips organized throughout the year were well attended and described as very successful. Field trips included horseback riding, skiing, and visits to the museums, craft exhibits and Indian art displays.

Difficulties in adjustments to school routine was observed by the ANA teacher both in September and after the Christmas holidays. January was described as "difficult and unsettled" due to students' ambivalent feelings upon their return. Students lacked motivation in preparing for exams and some students became involved with weekend drinking bouts. The ANA teacher spend time preparing students for exams as most students had never been taught study techniques.

In June, some students were reluctant to complete exams and the ANA teacher was frustrated with the lax attitude portrayed by the boarding home parents on this issue. Probably through the efforts of the ANA teacher, no exams were missed.

c) Overview of Student Interviews

The forms which were used for the interviews of the students, the ANA teacher, Administrative Personnel and Counselling Personnel are presented in Appendix F. Detailed reports of students interviews can be seen in Appendix G.

1. Preparation for City Life and Courses

Approximately one half of the students were not prepared at all for life in the city. Eight students had gathered impressions of city life through friends and teachers; only two students had travelled outside of their communities before coming to Ottawa.

A majority of the students were prepared for their school courses during registration in the northern communities.

2. Impressions of Rideau High and Other Students

All of the ANA students had enjoyed their first year at Rideau High and their impressions of the school were positive. The majority felt that they were generally accepted by non-Indian students, and all had established friendships with non-Indian students over the year.

Sixteen students thought that the exchange trip had provided the opportunity for non-Indian students to view their life styles in the north and as a result the two groups became more friendly with each other.

### 3. Problems Encountered

Five students considered that their problems at present related to their boarding home placement; four students identified school work as being a problem, one said age, and the remaining nine students felt they had no problems.

Nine students were of the opinion that drinking was the major problem facing Indian students in school; the remaining students mentioned homesickness adjustment to boarding homes, prejudice and language.

When questioned on why students drink, boredom was the major response.

### 4. Awareness and Use of Counselling Services

Nine students said that the ANA teacher was the person that they would likely discuss their problems with, five mentioned DIAND, only one mentioned the boarding home parent.

Five students mentioned DIAND and five the ANA teacher as a second choice to discuss problems with. One mentioned the Guidance Unit at Rideau and two said the boarding home parents.

For their least likely choice, eighteen had no comment and one said the psychiatrist.

Three of the nineteen students had visited the Guidance Unit at Rideau High and were aware of services offered in planning subjects and career counselling. The remainder had never attempted to seek assistance from the Guidance Unit.

Sixteen students had visited DIAND Counselling Unit often and felt the Unit was helpful.

Fifteen students indicated that if there was an Indian counsellor at Rideau High school, it would be much easier to communicate their problems to him/her.

##### 5. Impressions of the ANA Program

All of the ANA students found the Canadian Studies course and ESL instruction helpful and interesting. A majority felt that the lifeskills course was of assistance to them.

Most students felt that the ANA program was designed to help Indian students; two students thought that the ANA program was teaching you "how to be a white man". Only one student was aware of the precise meaning of the term ANA.

Sixteen of the nineteen students would encourage friends to enrol in the ANA program.

## 6. Future Plans

Fifteen of the nineteen ANA students have definite plans to continue their education. Five students want to attend post-secondary institutions and ten plan on obtaining their secondary graduation diploma; the remaining four students have no plans at present.

Fifteen students plan on returning to Rideau High School for next year's term.

At the time of the interview, four students knew that they would be attending Highland Park High School next term, but their responses infer that this decision was not made by themselves but made by DIAND Counselling Unit.

Eleven of the nineteen students felt that they would return to their home area to seek employment after completion of high school.

## 7. Parental Influence

A majority of the ANA students interviewed felt that their natural parents/guardians would be unhappy if they were to quit school at this time.

## 8. Recommendations

All students were in favour of continuing the ANA program. Five students stated that English as a Second Language instruction was an important part of the ANA program and should be continued; one student suggested that ESL instruction be extended to two years.

d) Summary of Interview with the ANA Teacher

The following main issues were identified and have been categorized as Positive Assessments and Sources of Concern. This reporting format will be used for the remainder of the interview summaries.

A detailed report of the ANA teacher interview is presented in Appendix H.

Positive Assessments

- definite improvement in ANA students' speech, oral reading and comprehension has been achieved.
- exchange trip was most successful as it incorporated life skills techniques and was a positive step in improving relationships between native and non-native students.
- subjects taught have attempted to meet the goals and objectives of the program.

Sources of Concern

- difficulty in implementing a practical lifeskills course.
- communication with some boarding homes proved frustrating.

e) Overall Summaries With Administrative Personnel

Detailed reports are presented in Appendix 1.

1. Manager of DIAND Counselling Unit

Positive Assessments

- achievements of the ANA students are evident in their final reports
- assessment of individual student skills during the transitional year has allowed for a more suitable 2nd year placement.
- noticeable improvement in attitudes have developed during the year among both the staff and the student body.
- the letter of agreement between the OBE and DIAND had been adhered to.
- students' basic skills have been enhanced by the ESL course.
- communication with northern boards had improved.

Sources of Concern

- poor orientation provided for the students



- communication with boarding home parents did not improve over the year.
- lack of definition of roles and responsibilities caused tension at the advisory level.
- goals and objectives were not entirely attainable in one year and the first year was seen as "just setting the tone" for the ANA program.
- students are still dependent on decisions made on their behalf by DIAND and Rideau High.

2. Ottawa Board of Education Representatives

Principal Rideau High, Vice-principal, and ESL  
Co-ordinator, OBE

Positive Assessments

- Canadian Studies/ESL/ & Lifeskills allowed for the attainment of the aims and objectives
- significant social progress has been made by the ANA students throughout the year.
- DIAND Counselling Unit has provided a direct link to the Indian communities and has given direction to the program.
- sufficient resources have been allocated and all expenses covered.

Sources of Concern

- lack of communication between boarding home parents and students.
- lack of definition of responsibilities
- limited contact between principals of the northern boards and Rideau High.
- apparent pressure on the ANA teacher to perform attitional functions outside of her defined role.
- the transitional year program is viewed as being expensive according to the pupil/teacher ratio.

f) Summaries of Interviews with Counselling Personnel

Detailed reports are presented in Appendix 1

1. Guidance Unit Rideau High School

Head of Guidance

Positive Assessments

- weekly meetings were held with the ANA teacher, social worker, vice-principal or principal to discuss any individual problems encountered by each student.

Sources of Concern

- lack of definition of responsibility especially in the area of medical problems.
- adequate health records are not available
- the guidance unit did not feel versed on student concepts and problems.
- lack of communication between the boarding home parents and students.

2. Counselling Services - Northern Board Representatives  
Social Counsellor Attawapiskat Band, Educational  
Counsellor Moosefactory District Office, DIAND

Positive Assessments

- communication has improved between the northern boards, Rideau High School and DIAND Counselling Unit with the establishment of the advisory committee.
- students have more readily adapted to the high school and have not quit school.

Sources of Concern

- The ANA program may be overprotective of the student.
- Northern counsellors are not kept informed of social problems as they occur.
- poor attendance in northern schools cause students to repeat courses and lose motivation.

CONCLUSIONS AND RECOMMENDATIONS

The initial goals and objectives prepared in June 1977 have been attained to varying degrees during the first year of the transitional program.

In order to meet goal number 1, course content for Canadian Studies was designed to create an awareness of Indian culture by focussing on Indian history and present day issues.

Throughout the planning to the completion of the exchange trip, the ANA students were given the opportunity to share their lifestyle and culture with non-native students. This exercise had a positive impact in the relationship between Indian and non-Indian students within the school. Increased rapport between Indian and non-Indian students is the only clear indication that goals 2 and 4 have been achieved to a certain extent.

In order to provide an "open forum" for discussion of cases and problems as mentioned in goal number 5, the ANA teacher was assigned as guidance counsellor for all (28) Indian students attending Rideau High.

Direct communication with the Northern Boards has been realized through their representatives in the ANA committee. Closer contact with the natural parents/

guardians has been achieved by visits to Fort Albany and Attawapiskat by DIAND Counselling Unit staff and representatives of the OBE.

Goal number 3 is derived from an in depth lifeskills approach. The lifeskills course was not developed to the extent that this objective implies.

It is evident that the members of the Advisory Committee have applied their collective skills in order to realize the original concept of the transitional year program. As well, all students enrolled in the program have been provided the opportunity to achieve a measure of academic success. The major source of concern stems from one overall finding: at the present time, the ANA program is in a transitional developmental stage and certain ambiguity exists in terms of the roles and responsibilities of the respective parties.

Roles and responsibilities for each member of the ANA Committee were not clearly defined at the beginning of the 1977-78 school year. This issue has been resolved somewhat to date, as the DIAND Counselling Unit and members of the OBE have reached a consensus of opinion with the final draft of roles and responsibilities. (see Appendix J)

As such the majority of the recommendations address this problem.

