

The Northern Nishnawbe Education Council

Boarding Home Program

Guidebook



Secondary Program

July 8, 2011 (revised)

Introduction

The Boarding Home Program is a partnership between Northern Nishnawbe Education Council and volunteer providers within the city of Thunder Bay.

Objective

The NNEC Boarding Home Program will provide caring, nurturing boarding placements for First Nations Students. Boarding Home providers will strive to create a family environment in which students can achieve positive, personal growth as well as academic success.

2. STAFF CONTACT INFORMATION

Larry B. Howes (HSSP Director)
Office: (807) 623-8914 ext: 234
E-mail: lhowes@nnec.on.ca

Jonathan Kakegamic (DFCHS Principal)
Office: (807) 623-8914 ext: 225
E-mail: jakegamic@nnec.on.ca

Sharon Angecone (DFCHS Vice-Principal)
Office: (807) 623-8914 ext: 224
E-mail: sangecone@hotmail.on.ca

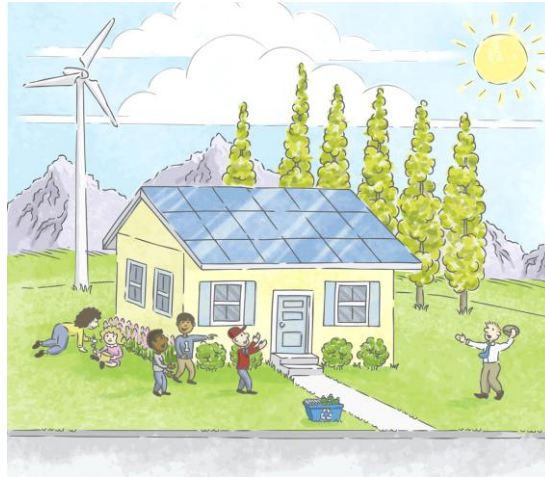
Charlene Nestrovich (HSSP Prime Worker)
Office: (807) 628-8413 ext: 266
E-mail: cnestrovich@nnec.on.ca

Eugene Tait (HSSP Prime Worker)
Office: (807) 628-8413 ext: 232
E-mail: etait@nnec.on.ca

Ashley Johnson (HSSP Prime Worker)
Office: (807) 628-8413 ext: 244
E-mail: ajohnson@nnec.on.ca

Sandra Munroe (HSSP Boarding Home Worker)
Office: (807) 628-8413 ext: 258
E-mail: smunroe@nnec.on.ca

3. ROLES AND RESPONSIBILITIES OF BOARDING HOME PROVIDERS



3.1 Caring and Nurturing

As a boarding home provider, use your caring and nurturing talents to make your student feel accepted as a member of your family. You need to be aware of your student's emotional and physical wellness. Your new family member deserves proper care – emotional and physical. He/she needs the same care you would give to your own child. Your student also needs to feel that you genuinely care about him/her. If your student feels this, the bonding process will be much easier.

3.2 Decision Making

We trust that the boarding home providers will make decisions based on the premise of being in the student's best interest. Boarding home providers are encouraged to contact the Prime Workers when seeking advice with decision making.

3.3 As a Host Boarding Home Provider, What Are You Expected to Provide?

You are expected to provide essentially what you would normally provide for your own family:

- a) Private bedroom
- b) Wholesome meals and snacks as required
- c) Quiet, well-lit and heated study space
- d) Access to the common living area of the house
- e) Hot water and facilities for bathing
- f) Laundry
- g) Emotional support
- h) Academic support
- i) Interaction with the family members
- j) Participation in family activities

3.4 How Are The Students Matched to the Families?

The Boarding Home Worker reviews the student's application and determines what their likes/dislikes are. If there are any allergies, or any other common interests such as coming from a large family; the boarding home worker will try to match students to your home. The Boarding Home Worker then finds a provider that has similar interests and experiences. This is not a science and sometimes the match is not quite right and the student may need to be moved. This is not to be viewed as a criticism of the boarding provider or the student.