Recommendations

1. Funding sources should be secured for the continuation of the ANA transitional year program until the presently identified need no longer exists.
2. Further attention should be given towards defining a set of aims and objectives which are mutually agreed upon by all parties, which specify relative responsibilities and are clearly evaluable.
3. The roles and responsibilities of both the boarding home parents and the students should be clearly defined to both parties. This could be achieved by orientation workshops designed by a human relations trainer. These workshops should be held as follows: In August, one in the north for the students and one in the south for the boarding home parents. Then again in January with both the students and the boarding home parents together.
4. Every attempt should be made to be more selective in the choice of boarding homes in order to involve the ANA students in a home environment; i.e. not just be provided with room and board.

5. Student medical records should be made available to one centralized health unit for quick reference in an emergency and for on-going health care. The health care agencies in the northern communities should be notified in order to facilitate the exchange of in-depth health records between the northern and southern boards.
6. The education system in the north should be upgraded with particular emphasis on remedial courses in English as a Second Language instruction, reading and mathematics.
7. English as a Second Language Level 2 should be provided for those students from the ANA program who will return to Rideau High School in the 78-79 academic year.
8. A curriculum for Life Skills instruction should be especially designed and adapted for these students.
9. The ANA teacher should be relieved of her extra duties as guidance counsellor and thus provide her with more time for curriculum development.
10. The Canadian Studies course designed for the ANA program should be made available to non-native students. This would provide an awareness of Indian culture thereby creating increased rapport among the students.



11. A professional development day should be set aside at Rideau High for staff sensitization to Indian culture. Teacher and administrators involved with Indian students could view films which are available through cultural libraries located within Indian organizations; i.e. the film Anishnabe-Aski (The People and the Land) available through Grand Council Treaty #9 Indian organization is particularly relevant as it depicts the life styles of Indian communities in Northern Ontario.
  
12. One social counsellor should be assigned to the ANA students. This social counsellor could act as a buffer and an aid in seeking help from other involved agencies and services within the school i.e. the guidance unit and within the community i.e. the Odawa Friendship Centre.
  
13. A recreational program should be provided out of school which would help rectify certain social adjustment problems; i.e. drinking, and would include activities at the Friendship Centre and activities with non-native students. Bicycles, cross country skis and snowshoes could be provided, cost factors would not be extravagant as used equipment could be purchased.

14. Arrangements should be made as soon as possible so that a more rigorous evaluation can be conducted at the end of the next academic year. Information should be gathered on a regular basis so that progress towards the stated goals and objectives can be measured (eg. ESL Placement Tests could be given at the beginning and the end of the school year). Furthermore, the performance of all students who have completed the transitional year in 1977-78 should be followed up.

APPENDIX A

SUBMISSION TO THE OTTAWA BOARD  
OF EDUCATION, JUNE 1977

## INDIAN STUDIES PROGRAMME

### THE PURPOSE (RATIONALE)

It has been observed that the Indian students face the same emotional and psychological traumas as the rest of the students but, unlike the latter they are an ethnic group, socially and culturally different. The Indian students not only have to overcome the failure syndrome but, also face the barrier of a totally different culture with a totally different set of values. Moreover, some of them arrive in the Ottawa Board of Education's secondary schools with a weak English language base so that they cannot compete with the regular students in the various subject areas.

It has also been observed that the teacher although all trained in the art of building student self-confidence, have never had any formal training in the teaching of the culturally different and of a different ethnic group. This to many people reflects a failure on the part of our schools of education and on the teacher profession as a whole.

Hence, some of the specific factors that the native student adolescent may be confronted with are: a larger institution; a new urban environment; a somewhat different organization from the one he/she is accustomed to; lack of communication between home and school and between the native students and the school's staff and students; the possible lack of moral support from family and community; the lack of opportunities to use traditional skills; the influence of a new peer group; the conflict of coping with a different value system; difference in behaviour patterns; and homesickness.

### GOALS AND OBJECTIVES

1. To enhance Indian culture and history.
2. To improve the Native Student's self-image.
3. To develop the Native Students' cognitive, affective and psychomotor skills in order to live in harmony within their environment.

4. To ease the conflict between the white value system and Indian value system.
5. To form an open forum for adolescent Native Students to express their case and problems.
6. To maintain a closer contact with the parents of the Native Students and the Northern Boards of Education.

To meet the above goals, the Northern School Boards, the Department of Indian Affairs, and the Ottawa Board of Education need to co-operate in setting up a plan. The plan would assist the native students moving from their northern community into the Ottawa community.

#### Northern School Boards

- (a) Native students planning to come to secondary schools in Ottawa need to be given specific concentrated instruction in their home school during their last two years in the language arts, mathematics, social science and physical sciences areas. Their competencies in these areas need to be assessed and reassessed at five month intervals using, in part, available objective measures. As well, the teachers of these students need to write an anecdotal report on each student describing his/her overall performance in the school and the community. Both the objective assessment and the teachers' assessments must be forwarded to Ottawa by the middle of June.
- (b) The guidance in the home community school must ensure that the student knows his strengths and weaknesses and is absolutely clear about whether he/she will be enrolling in a transitional class in Ottawa.
- (c) The students in isolated communities need to be taught in a concrete, specific, realistic way about life in an urban centre. Likewise they should be provided as much as possible with an insight into problems they may face in the "feelings" area and with how they can cope and be helped to cope with these, eg. homesickness.

Department of Indian Affairs

- (a) To provide a thorough orientation program prior to entry into our high schools, if approved by natural parents or guardians.
- (b) To forward complete school records prior to registration (health records to be included) when possible.
- (c) To establish a strong rapport with these students in order to gain knowledge of their background together with their personal and social needs.
- (d) To establish initial contact for ongoing counselling services provided by the school staff.
- (e) To make certain that the students are aware of the facilities in the community which are available to them and assist them in making the initial contact.
- (f) To encourage them to make profitable use of their out of school time through the school personnel.
- (g) To help the students become more aware of the different demands placed on him in an urban environment.
- (h) To be available for school consultation on attendance and academic progress.
- (i) To provide these students with proper living accommodations.
- (j) To assist them in proper budgeting of their allowance.
- (k) To be available for consultation with guidance personnel in assisting senior students with skills training.
- (l) To make school counsellors aware of the responsibilities of the Indian Affairs Department regarding these high school students.

- (m) To sensitize subject teachers in the school in which the special transitional programme is established to the Native student's culture; especially the Native Student's learning patterns.
- (n) To facilitate an exchange of visits between sending school teachers and receiving school teacher, social worker and program co-ordinator.
- (o) To investigate the possibility of having an Active Research assessment of the transition program.

The Ottawa Board of Education

- (a) To provide the Native Students with a qualified experienced teacher whose salary will be an arrangement between the Ottawa Board of Education and the Department of Indian Affairs.
- (b) To provide the Native Students with an appropriate classroom in one of the non-semestered comprehensive secondary schools.
- (c) To provide the Native Students with a Transition programme composed of Canadian Studies - Level 1 (1 credit); English as a Second Language - Level 11 (1 credit); remedial courses; an orientation/guidance course; and, three or four regular subjects.
- (d) To allow the students the flexibility to float in each of the regular subjects until they find their level.
- (e) To allow the students to be phased into the regular subjects during the school year if their performance so indicates.
- (f) To continue the orientation of these students to their community in the school and outside the school.
- (g) To evaluate the students' progress through the year.

- (h) To report the students' progress to the students themselves, their parents, their boarding home parents and the counsellors at the Indian Counselling Unit in the Department of Indian and Northern Affairs.
- (i) To set up an evaluating committee composed of two representatives from Indian Affairs, at least one representative of the home communities, one from the Ottawa Board of Education's ESL programme, one from the Ottawa Board of Education's Social Services Department and one from the host secondary school.



APPENDIX B

INSTRUMENTS USED BY THE  
OTTAWA BOARD OF EDUCATION

<p>1. <u>Socialization</u></p> <p>Student gets along well with peers, cooperates with peers and teachers, listens without interrupting and treats peers with respect. In turn, peers accept and respect student.</p> <p>September 1977    1    2    3    4    5</p> <p>January 1978     1    2    3    4    5</p> <p>May 1978         1    2    3    4    5</p>	<p><u>Comments</u></p>
<p>2. <u>Interest and Participation in Class</u></p> <p>- attentive in class          (&lt; - makes positive contribution &gt;)</p> <p>September 1977    1    2    3    4    5</p> <p>January 1978     1    2    3    4    5</p> <p>May 1978         1    2    3    4    5</p> <p>- participates in discussions</p> <p>September 1977    1    2    3    4    5</p> <p>January 1978     1    2    3    4    5</p> <p>May 1978         1    2    3    4    5</p>	<p><u>Comments</u></p>
<p>3. <u>Conscientiousness and Effort</u></p> <p>- attendance and punctuality          - homework done regularly          - assignments handed in on time</p> <p>September 1977    1    2    3    4    5</p> <p>January 1978     1    2    3    4    5</p> <p>May 1978         1    2    3    4    5</p>	<p><u>Comments</u></p>
<p>4. <u>Academic Progress</u></p> <p>(relative to other students in class)</p> <p>September 1977    1    2    3    4    5</p> <p>January 1978     1    2    3    4    5</p> <p>May 1978         1    2    3    4    5</p>	<p><u>Comments</u></p>

Please return to D.B.L. by June 10

QUESTIONNAIRE

NAME: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

I. Which kind of school did you attend last year?

- Federal Day School       Residential School       Another High School

In which seasons did you attend?

- Fall  
 Winter  
 Spring  
 Summer

II. Which ESL class are you in this year?

- ESL - 1A  
 ESL - 1G

List the courses you have taken this year:

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

QUESTIONNAIRE OUTLINE

I. BACKGROUND

1. Name, birthdate
2. Previous schooling

Residential

Federal Day

Other High School

II. COURSE LOAD

1. E.S.L. - regular  
- advanced
2. Other Courses - selection, four morning periods

III. PROGRAM ASSESSMENT

1. E.S.L.
  - Ability
  - Confidence
  - Aids to Learning
2. ADJUSTMENTS TO SCHOOL ROUTINE
  - Regulations
  - School Activities, School Resources
3. SOCIAL SKILLS
  - Self-confidence, adaptability
  - Involvement in group activities  
(in-school)  
(out of school)
4. AWARENESS OF NEW COMMUNITY
  - Cultural
  - Other

IV. PERSONAL COMMENTS

1. Benefits achieved
2. Recommendations, ideas, changes for next year's group
3. Future Plans

III. What differences have you noticed between life in your home community and life in Ottawa?

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IV. 1. If you had the chance to do this over again, would you do it? YES 20

Explain your answer -----  
-----  
-----

2. Do you have any advice for the students who plan to follow this Grade 9 ANA program next year?

-----  
-----  
-----  
-----

3. What plans do you have for next September?

-----  
-----  
-----  
-----

III 3. (a) When you first came to Rideau did you find these difficult?

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
making new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finding a group of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning how people in Ottawa live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being with strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being homesick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding things in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting used to timetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Did you find any other difficulties? \_\_\_\_\_

(c) What was the most difficult? \_\_\_\_\_

(d) What do you find easiest now? \_\_\_\_\_

(d) Have you participated in activities at school? YES NO

If yes, which ones? \_\_\_\_\_

If no, why not? \_\_\_\_\_

III. 2. Complete the following statements:

	Very Well	Quite Well	Not Well	Are you better now than in September	
I CAN:					
prepare for school assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
prepare for exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
get to class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
follow school rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
use the help of school guidance people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
use the help of the main office staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
meet comfortably with the Principal or Vice-Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO
ask my other teachers for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES	NO

1. (c) How much did the following help you in learning to speak English?

	<u>not at all</u>	<u>a little</u>	some	<u>a lot</u>
ESL classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Living with my boarding family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting around Ottawa by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities around Ottawa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....				
Mrs. Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cree friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boarding family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-native friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsellors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....				
Other e.g.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



III. (c) The following are situations which might have happened to you this year. Put yourself in each situation and try to decide if you would know enough words in English to manage quite well.

- |       |   |     |    |
|-------|---|-----|----|
| (i)   | situation involving getting around Ottawa by yourself                                       | Yes | No |
| (ii)  | situation involving activities with mixed group of students                                 | Yes | No |
| (iii) | situation involving activities at school by yourself  | Yes | No |
| (iv)  | situation involving finding school friends in a crowded place --- dance, sports, activities | Yes | No |
| (v)   | situation involving exchange or other school outings with the class and other groups        | Yes | No |

(d) The following are the same situations which you have read about in part (A) above. Put yourself in each situation again and try to decide if you would have the confidence to manage well in English.

This will be a repeat of the situations in the exact form as in the previous part of the question.

(b) Answer YES if you think the following statements are true for you.  
Answer NO, if they are not.

I can speak English in almost any situation	Yes	No
I can give directions to someone in English	Yes	No
I can ask for directions in English	• Yes	No
. . . . .		
I can use English quite well for classroom assignments	Yes	No
I am too slow in English to finish classroom assignments	Yes	No
I can manage in English quite well for exams	Yes	No
I can write English quite well to do my school work	Yes	No
I am too poor in English to do well in exams	Yes	No
. . . . .		
I can understand the conversation when I am with a small group of people	Yes	No
I can understand most of what the teachers in my other classes are saying	Yes	No
I can follow spoken instructions in English	Yes	No
I can think in English	Yes	No
. . . . .		
I can read and understand stories in English	Yes	No
I can read and understand my text books	Yes	No
I am slow in reading English	Yes	No
I can understand only a few things written in English	Yes	No
. . . . .		
I would like to continue studying in English	Yes	No
I would like to spend less time on ESL from now on	Yes	No
I can manage quite well with the English I know now	Yes	No

111. 1. (a) How much has your English improved during your year at Rideau?

Mark one box on each line.

	not at all	a little	quite a lot	very much
speaking English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writing English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listening to English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using English in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
using English out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

TERMS OF REFERENCE



TENDER & CONTRACT  
(FOR SERVICE OR WORK  
NOT EXCEEDING \$5,000.00)

SOUSSION ET CONTRAT  
(POUR SERVICE OU TRAVAUX  
JUSQU'A CONCURRENCE DE \$5,000.00)

CORRESPONDENCE AND INVOICES MUST SHOW THESE NUMBERS  
NUMÉROS À INDIQUER SUR LETTRES ET FACTURES

Project No	Projet N°	Contract - Contrat No
		99078

Enc. Ch. Fin	Prog.	Vote Crédit	Reap. Ctra. Ctre. de resp.	Activity Sect. d'act.	Financial Control Contrôle comptable		Line Obj. Art. d'exéc.	Perl. - N° de Vote cr. perl.		Authority - Autorisée par
					(1)	(2)				
	2	01	131	4110	000	93	0450			00274

GENERAL DESCRIPTION OF WORK OR SERVICE - DESCRIPTION GÉNÉRALE DES TRAVAUX OU SERVICE  
To review and report on the Adaptation - Not - Assimilation Program

I/We hereby offer to supply the materials and perform the work or service referred to hereunder on the covenants and agreements contained hereunder AND ON THE REVERSE SIDE HEREOF, WITHIN THE TIME SPECIFIED

Par les présentes, j'offre (nous offrons) de fournir le matériel et d'exécuter les travaux ou les services mentionnés ci-dessous, conformément aux stipulations exposées ci-dessous et AU VERSO DES PRÉSENTES, DANS LES DÉLAIS PRESCRITS

Details - Détails	Unit Price Prix Unitaire	Total
<p>1. <u>Description of Work</u></p> <p>Within the following <u>Terms of Reference</u>:</p> <p>a) To what extent are the overall Adaptation - Not - Assimilation Program goals and objectives realistic and attainable, clearly specified and evaluable?;</p> <p>b) To what extent do the formal arrangements which currently exist between the Northern School Boards, the Ottawa Board of Education and the DINA meet the needs and expectations of all parties involved?;</p> <p>c) To what extent are the activities of the program and the resources allocated to it meeting the goals and objectives which are expressed in the arrangements and the stated aims of the Ottawa Board of Education?;</p> <p>the contractor agrees to conduct the following work: to review and report on the Adaptation - Not - Assimilation Program, by</p>		
<p>THE MAXIMUM AMOUNT PAYABLE UNDER THIS CONTRACT SHALL NOT EXCEED LE PAIEMENT MAXIMUM EXIGIBLE AUX TERMES DU PRÉSENT CONTRAT NE DÉPASSERA PAS</p>	\$	GRAND TOTAL TOTAL GLOBAL

APPENDIX D

AIMS AND OBJECTIVES OF

THE ANA PROGRAM

MARCH 1978

71  
DEVELOPMENT OF THE ANA PROGRAM  
AT RIDEAU HIGH SCHOOL

ANA

ANA program follows the broad overall goals of all public education in Ontario. They provide opportunities for each native student (according to the limits of individual potential):

AIMS:

- A- To gain the knowledge and understanding that he or she needs for adaptation not assimilation in a new environment.
- B- To develop and maintain confidence and a sense of self-worth.
- C- To acquire the basic skills fundamental to his or her continuing education.
- D- To provide a Canadian studies programme emphasizing Indian Culture and history.
- E- To provide effective communication with their Home communities and Northern Boards of Education.

OBJECTIVES FOR:

AIM A - To gain knowledge and understanding that he or she needs for adaptation not assimilation in a new environment.

1. to begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own.
2. to develop an awareness of law and government, and of the rights and duties of Canadian citizens.
3. to become familiar with the geography and culture of the community, the province and the country.
4. to become familiar with the historical development of the community, of the province and the country.
5. to develop an awareness of peer group behaviour.

AIM B - To develop and maintain confidence and a sense of self-worth.

1. to appreciate that his or her actions as an individual are reflected, in however small a way, in his or her physical and cultural setting.
2. to develop self-respect, respect for the rights of others and respect for the rule of the land.
3. to learn the social skills and attitudes on which effective and responsible co-operation and participation depend.
4. to understand his or her own nature and needs as a basis for understanding the nature and needs of others.

AIM C - To acquire the basic skills fundamental to his or her continuing education.

1. Language - to listen to and understand ideas and concepts expressed by others;
  - to express orally their personal ideas and feelings with clarity and confidence;
  - to read with the speed and level of comprehension appropriate to their individual stage of development;
  - to write with competence and an acceptable degree of correctness.
2. Adaptation - to adjust to methods of instruction and types of school organization that may differ from those to which they have been accustomed;
  - to participate in all aspects of school life.