3.5 Can You Host More Than One Student?

We have found that for many students and boarding home providers, hosting two First Nations Students works well. If a student or a boarding home provider wishes to be with or host two First Nations students we try to accommodate.

3.6 Who Is the Legal Guardian of Each Student?

NNEC assumes legal guardianship on behalf of the family of each student prior to their arrival regardless of the student's age.

4. PREPARATION



4.1 How Can You Prepare For the Arrival of Your Student?

The Boarding Home Worker will give you a copy of the student's information. The document will provide you with the personal information that you will need to be aware of as well as a picture of your student and where he/she comes from.

4.2 Research

The provider should be generally familiar with the student's community: lifestyle, food etc. Your knowledge of this information will not only make your student feel more at home, it will also encourage acceptance of your way of life. You can also try to master a few simple words or phrases in the language of your student, or even learn to cook a traditional meal.

4.3 Bedroom



Make sure the student's room is ready. The room should be fully furnished with at least a bed, dresser, lamp and desk. Bedding and closet could be provided.

4.4 Storage

Many students come with extra clothing and luggage. Make sure there is enough room in your student's bedroom or elsewhere where he/she can store these so that his/her bedroom does not become cluttered.

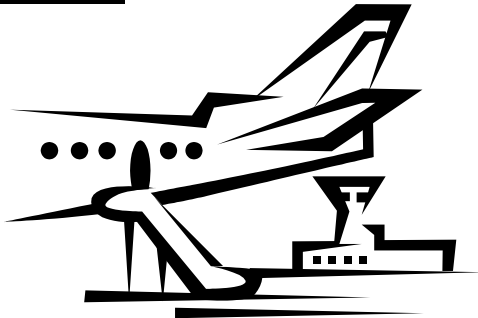
4.5 Key

Provide a house key for your student.

4.6 Home Insurance

Ensure adequate home insurance is in place.

5. ARRIVAL TO THE AIRPORT



5.1 Airport Pickup

In most cases it is the responsibility of the NNEC Prime Workers to meet the student at the airport upon their arrival. It is also the NNEC Prime Workers responsibility to return the student to the airport on their final departure. Boarding Home Providers may also pick up students at the airport upon their arrival. NNEC will arrange for a shuttle service or alternative transportation for all students.

5.2 Your Student's Feelings

Imagine you are a young visitor entering a city for the first time. As you step off the plane, a voice over the loudspeaker announces something in a language you may not understand. You see people dressed in clothing different from your own. There are posters that advertise products you have never heard of. Soon you will be meeting people you do not know. Excited but somewhat apprehensive, you wonder what it will be like living with these people under the same roof. With this picture in mind, you will see why it is important for you to provide your student with not only food and shelter, but also sympathy and encouragement. The student will need your support to gain an accurate comprehension of your culture and city life. With your guidance, the student's visit can become a valuable learning experience.

6. ARRIVAL TO THE HOUSE



6.1 Contact Home

One of the first things your student should do is telephone home or sends an e-mail to confirm safe arrival. Encourage him/her to phone home throughout the year so parents may be in contact with their child.

6.2 Unpack

Show your student where he/she can store his/her extra luggage and off season clothing. Also, make sure he/she has a safe place to store phone cards, health and status cards, money, and any other personal belongings.

6.3 House Tour

After the student has unpacked, give a tour of your house, show where to find things, and explain how to operate appliances. Don't assume your student knows how to operate everyday items from light switches to shower taps can be unfamiliar!

Be as clear as you can when giving the tour and let your student know some specifics like:

- a) Tap water is safe to drink
- b) Not everything can be flushed down the toilet
- c) Take shoes off when entering the house
- d) Recycling practices (they might be different in your student's home community)
- e) The basement is something typical in houses. Indeed, it might be strange and unfamiliar to your student. Explain it is normal and that it can be seen as advantageous as it provides maximum privacy
- f) If another room is off limits (such as a bedroom occupied by another individual)

Show your student how to use appliances. If there are some of them you prefer your student not to use, let him/her know (e.g. BBQ, thermostat).