AIM D - To provide a Canadian studies programme emphasizing Indian Culture and history.

1. to develop a deeper awareness of their historical/cultural development of their community.
2. to understand the differences and similarities in the historical/cultural development of native communities.
3. to gain a knowledge of significant attitudes, policy statements, aim, treaties, and events which have affected native - government relations within the following time periods:
  - . Pre-Confederation Canada-Contact to 1867.
  - . Past-Confederation Canada - 1867 to 1969.
  - . 1969 to present - Current Issues.
4. to understand the basic features of the period in which these events occurred.

AIM E - To provide effective communication with their home communities and Northern Boards of Education.

1. to forward report cards to the native students parents.
2. to request Northern Boards to forward all academic records, standardized tests and anecdotal reports to the urban schools.
3. to allow committee meetings to be open to all visitors from Northern communities.
4. through the education counsellors communicate to the parents regarding the social adjustment of the students to his/her new environment - both positive and negative.



APPENDIX E

DESCRIPTION OF THE ANA  
COURSES AND PRESENTATION

COURSE DESCRIPTION AS PROVIDED BY THE ANA TEACHER

a) English as a Second Language (ESL)

English as a second language was set up to respond to the linguistic needs of Cree speakers. It was divided into 2 groups - ESL 1A for those whose use of English was more sophisticated and ESL 1G for those whose language skills were less developed.

In each course, the four areas of English usage were dealt with - aural, oral, reading and writing. In ESL 1A, grammar was treated more incidentally. A Rapid Review of English Grammar by Jean Praninskas was used for this purpose. In ESL 1G grammar was taught intensively. Texts such as An Introduction to Canadian English (book 11) and a Rapid Review of English Grammar: Praninskas were used.

Aural skills were taught through the use of Joan Morley's Improving Aural Comprehension. This text teaches listening skills by relating vocabulary to high school subject areas eg. Geography, History and Mathematics. It was used at both levels - only more rapidly taught at the A level. In addition, at that level, Hill's Notetaking Practice was used both for aural and writing skills. This type of exercise taught them to listen for key words, order words plus paragraphing.

Reading was taught through a variety of methods. At the G level, we began with short dialogues which introduced a controlled number of new vocabulary items. After each dialogue, one or two comprehension questions would be asked orally. From there we progressed to the Longman series of controlled readers. A book of North American modern short stories was also used. The methodology was varied. Choral reading seems to be enjoyed and as well, students were encouraged to read out loud alone. After almost every reading exercise, comprehension was tested, either orally or in a written exercise.

At the A level, we began with the Longman abridged readers, Modern North American Short Stories to abridged novels such as On the Beach and the Kraken Wakes. At this level, techniques of English literature were taught so that the students would be familiar with the terms for English 1G. For example, they were taught plot, mood, setting, climax and so on. They were also shown how to compare and contrast.

Writing skills were developed from many of the reading assignments. At the G level, it was far more controlled both in vocabulary and grammar. At this level, L.A. Hill's Intermediate Comprehension Pieces and Controlled Writing were used. At the A level, emphasis was placed on clarity and vocabulary development.

Oral skills were the most difficult to develop. The students were extremely shy at first, so this skill was developed as the class gained confidence. Dialogues,

first prepared by me, and later written by the students were used. Gambits was used for dialogue ideas. At the A level, discussion topics were used to promote oral skills and A Handbook of Tree Conversations, Make Your Point and Let's Talk were extremely useful.

Films were used extensively in the second semester to exploit themes and teach listening comprehension. For example, after reading On the Beach, we looked at the whole idea of was, through films such as:

Neighbors

Toys

23 Skidoos

The Magician

Listening comprehension was taught through narrated films such as Paddle to the Sea and Nahanni.

Transcripts of various films were made and I developed listening guides of varying difficulty.

In May we used the National Film Board's series Filmglisch that was especially prepared for ESL teaching. The film from this series which was used was The Heatwave Lasted Four Days - a film consisting of 4 episodes. This was an excellent vehicle through which to teach characterization, plot development, listening comprehension etc. It also provided a jumping off point for discussions on various concepts raised in the film. The students responded very well to this approach and worked very well on many assignments connected with it.

b) Canadian Studies

At first this was going to be called Native Studies but since I had never taught that before and since the time for curriculum development was very limited, we changed it to a Canadian Studies Course with an emphasis on native concerns.

The text I chose was Cultures in Canada developed by 4 teachers from L'Amoreaux Collegiate in Scarborough. It appealed to me because of its grounding in situations and because the language content seemed reasonable. Part of the problem in teaching this course was having the entire group of 19 together for it. The differences in language capabilities made it very difficult indeed from time to time, particularly in dealing with concepts.

The text itself though is quite good and deals with native concerns very well. It proceeds from relatively simple tasks or ideas to those that are more complex. I augmented this course with newspaper clippings eg. stories of the Hartt Commission, Pollution Problems in the English Wabigoon system, border problems at St. Regis; with stories from the Canadian Native News Service; from a variety of native newspapers and from other texts ie. Many Heritages Many Cultures and Man and His World.

When we were exploring the concept of multiculturalism I paired the students and each pair had to choose a teacher from a list I had prepared of ethnic teachers in Rideau High School. The students had to contact the teacher, make introductions and make a time for the interview. They then had to prepare their questions, have them checked, interview the teacher and write up the interview.

Field trips were arranged to the Museum of Man and Natural Sciences where we concentrated on the exhibition, People of the Long House, to a sugar bush (guess who taught the whites how to make maple syrup?) to an exhibition of Norval Morriseau's paintings, to Jean\_Paul Spence's carving display at the Christmas craft fair at the Civic Centre.

Aside from the problem with the group which I outlined I felt fairly satisfied with this area. We used certain films to underline various topics, eg. The Ballad of Crowfoot, The Cree Hunters of Mistassini, Cold Journey Cold Pizza etc.

I tried to ground the course in as much reality as possible, so that for example, when we looked at the effects of modern technology of a culture, we focussed on the demise of the dogsled and the upsurge of skidoos. Assignments grew out of these areas such as comparing the pros and cons of dogs or skidoos.

I had hoped to receive more help in setting up this area of curriculum from the Educational division of Indian Affairs. This was not forthcoming. The Counselling Unit itself provided me with reference books and contacts which were helpful.

c) Lifeskills

This area of the curriculum proved difficult from the start. The counselling unit wanted me to use the life-skills manual developed for northern adolescents. However, this approach suggests that time slots of 2 to 3 hours are required. Needless to say, this could not be time-tabled to alternate with ESL and was given 35 minutes every other day. This was inadequate since the subject area could be barely introduced much less exploited in this length of time.

I also found it difficult to approach certain topics with the wide range of age and maturity within the class. In addition, the girls found it intimidating to deal with certain areas with boys present and vice versa.

Therefore, I made many modifications to the course and incorporated much of it into ESL. Discussion topics were chosen with a view to problems the students were having outside school eg. relations with boarding home parents, drinking at dances sponsored by the Friendship Centre etc. The discussions became more open as the year progressed. I think it is fair to say, very little discussion occurred initially. One of our first dialogues occurred when 2 boys walked into class, furious after being teased by "white kids". The class spent the next 30 minutes

complaining, threatening and finally suggesting ways of handling such incidents.

Practical problem solving was also taught through ESL. eg. how to open a bank account; how to make a deposit, a withdrawal and how to purchase traveller's cheques.

These topics arose out of real needs and were not imposed by me. In each case, a practical lesson grew from the topic in class, as we all went to the bank and opened accounts.

Other areas dealt with included making appointments eg. medical/dental (plus vocabulary to deal with these situations) making reservations, ordering from a menu, manners, asking for help (eg. from a teacher).

The exchange itself was probably part of a lifeskills course as it taught them how to work with what were, at first, total stranger. It taught them a) how to sell things, b) how to organize a raffle, c) how to make a ditto and run it off and d) how to give useful advice.

The exchange also opened up opportunities in the school and the community. Several ANA students joined the Outdoor Club following the exchange, others borrowed bikes and went on Sunday bike trips with members of the exchange; others have been camping and hiking in the Gatineaus. Lifeskills all of them.



The lifeskills course, per se, did not exist. But I think the aims of that course were incorporated into the other areas of the programme. With more time and more assistance from Indian Affairs, perhaps the original course could be modified into something much more appropriate. Were I staying, it would be one of my priorities.

APPENDIX F

INTERVIEW FORM FOR STUDENTS,

ANA TEACHER, ADMINISTRATIVE

PERSONNEL AND COUNSELLING

PERSONNEL

STUDENTS INTERVIEW FORM

1. Name
  
2. a) Is this your first year at Rideau High School?  
b) What other schools have you attended?  
c) Which school do you prefer?  
d) Why?
  
3. How did you hear about the ANA program?
  
4. What made you decide to enrol in it?
  
5. How well prepared were you for life in the city?
  
6. How well prepared were you for your school courses?
  
7. Have you decided what courses you are going to take next year?
  
8. Have you decided what school you will attend next year?  
  
Which one?  
  
Why?

9. a) Have you enjoyed your first year in high school?  
b) If so, what did you like the most?
10. What, if anything, did you not like about high school?
11. What do you consider presently as your problem area?
12. a) How much money do you receive each month as an education allowance?  
b) What do you do with the education allowance you receive each month?
13. a) Do you have any non-Indian friends at Rideau High?  
b) Do you feel the students in the ANA program are generally accepted by the non-Indian students?
14. Did the exchange trip have any effect on the relationship between Indian and non-Indian students?
15. How far are you planning to go in school?

High school - 2 yrs  
                  - 4 yrs.

College  
University  
not planned

- 15 b) If you plan on seeking employment after high school in what place would you like to work?

Home area  
Ottawa  
Don't know  
Other

- 16 What are the major problems faced in school by Indian students?

- 17 a) What you have problems who would be the most likely person you would discuss them with?

b) Next most likely?

c) Who would be the least likely?

- 18 a) What would your parents say if you were to quit school now?

b) How do you think they would feel about it?

- 19 a) What type of help is offered by the guidance service at Rideau High?

- b) How often have you visited the guidance service at Rideau High?

Often  
sometimes  
not at all

- c) Was it helpful?
  - d) Have you tried to see more of the guidance counsellors at Rideau High School?
- 20
- a) What type of help is offered by the Department of Indian Affairs Counselling Unit?
  - b) How often have you sought help from the Counselling Unit?
    - Often
    - Sometimes
    - Not at all
  - c) Was the Counselling Unit helpful?
- 21
- a) What difference would it make if there was a guidance counsellor at Rideau who was Indian?
  - b) What difference would it make if there was a guidance counsellor at Rideau who could speak your language?
- 22
- Have you involved yourself with any activities outside of school, ie. bowling, hockey etc.
- 23
- Have you involved yourself with any activities at the Ottawa Frienship Centre?
- 24
- a) Would you like to have more organized activities after school or on weekends?

- 25      b) What kind of activities would you like to get involved in?
- a) Was the ESL English course helpful to you?
- b) Was the life skills course helpful to you?
- c) Was the Canadian Studies course interesting?
- d) Could any improvement be made in any of the courses?
- e) How do you feel about having a seperate classroom of Indian students at Rideau?
- 26      a) Is there enough Indian people involved with the ANA program?
- b) If no, where would you like to see more Indian involvement?
- 27      a) Would you suggest to your friends back home that they should enrol in the ANA program?
- b) Why?
- 28      Would you like to have more visits with the Northern counsellors
- 29      a) What does ANA mean?
- b) What is the ANA program attempting to do for the Indian students?

ANA TEACHER INTERVIEW FORM

1. In your opinion was the transitional year for the ANA program a success?

Please explain.

2. Could you give a description of the subjects and context taught by you to the ANA students?
3. Can you describe your daily schedule?
4. Of the following subjects, who or what department provided support to the curriculum development?
5. Could the curriculum that has been developed over the past year be changed in any way?
6. Are the aims and objectives of the ANA program attainable within the one year ANA program.
7. If not, what would be more realistic?
8. Do the subjects taught in the ANA program allow the aims and underlying objectives to be reached?
9. How has the ANA committee provided the support to the ANA teacher?
10. Would it be of benefit if the ANA committee became more formal and voted on important issues to be decided upon throughout the year?



11. How has the Department of Indian Affairs Counselling Unit been of assistance to you?
12. Could the unit provide more assistance in any way?
13. How has the Ottawa Board of Education been of assistance to the ANA teacher?
14. Could the Ottawa Board of Education provide more assistance in anyway?
15. Have any outside agencies ie. the Odawa Friendship Centre been of any assistance to you?

In what way?

16. Could the Friendship Centre be of more assistance?
17. Is the ANA program officially attached to any department within the school?
18. Would it be more helpful to the ANA program to be under any of the above departments?
19. How many of the ANA students have left the program through the year?
20. What were the reasons for this withdrawal?
21. Were the ANA students allowed the flexibility to float in each of the regular subjects until they found their level?

22. Could you describe how this was achieved?

23. Has the guidance unit at Rideau High provided assistance to you?

In what way?

24. How often have the boarding home parents been in contact with you?

25. What could you do to improve communications with the boarding home parents?

26. How many students have shown interest in school activities?

27. Was there any point in the year when this adaptation to school became more evident?

28. What were the reasons for this?

29. This year  $\frac{1}{2}$  credit was given for life skills. How was this course assessed as a  $\frac{1}{2}$  credit?

30. For next year, would it be possible for life skills to be assess a full credit course?

31. How could this be achieved?

32. The "Exchange Trip" has been described by all members of the ANA including the students as being very successful, could you please explain why?.

ADMINISTRATORS INTERVIEW FORM

1. a) In your opinion, has the transitional year of the ANA program been a success?  
  
b) If yes, please explain.  
  
c) In your opinion, what is the most significant contribution the ANA program has given?
2. Could you suggest any changes to the ANA program?
3. a) Is there an overlap of responsibility between the Ottawa Board of Education and DINA counselling unit?  
  
b) Please explain.  
  
c) How could this situation be changed?
4. Are the goals and objectives developed by the ANA committee attainable in one year?  
  
If not, what would be more realistic?
5. What has been the major difficulty in the administration of the ANA program?
6. a) What form of agreement was made between the DIAND and the Ottawa School Board?  
  
b) Is this agreement being renewed for the year 78-79?

7. Would a more formal arrangement and detailed contract between the Ottawa Board and DINA improve the administration of the transitional year ANA program?
8. If so, when should this be done?
9. Do the subjects taught in the ANA program allow the aims and objectives to be reached?
10. What is the role of the ANA Committee?
11. Are you satisfied with the current composition of the ANA Committee?
12. Could you describe the orientation sessions that were given to the students upon arrival?
13. a) Was an orientation program developed for the boarding home parents?  
  
b) Please describe.
14. Has communication with the Northern Board improved over the first year of the transitional year program?  
  
In what ways?
15. What members of the ANA Committee went to Attawapiskat & Fort Albany last year?

What was the purpose of this trip?

How many trips are planned during this year to James Bay?

16. a) Has communication with the boarding home parents improved?
  - b) If not, what are the reasons for this lack of communication?
- 
17. In your opinion, what is the most significant contribution the ANA program has made to the following:
    - 1) ANA students
    - 2) DIAND Counselling Unit
    - 3) Rideau High School

GUIDANCE UNIT (RIDEAU HIGH SCHOOL) INTERVIEW FORM

1. What kind of services are offered by the Guidance Unit at Rideau High?
2. a) Has this unit been able to establish good rapport with the Indian students at Rideau?  
b) Please explain.
3. a) If non-Indian students are absent from class or school too often what is usually done?  
b) If ANA students are absent from class or school too often, what is usually done?
4. a) Do you think there is an overlap of responsibility between yourself and the Counselling Unit and DIAND?  
b) Explain.  
c) If yes, could this be changed?
5. a) Do you find the ANA committee meetings productive?  
b) In what ways?
6. a) Do you think the transitional year ANA is helpful to the students?  
b) In what ways?

7. Could you suggest any changes in the transitional year program?
8. What are the major problems faced in school by Indian students?
9. Do you think the guidance to Indian students is the sole responsibility of Indian Affairs?
10. How many of the ANA students have met with the:
  - a) Guidance unit
  - b) Social worker
  - c) School psychologist
11. Do you think the ANA students require more intensive counselling than the regular students?
12. Who should provide this counselling service?
13. What steps could be taken to improve communications between the ANA students and the Guidance Unit at Rideau High School?

SOCIAL COUNSELLOR (ATTAWAPISKAT) INTERVIEW FORM

1. How long have you been involved as a social counsellor at Attawapiskat?
2. Has there been any noticeable improvement in communications between the ANA students, Indian parents, DIAND and high school with the introduction of the ANA program?
3. Can you suggest any changes which could be made?
4. Do you feel that the goals of the ANA program are realistic?
5. Should there be a more formal arrangement between the Northern School Board, Ottawa Board of Education and DIAND?



APPENDIX G

DETAILED REPORTS OF STUDENTS INTERVIEWS

STUDENT INTERVIEW RESULTS

2. a) Is this your first year at Rideau High School?

19 Yes

b) What other schools have you attended?

2 Ottawa Tech.

1 McArthur

1 Moosonee

1 St. Pius, Ottawa Tech, Fisher

c) Which school do you prefer?

3 Rideau

1 Fisher

d) Why?

1 Didn't like the subjects at MacArthur

1 Subjects are more interesting

1 Wanted to take English ESL course

1 Likes Fisher because there are shop options

3. How did you hear about ANA?

4 DIAND

4 At Rideau, ANA teacher

1 Friends

4 From other students on arriving in Ottawa

5 Up north from ANA teacher

1 Attawapiskat counsellors

## 4. What made you decide to enrol in ANA?

- 1 Did not like Ottawa Tech.
- 1 Wanted to improve my English
- 1 Counselling Unit/boarding home suggested it
- 1 More Indian students in ANA
- 1 Parents decided
- 9 Other students/friends
- 3 don't know
- 1 Didn't realize I was enrolled until two weeks  
after I arrived
- 1 Sounded interesting learning about other  
cultures

## 5. How well were you prepared for life in the city?

- 9 Not prepared
- 2 Travelled before
- 2 Yes, friends described it
- 4 Teachers back home
- 2 Got counselling from DIAND

## 6. How well prepared were you for your school course?

- 11 Prepared by ANA teacher up north
- 1 At Rideau
- 4 Not at all
- 2 Yes, my brothers prepared me
- 1 Educational counsellor (DIAND) up north

7. Have you decided what courses you are going to take next year?

15      yes  
4        no

- 8 a) Have you decided what school you will attend next year?