6.3.1 Phone

Show your student how to use the phone, what your phone number is and what the emergency numbers are.

6.3.2 Emergencies

Ensure your student knows he/she has to dial 9-1-1 in case of an emergency (if there is an emergency involving your student always call 9-1-1 first then, contact the HSSP on-call number with the details of the emergency).

6.3.3 Household Security System

Show how to lock/unlock doors. If you have a household security system; how does it operate? Teach the student how it works and have the student practice. Also, have the student practice when an error occurs so he/she knows how to remedy the situation. Remember to inform your security company that you have a student in the house that is authorized to be there. Make sure the student knows what to do in an emergency and/or when they have a problem with the alarm ringing. If you have an emergency household key hidden outside, let the student know where it is.

6.3.4 Thermostats

Do you like your thermostats turned down at night and when no one is in the house? Show the student how you want it to be set up. Many students from northern communities do not have central heating and/or thermostats. Many of them also find our houses cold and like to turn up the heat quite high. Do you have a maximum temperature at which you like the household thermostat set? You might also like to explain energy costs.

6.3.5 Showers

Show the student the shower. Again, you might want to explain energy costs. You might have to explain that everyone has a time limit for showers to keep the costs down.

6.3.6 Fire Extinguisher and Smoke Alarm

Show the student where the fire extinguisher is and how it works. Also if you have a smoke alarm that often goes off when cooking, explain this to the student. Do not allow the burning of candles or incense. Also explain how your (carbon monoxide) alarm works, if you have one.

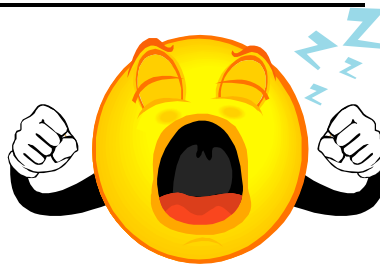
6.3.7 Audio Equipment

Show the student how the stereo, VCR, DVD, etc. operate. Be sure that he/she knows which equipment he/she is allowed to use and that he/she knows how the equipment operates.

6.3.8 Microwave

As students may sometimes be reheating food or late meals. Explain how the microwave works. Be sure they understand that metal cannot be put in the microwave.

7. UPON THE ARRIVAL DAY OF YOUR STUDENT



7.1 Jet Lag

On the day your student arrives, he/she probably has had a long trip and has crossed a time zone. Avoid scheduling too many activities. For most people it takes about one day for each hour of jet lag to regain a regular eating and sleeping cycle, so plan accordingly. The ill effect of jet lag will be much easier if your student sets his/her watch immediately to local time. Also, suggest they drink plenty of water, get lots of fresh air and avoid sleeping during the day, if possible.

7.2 Things You Can Do in the First Few Days

- a) relax and make the student feel comfortable
- b) allow some time alone; remember he/she will be jet-lagged and possibly in culture shock
- c) take the time to learn the correct pronunciation of your student's name
- d) introduce your student to family, friends and neighbors
- e) make sure your student has an information card with your name, address and telephone number on it, and tell him/her to carry it at all times
- f) show your student the route to and from school, or where to get on/off the bus; you may want to actually take the bus with the student to help them get to know the right bus route
- g) visit some local points of interest (mall, theatre, gym)
- h) establish a pattern of daily conversation

7.3 Discuss NNEC Guidelines

Boarding Home Providers will establish their own rules, with guidance from HSSP worker when necessary. Respect and courtesy for these guidelines is expected during your student's stay. It is important to discuss your household guidelines as soon as possible with your student as it will avoid confusion and misunderstanding. Make sure your student understands these guidelines and the reasons for them. You might want to write or type it out and post it in the students room.