15      yes  
4        no

- b) Which one?

15      Rideau  
4        Hyland Park

- c) Why?

Rideau

4        I like it  
1        good courses  
1        Because I know the teacher  
2        Rideau is better  
2        Don't know  
2        It's a good school  
1        Students are friendly  
3        More friends there

Hyland Park

3        Because DIAND Counselling Unit told me  
1        I'm getting behind in my subjects. DIAND  
         & ANA teacher told me to go

9. a) Have you enjoyed your first year in high school?

19 yes

b) If so, what did you like most?

1 ESL  
3 courses  
4 activities  
3 teachers  
1 field trips  
1 don't know  
1 getting to know more re: city  
1 moving about to different classrooms  
1 it's not too big a school  
2 meeting friends  
1 everything

10. What if anything did you not like about high school?

4 no comment  
12 nothing  
3 some students call Indians names

11. What do you consider presently as your problem area?

9 no problems  
1 my age  
5 boarding home  
4 school work

12. a) How much money per month do you receive as an education allowance?

18 \$10.00 per month

1 \$20.00 per month

- b) What do you do with the educational allowance you receive each month?

2 school supplies

3 cigarettes/pop

1 records, comics

3 activities

4 movies

2 clothes/make-up

1 I used to drink, I stopped now

13. a) Do you have any non-Indian friends at Rideau High?

19 yes

- B) Do you feel that the students enrolled in the ANA program are generally accepted by the non-Indian students?

15 yes

4 don't know

14. Did the exchange trip have any effect on the relationship between Indian and non-Indian students?

15 yes it helped

3 no difference

1 It was a great experience. Students asked us questions about the north and now they know how we live.

14. b) In what way?

11 They saw our way of life and became more  
friendly  
2 talking to each other now  
1 made lots of friends  
1 yes, they (non-natives) really enjoyed it  
1 yes, they like the hunting, some want to  
visit again this summer

15. a) How far are you planning to go in school?

3 college  
2 university  
1 2-4 years  
2 2 years  
7 4 years  
4 not planned

b) If you plan on seeking employment after high  
school, in what place would you like to work?

11 home area  
2 Ottawa  
5 don't know  
1 in a city

16. What are the major problems faced in school by Indian students?

9 drinking  
2 adjustment to boarding homes  
2 language  
3 homesickness  
2 prejudice  
1 too much to see in the city

17. a) When you have problems who would be the most likely person you would discuss them with?

9 ANA teacher  
1 boarding home  
5 Indian Affairs  
1 friend  
1 phone natural parents  
2 nobody

b) Next most likely?

1 guidance unit  
5 Indian Affairs  
5 ANA teacher  
1 sister  
1 brother  
2 boarding home  
4 no comment



c) Who would be the person the least likely?

1 psychiatrist  
18 no comment

18. a) What would your parents say if you were to quit school now?

7 don't know  
6 nothing  
2 get mad  
2 they'd ask why  
1 they worry about my education  
1 I won't quit school

b) How do you think they would feel about it?

5 don't know  
1 happy  
1 upset  
3 disappointed  
1 they'd feel good because they are afraid of drugs and murders in Ottawa  
4 sad  
2 would not like it  
2 no comment

19. a) What type of help is offered by the guidance service?

- 1 subjects
- 1 planning subjects, jobs
- 1 career counselling
- 15 don't know

b) How often did you visit the guidance service at Rideau High?

- 3 sometimes
- 16 not at all

c) Was it helpful?

- 3 yes

d) Have you tried to see more of the guidance counsellors at Rideau?

- 1 yes, but they are always busy

20. a) How often did you seek help from the DIAND Counselling Unit?

- 16 often
- 3 sometimes

b) Was the Counselling Unit helpful?

19 yes

21. a) What difference would it make if there was a guidance counsellor at Rideau who was Indian?

4 no difference

15 would make it easier to communicate

b) What difference would it make if there was a guidance counsellor at Rideau who could speak your language?

14 no comment

3 would like to speak own language

2 yes, more helpful

22. a) Have you involved yourself in any activities out of school?

10 bowling

6 hockey

3 not at all

23. Have you involved yourself with any activities at the Friendship Centre?

13 yes

6 no

24. Would you like to have more organized activities after school or on weekends?

18 yes, especially in sports and dances

25. a) Was the ESL English course helpful to you?

19 yes

b) Was the life skills course helpful to you?

11 yes

2 no

6 no comment

c) Was the Canadian Studies course interesting?

19 yes

d) Could any improvement be made in any of the courses?

1 stay the way they are

1 extend to two years of ESL

1 more field trips to Toronto

8 no comment

6 no

2 yes

e) How do you feel about having a seperate class of Indian students at Rideau?

7 good idea  
 7 ambivalent (it's ok)  
 4 not a good idea  
 1 no comment

26 a) Is there enough Indian people involved with the ANA program?

9 yes  
 1 no  
 9 no comment  
 1 don't know

b) If no, would you like to see more Indian involvement?

1 in counselling and organized activities  
 18 no comment

27 a) Would you suggest to your friends back home that they should enrol in the ANA program?

16 yes  
 1 no  
 2 no comment

b) Why?

1 better courses  
 2 no comment  
 1 no, they should decide for themselves  
 1 it's interesting

2 so they won't feel homesick  
2 more help in ESL  
4 they'll like it  
1 to learn lifeskills and get along in the city  
1 it would help them  
3 no comment

28 Would you like to have more visits with the Northern  
counsellors?

14 yes  
1 no  
4 no comment

29 a) What does ANA mean?

1 Adaption not assimilation  
14 no comment  
1 anything  
2 ANA doesn't mean anything to me  
1 to learn English

b) What is the program trying to do?

1 help students  
1 keep Indians from losing their culture  
1 trying to help Indian kids by adapting to  
White culture  
1 ANA is trying to help students  
2 ANA means teaching you to be a white man  
2 no comment  
1 trying to help me speak English  
1 trying to make students more comfortable

Further Comments

- 4 ANA should be continued
- 1 ESL & Canadian studies should be continued
- 1 the exchange trip most important, ESL should  
be taught in all high schools
- 1 like to see more counselling on alcohol  
Ana should be kept in the school system
- 2 ESL & exchange trip most important part
- 1 ESL most important part

APPENDIX H

DETAILED REPORT OF ANA TEACHER INTERVIEW



ANA TEACHER

The ANA teacher feels that the ANA program's transitional year has been only a moderate success because of the involvement of too many agencies and a scattering of the advisory role. She feels that they have attempted to meet the objectives of the program through the courses taught. The Canadian Studies course is considered a good preparatory course for Canadian Geography and history. The benefits of the ESL course have been realized through the improvement of the ANA students' speech, oral reading and comprehension. There is a need in future to set curriculum for the life skills program. The ANA teacher found it difficult to introduce the life skills at the beginning of the year as the students did not communicate at all, nor did they function as a group. The life skills kit provided by Indian and Northern Affairs Counselling Unit was not appropriate for their age level. Also a uniform approach is difficult as the ANA students are of different ages and different levels of maturity. Therefore the life skills and techniques were applied throughout Canadian studies courses and individual counselling. It is possible that in future, life courses could be assessed a full credit course if it did not have to be 120 hours of class instruction. She experienced difficulty in teaching life skills at the beginning of the year as the students at that time need more emphasis on language skills. This problem was alleviated towards the end of the year as their communication skills developed. The exchange trip is considered the most successful event of the year as it incorporated life skills techniques by

the need to raise funds for the event by selling concert tickets, the raffling of native crafts, selling calendars etc. in co-operation with non-native students. The Indian students at first were very apprehensive about the exchange trip as they felt the non-Indian students would not understand their way of life. She feels that her education and background especially in ESL and social work, have proved a definite benefit to the program but feels that further life skills coaching background would be beneficial. The Indian Affairs counselling unit was a help at the beginning of the year by providing resource materials. The Indian Affairs unit could further provide information on the cultural background and concepts of the ANA students and by counselling her in coping with and understanding the various situations and problems encountered. Also Indian Affairs could provide subject matter and background on current Indian issues which could be discussed in class as part of the Canadian Studies course.

#### ESL CO-ORDINATOR

An informal interview was held with the ESL co-ordinator from the Ottawa Board of Education who represented the superintendant of Special Programs.

The main topic discussed was future funding. The transitional year program is viewed as being expensive according to the pupil/teacher ratio. Therefore from the Ottawa Board of Education's point of view, secured funding would be of benefit.

APPENDIX I

DETAILED REPORTS ON ADMINISTRATIVE PERSONNEL  
AND COUNSELLING PERSONNEL INTERVIEWS

MANAGER OF THE DIAND COUNSELLING UNIT

The manager of the DIAND counselling unit, has expressed the opinion that the transitional year has been a success as we are now able to assess the students' potential and provide a more suitable placement for the 2nd year. This year's ANA students have also seen their achievements recognized through their year end reports. Another indication of the success has been noticeable through the change in attitudes of the staff of Rideau High School and the student body. No difficulty in acquiring a new teacher for this year's ANA program was experienced. Changes to the ANA program are needed in areas of orientation for both the boarding home parents and the students. The orientation for the students this year was very poor and the students were told very little about the program; they did not even realize that it was a special program. The students arrived on Monday and were placed in school on Tuesday. He suggested that orientation should begin in the home communities. Communication with the boarding home parents did not improve over the year, and one of the reasons for this was the failure of all parties concerned to completely understand their responsibilities. He suggested that the choice of boarding homes be made more selective next year. The major difficulty in administration of the program has surfaced through lack of definition of the roles and responsibilities of each member of the ANA committee. As a result, tension developed during their meetings. He felt that the subjects taught in the ANA program, particularly the English as a second

language course, allowed the aims and objectives of the program to be reached. The life skills aspect of the program should be developed and followed through. He felt that the goals and objectives were not attainable in one year and that the first year was just setting the tone for the future. He felt that objective number 3, concerning the development of the Native student skills was enhanced by the English as a second language course. He feels that now the students are still dependent on decisions made on their behalf by the Indian Affairs Counselling Unit and Rideau High School. The current letter of agreement between the Ottawa Board of Education and the DIAND has been adhered to in this first year, yet in future a more formal arrangement and detailed contract could make it easier to obtain a better relationship between the two parties and services would be defineable. He felt that in June 1979, the ANA committee would be in a position to prepare a booklet outlining the goals and objectives of the program, the areas of responsibility, curriculum guidelines and resource information. In so doing, this would facilitate the decisions made by the Treasury Board concerning future funding. The role of the ANA committee was seen as a resource and advisory service and also a vehicle to set policy in conjunction with the principal of Rideau High School. He would like to alter the current composition of the ANA committee by making the ESL co-ordinator and the Ministry of Education representative as an outside resource person. Communication with the northern board has improved through the year through direct contact with the social counsellors in the north and through the frequent visits of Rideau High School personnel to the north.

PRINCIPAL

The principal of Rideau High School, is of the opinion that the transitional year is a success having observed the students' social progress throughout the year. They opened up and showed less vulnerability; certain of the students developed enough rapport with him to joke with him. He suggested that changes be made to the ANA program especially concerning the ANA teacher's extra responsibilities such as making appointments for the students and taking them to the dentist which took up a lot of time that could have been better spent on curriculum development. Another observation was the lack of communication between the boarding home parents and the students. This was especially noticeable during the parent teacher meeting of the grade 9 students. The few parents who showed up, monopolized the entire meeting with their concerns and appeared to be in a state of trauma. In terms of an overlap of responsibility, he simply did not understand the role of Indian Affairs staff especially the Educational counsellor. He viewed it as a lack of definition of responsibility which they attempted to rectify over the year. The aims and objectives developed by the ANA committee were revised as they were living through them. As the decision was made late in the year to implement the ANA program, the major difficulty in administration therefore was the time-tabling of the 20 students as most of the courses were filled by that

time. Ontario school records were not available until August. Sufficient resources have been allocated for the year, expenses were covered. He suggested that a separate budget be maintained for such things as field trips and the program requires extra funds in this area. There was no problem operating under the current letter of agreement. He felt that the subjects taught especially Canadian Studies, ESL and Life Skills allowed the aims and objective of the program to be reached. The ANA committee is the only body which could define the program and provide the opportunity for communication among all the parties concerned. It fills a supportive and advisory capacity. He is also satisfied with the current composition of the ANA committee. Communication with the northern board was very limited. There was one visit from the superintendant from the northern board and communications between the principals of the northern boards and himself was non-existent. The northern board could be of more assistance by providing adequate health and school records which should precede the student. Also a description of the course curriculum in the north would be useful to the program. He was very satisfied with the Indian Affairs contribution to the program in providing a link with the Indian communities and giving direction to the program. He would like to receive more information on cultural activities which take place throughout the year so that this information could be passed onto the teachers and students within the high school. The principal was not involved directly with the boarding home parents. The ANA teacher spent a great deal of her time in this regard.

VICE-PRINCIPAL

Success of the ANA program can be attributed to the special efforts and skill of the ANA teacher. Also direct communication with the native community reassured the families that someone cared about their student's education. Indian Affairs needs to provide special resources so that the students can become more positively involved in the activities of the community and their peers. Some of the goals developed by the committee should be viewed as long term and certainly not achievable in one year. The only problem with administration was that some of the students were late and in some cases, attendance in class was poor. The boarding home parents didn't seem to be really involved. He felt that the life skills aspect of the program allowed the aims and objectives of the program to be reached. He was satisfied with the current composition of the ANA committee. He feels that the ESL co-ordinator provides a direct link with the Ottawa Board of Education. He would like to promote more visits to the north to meet with the social counsellors and parents. Indian Affairs can be of more help to the program by making close contact with the students in the boarding home.



SOCIAL COUNSELLORS

The social counsellors have noted the communication among all parties has improved over last year with the establishment of the ANA committee and the counsellors participation on that committee. The ANA students have not quit school and more readily adapt to making new friends within the High School. The counsellors have reserved judgement of the success or failure of the ANA program as they are of the opinion that the program is overprotective and sets the ANA students apart from their peers. They also feel that they are not kept informed of the social problems as they occur throughout the year and as a result, are unable to properly handle crisis situations. Students in the north often miss up to two months of school per year and therefore often repeat their courses upon returning to school. A policy therefore should be set having a special teacher in the north concerned with remedial work. It would be more helpful to have interviews with teachers and progress reports of each student on a monthly basis. To date, parents have not complained to the social counsellors about the special programming.

GUIDANCE UNIT OF THE RIDEAU HIGH SCHOOL

An interview was held with the head of the guidance unit of the Rideau High School. The guidance unit offers an educational, vocational and personal counselling service to the students.

- It was attempted over the year to meet with the students in their own territory by taking classes with them. Tuesday meetings were held with the ANA teacher, the social worker, the nurse, the vice-principal or principal to discuss the individual problems encountered by each student. As the ANA teacher was assigned as guidance counsellor, any problems arising between the parents and the students were handled strictly through her. No overlap of responsibility was seen between the counselling unit and the guidance unit. The problem was lack of definition between the two. There was concern over who was responsible for medical problems that arose. The school nurse was expected to handle all the health problems concerning the ANA students, but this was difficult as she is only available to the students two days a week. Therefore the counselling unit of Indian Affairs should have adequate records about any health problems concerning the ANA students. As the guidance unit did not feel versed on the student concepts and problems, they felt that they required a continuing link with Indian Affairs to assist them in coping with this situation. The school psychologist also felt inadequately prepared to handle this area as well. She suggests an improvement in communications with the boarding home parents as they need help in understanding the students. The students don't discuss their problems with the boarding home parents. The major problems faced by Indian students are their isolation from their home environment, adjustment to the size of the school and the relationship with the various teachers.

APPENDIX J

ROLES AND RESPONSIBILITIES OF  
INVOLVED PARTIES  
FOR THE YEAR 1978 - 1979

RIDEAU HIGH SCHOOLA.N.A. PROGRAM1978-1979.1. A.N.A. TEACHER:

1. Teaching (four daily class periods).
  - a) English as a second language
  - b) Canadian Studies
  - c) Life Skills
2. Special tutoring as required, new curriculum development, adaption of some existing programs to suit A.N.A. Program requirements, counselling (4 periods daily). *no other duties paid - counselling as a job.*
3. Individual and group orientation (for A.N.A. students only) to school routines and regulations for entire year, with reference to other school services as deemed appropriate.
4. Sensitization of Rideau High School staff to the A.N.A. Program.
5. Direct contact with boarding home parents and DIAND (when necessary) regarding identified educational concerns affecting student progress.
6. Forwarding of original report cards with anecdotal comments to boarding home and copy to DIAND and natural parents.
7. Preparation and dispatch of Fall and Spring letters to natural parents, with copies to DIAND.
8. Travel to student home communities as required and approved by DIAND, native school communities and the Ottawa Board of Education.
9. Direct contact with DIAND (counselling unit) staff for resource requirements.
10. Prepare and present a monthly general progress report for information and general discussion at monthly A.N.A. committee meetings.
11. Referral of A.N.A. students to other student services personnel as deemed appropriate e.g. vice-principal, nurse, social worker, psychologist, guidance.
12. Make educational recommendations for students to DIAND (placement, transfer, summer school).
13. Liason with staff and administration regarding progress of A.N.A. students.
14. Sit as member of A.N.A. committee.

2. STUDENT SERVICES:A. Guidance Department -

1. Guidance Head acts as resource person for A.N.A. teacher.
2. Educational, vocational and personal counselling for students referred by A.N.A.
3. Request to DIAND that O.S.R. records and health cards be sent to the school.
4. In consultation with A.N.A. teacher refer A.N.A. students to other Rideau student services, personnel and DIAND as deemed appropriate.
5. During the year the counsellors establish contact with the class through involvement in in-class or out-of-class activities and make A.N.A. students aware of facilities and services of the Guidance Department. By the end of the school year the A.N.A. students are to be prepared by the A.N.A. teacher and the Guidance Department to seek educational, vocational and personal counselling from the Guidance Department.
6. Guidance Head will sit as a member of the A.N.A. committee.