Establish reasonable consequences for breaking the guidelines but remember that they have to be age-appropriate and take in consideration that the student is coming from a different household environment. Adaptability will be important whenever necessary.

8. NNEC Guidelines

Some guidelines and policies are as follows:

- a) students need to let you know where they are at all times
- b) students are not allowed to smoke or drink alcohol even if they are over 18 and in high school
- c) students are expected to perform some light chores or assist with some duties in the house
- d) students must ask ahead of time if they need rides to special events
- e) offsite permission forms must be signed by parents/legal guardians and the Prime Worker will contact the boarding home provider to inform them that their student will not be home
- f) students must not be left alone overnight; adult supervision in the home must be arranged if you are away (the Prime Worker needs to be informed as early as possible)
- g) students need to attend school every day unless permission is given by the Prime Worker; boarding home providers need to inform the school if

- the student is unable to attend school and the reason for absence (for boarding home providers who work daily and have no one to look after the student, they may choose to send the student to school and they will stay on-site)
- h) students should not leave the city overnight or on weekends unless the Prime Worker has called with the information that permission was given by the parents/guardians

8.1 Curfews



Students are expected to come in at an unreasonable hour. NNEC curfew standards are:

Under 18	10:00 p.m. weekdays and 11:00 p.m. weekends
18 & over	10:00 p.m. weekdays and 11:00 p.m. weekends

8.2 Schedule

Think about your family's schedule and routine and decide how the student may fit. You can decide on times when you can and cannot be flexible.

- a) What time do you get up and what time do you go to bed?
- b) Is there a specific study time in your home?
- c) What time do you shower or bath?
- d) When do you eat meals?

8.3 Bathroom use and Shower/Bathtub

What is the procedure in your house? Also, can showers (or baths) be taken at any time or are there times you do not wish showers to be taken? What is the maximum amount of time that a shower should last? What is the family schedule? Once again, you might have to explain energy costs.

8.4 Household Duties

Your student is not a houseguest, but rather considered as a member of your family. As a member of your family, he/she will be expected to work with your family to make the household run efficiently. Taking part in household chores such as sweeping and vacuuming floors, dusting, cleaning the bathtub after use, cleaning bathroom counters, assisting with meal time dishes, load dishes in the dishwasher (show the student how to use it) and helping to put groceries away are just some of the ways your student can help out. Students are expected to keep their room and study area tidy. Many students may not have performed any of these responsibilities before and you may need to demonstrate proper instruction.

8.5 Phone

How does the answering machine work? Do you want the student to answer incoming calls? Is there a limit on the length of phone calls, particularly during prime calling hours? This is also a factor if you have internet and do not have a dedicated line. Explain to your student if you have a phone plan which allows unlimited long distance calls, but remind them of the time limit you have set.

8.5.1 Long Distance Phone Access

Do you want the student to use phone cards? If you do not have a long distance plan then ensure that your student understands that they will be responsible for long distance calls. Explain about calling cards, which could be something the boarding parent could purchase with the allowance provided to the boarding parents for the student. The student may get their own cell phone. Please keep in mind that NNEC is not responsible for phone bills.

8.5.2 Times for Phone Calls

Protocol dictates that no phone calls should come in after 10:00 pm and no calls on weekends before 9:00 am. Students should be asked to respect these as quiet times in your household (please ensure you discuss this with your student).

8.6 Internet Use

NNEC strongly recommends that computers with internet access are not provided in student bedrooms. Monitor student internet usage carefully and excessive usage is strongly discouraged. If you have wireless you may impose a time limit if you are concerned that the student may be on-line late too often.

8.7 Cleaning Up Behind Self

This is your home and you are not a maid. Explain to the student that he/she has to clean up after them self (e.g. bathroom, kitchen) whenever he/she uses something. After the meal, is the student expected to clear his/her own place? Engage your student in positive discussions of cleaning up after themselves.