B. School Nurse -

1. A.N.A. student health records to be sent with O.S.R. files and given to school nurse.
2. DIAND, through facilities in the home community or previous residence of the ANA student, should inform nurse, boarding home and A.N.A. teacher about special health needs of the A.N.A. students. DIAND and boarding parents shall provide continued care for these health needs. This assumes that the appropriate referrals are made to health facilities in the city outside the school centralize through the Childrens' Hospital.
3. In school immediate health concerns will be dealt with in the school by the nurse and referred to boarding parents and DIAND as she deems it appropriate.

C. School Social Work and Attendance Officer -

1. Will see A.N.A. students referred by A.N.A. teacher for attendance or in-school social problems which hinder student adjustment or performance in school. Most of the attendance and in-school social problems are dealt with more efficiently by the A.N.A. teacher with the group in the Life Skills section of the program. This was one of the philosophical reasons for setting up the program.
2. Will contact DIAND (in loco parentis) re attendance or social problems.
3. Provide community services information as required.

4. Between March and June will establish contact with those students having continued attendance or social adjustment problems.
5. Will sit as a member of the A.N.A. committee.

D. School Psychologist -

1. Available for consultation regarding community services.
2. Referral for special testing or other assessment.
3. Individual counselling in consultation with appropriate DIAND Officer.
4. Appropriate referral as deemed necessary.

E. Other Student Services -

1. To provide student services available through the Ottawa Board of Education as required e.g. placement, visiting teacher, etc...

3. E.S.L. CO-ORDINATOR:

1. Chairman of A.N.A. committee, (as representative of the program department of the O.B.E. and consultant for E.S.L. and multiculturalism).
2. Liason with the program department and the school with respect to the A.N.A. program.
3. Liason with the Program Department and DIAND.
4. Available for consultation regarding curriculum for E.S.L.
5. Available for consultation regarding a multicultural approach.

4. VICE PRINCIPAL:

1. Follow normal school procedures in cases of A.N.A. student referrals for attendance, punctuality and disciplinary matters.
2. In cases where it is not possible to reach the boarding home parent or where the situation is unresolved, contact DIAND (Counselling Unit).
3. Refer to DIAND (Counselling Unit) - in loco parentis - cases that might require extraordinary action, e.g. suspension, expulsion, matters of law, etc...
4. Vice-principal will sit as a member of the A.N.A. Committee.

5. PRINCIPAL:

1. To act as Ottawa Board of Education committee representative in policy interpretation and application.

2. To sit as member of A.N.A. Committee.
6. MINISTRY OF EDUCATION FIELD OFFICER:
    1. Sits as Ministry of Education representative on A.N.A. Committee.
7. BOARDING PARENT:
    1. Assume the responsibility of the natural parent within DIAND educational policy and guidelines, e.g. attend parent-school meetings, parent-teacher interviews, etc...
    2. Make available to Rideau a home address with telephone number (business number, if applicable).
    3. Countersign A.N.A. Student option sheet and/or any course changes throughout the year.
    4. Notify DIAND (Counselling Unit) education counsellor of proposed course changes.
    5. Sign and return student report cards with comments, if applicable and appropriate.
    6. Take appropriate action with A.N.A. student, with guidance from the Boarding Home Counsellor, following referrals from school personnel.
    7. Assume the responsibility for medical, dental and other appointments for A.N.A. students.
8. DIAND (COUNSELLING UNIT):
    - A. Education Counsellor -
      1. Insure that required A.N.A. student records are secured upon supplementary request from Rideau.
      2. Provide anecdotal information to A.N.A. teacher regarding special health or education needs.
      3. Co-ordinate course pre-programming of incoming A.N.A. students.
      4. Act as a resource person for A.N.A. teacher in new curriculum development or adaptation, and staff sensitization.
      5. On request from Rideau, assist in the identification of possible Native speakers, artists or resource persons, etc... for school activities.
      6. On request from Rideau, act on unresolved academic matters.

7. Assist in co-ordination of visits to A.N.A. student home communities.
8. Countersign option and course change sheets.
9. Obtain supplementary detailed health information from the home community, prior to the students' arrival.
10. On request from Rideau psychologist, obtain relevant A.N.A. student background information, and report back to psychologist to determine course of action. If deemed desirable for student to use the services, explain directly to student so that there is no misunderstanding.
11. On request from boarding home parent, or A.N.A. teacher assist in academic matters.
12. Education counsellor will sit as a member of the A.N.A. committee.

B. Social Counsellor - Boarding Home -

1. Perform his/her duties within the parameters of the DIAND "Education Assistance Policy and Guidelines".
2. Act as resource person to A.N.A. teacher in sensitization of staff.
3. Participate in the preparation for and/or visits to the A.N.A. student home communities.
4. Prior to A.N.A. Committee meetings will brief education counsellor and/or manager on pertinent progress information on A.N.A. students.
5. Act as a resource person to boarding home parent on A.N.A. student health matters.
6. In extraordinary circumstances be prepared to transport ill or injured students to the hospital and sign for treatment.
7. Provide anecdotal information to boarding parent.
8. Act as a general resource person to boarding home parent on A.N.A. students.
9. Sit as a member of the A.N.A. committee.

C. Manager -

1. Respond to A.N.A. student referrals from Rideau Vice Principal where extraordinary action seems indicated, e.g., suspension, expulsion, matters of law, etc...
2. To act as DIAND representative in **policy** interpretation and application.
3. Manager will sit as a member of the A.N.A. committee.



9. SOCIAL COUNSELLORS - SENDING COMMUNITIES:

1. Perform duties within the parameters of their school committee policies and guidelines.
2. Act as resource person as required for the benefit of the A.N.A. Program.
3. Present and re-affirm to the A.N.A. committee, as individuals or in whole, A.N.A. student natural parent expectations of the Program.
4. Participate in the preparation for and actual visits between the Ottawa and sending communities.
5. On the basis of present student enrolment in the A.N.A. Program, the sending communities will have two representatives sit on the A.N.A. committee with power of one vote each.

10. A.N.A. COMMITTEE:

A. Structure -

1. Chairman - Co-ordinator of E.S.L. and Multiculturalism
2. Members - Ministry of Education Field Officer  
- Vice Principal  
- A.N.A. Teacher  
- Ottawa Board of Education Social Worker  
- Head of Rideau Guidance Department  
- Manager DIAND  
- Education Counsellor  
- Boarding Home Counsellor  
- Social Counsellor Fort Albany  
- Social Counsellor Attawapiskate
3. Secretary - at committee discretion.

B. Function -

1. To act as the sole advisory body for the A.N.A. Program.
2. To meet monthly at minimum until Program is established.
3. To provide information on a regular basis in written form for all members of the committee.
4. To invite resource people if deemed desirable for Program advantage.
5. To be a Committee only as long as warranted.

# A.N.A. PROGRAM RESPONSE - 7/12/78

1. A treasury board submission should be made by Region with Counselling Unit input. This submission should be done annually if the need is identified.
2. Agreed. The A.N.A. committee should put more emphasis on the development of defined goals and objectives.
3. The roles and responsibilities of both boarding home parents and students should be defined. The workshop in late summer, early spring, should be arranged through the community social counsellor with the assistance of urban counsellors. Three orientation workshop throughout the year should be held and run by the Counselling Unit with input from the northern community social counsellor.
4. Selectivity is dependent on availability of homes. Each year, by attrition or recommended discontinuation the quality improves.
5. Medical Services is National Health and Welfare responsibility. A letter to Ontario Regional Health office should be sent by James Bay indicating the required information needed and the reasons for this request. This is a vital service required for James Bay District as they will be sending students away to school for years to come.
6. James Bay should be making Ontario Regional Office aware of the student academic difficulties. It then is Regions, who should ensure such improvements on the education system are planned for and implemented.
7. English as second language Level 2 is available at Highland Park within the Ottawa Board of Education system. However, if the goal is to keep the students at Rideau High, then this need should be discussed by the A.N.A. Committee with the Ottawa Board of Education.
8. Curriculum is in a development stage.
9. The A.N.A. teacher is guidance counsellor for A.N.A. students only as compared to all Native students last year. As one must remember this program is determined on need and one of the goals is to show the students how to use the school system. To periods have been designed for curriculum development.

10. Upon approval by the Ministry of Education, the Canadian Studies courses designed for A.N.A. will be available for the use of the Ottawa Board of Education.
11. Professional Development days are controlled by the Ottawa Board of Education and the particular school principal. The A.N.A. committee should make the recommendation for the next school year.
12. One social counsellor has been assigned to the ANA student. This counsellor is responsible for Rideau High School only.
13. A recreation program is being developed in conjunction with the Ottawa Native Friendship Centre.
14. Testing is done on a regular basis so that a better academic evaluation can be completed each year. The A.N.A. committee has requested the Ottawa Board of Education research and evaluation team to follow this program.