8.8 Television

What are the rules and times for TV watching in your house? Students need to know this. Are there limits on the volume and the types of shows watched in your house?

8.9 Meal Times and Family Expectations

What are the family meal times? If the student will be absent for a meal, please put aside a meal for a later time?

8.10 Preparation of Breakfasts and Lunches

Breakfasts and lunches (DFCHS students breakfasts and lunches are provided at the school) prepared for the student or is the student to prepare his/her own? Many students from the north may have never prepared their own meals so they may not know how to prepare a breakfast or a lunch. They may need to be shown how to do it. It is also a good idea to take the student grocery shopping with you during the first week so that if there are special foods the student likes, it can be purchased. Students must also be shown where all the various foods in the house are kept.

8.11 Laundry

Is there a laundry schedule? Do you do the student's laundry or do you wish he/she to do his/her own laundry? If the student is to do his/her own laundry, he/she may to be taught how to do it (e.g. separating darks from lights, amount of detergent, etc). The student will also have to be taught how to use the machines and told if there are any limits as to the times during which laundry can be done. Where can hand laundry be done and left to dry?

8.12 Activities

What are the common family activities? To which ones is the student invited to participate? What provisions will be made for the student if the family is away from the house for more than a day? If you plan on being away from home overnight, please contact the Prime Worker.

8.13 Household Areas

Which areas are common and/or which areas are off limits to the student?

8.14 Food/Drink

Is your student allowed to have food and/or drinks in the bedroom, in front of the TV, around the computer?

8.15 Drugs/Alcohol

Even though a student may be of legal drinking age, a condition of their acceptance to study in high school requires that the student conforms to NNEC rules that do not permit the consumption of alcohol and illegal drugs. Non compliance of this rule may result in the student being removed from the HSSP Program. We remind you that in Canada it is illegal for people under 18 years to purchase cigarettes and illegal to purchase and consume alcohol. If you notice your student engaging in illegal activity, contact the HSSP Workers.

9. GETTING SETTLED



9.1 Privacy

Ensure that your student knows you will respect their privacy by knocking on the bedroom door before entering and ask the same in return. Make sure the student understands that you will not pry into his/her personal belongings, phone conversation, mail, etc.

9.2 School

Dennis Franklin Cromarty High School
315 North Edward Street
Thunder Bay, Ontario
P7C 4P3
Phone: 623-8914
Fax: 623-2918

9.2.1 Your Involvement with the School

Encourage the timely completion of homework and check on progress. Attending meetings and parent/teacher conferences is recommended. Showing an interest in your student's progress contributes positively to his/her education experience. Consider volunteering at the school to show your support of not only your student but all the students.

9.2.2 School Attendance

Students are expected to attend all classes daily. Boarding Home Providers of secondary students are expected to contact the school if their student will be absent due to illness. In the event that you receive contact from the school to state that your student has missed classes, please discuss with your student the importance of attending school daily.

9.3 Money



9.3.1 Student's Expense Responsibility:

- clothes (especially winter clothes)
- school supplies (limited support from the school)

Many students have their own computer/laptop. All costs associated with 'getting and maintaining online' are the responsibility of the student. It is strongly recommended that you do not have your student use your own computer, unless you set up a user section on your computer and you set the security level for the student user. Students should not have to pay for a shared line, or wireless access.

- long distance phone calls

Any students who have their own cell phones are responsible to they pay any installation charges and monthly bills. Alternatively, students can use telephone cards to make long distance calls. Do not allow a student to run up a bill on your account.

- dental work is covered through status and the responsibility of the HSSP Workers

- haircuts and other personal services

- personal entertainment and other personal items (encourage the student to be involved in the recreational program offered after hours)

9.3.2 Allowance

Students may be getting an allowance from their parents each month, NNEC provides a monthly allowance per student. It is suggested not to lend money.

9.3.3 Bank Account

Go with your student to open a bank account. Tell students to not carry large amounts of money with them. Show your student how to use his/her ATM card and stress the importance of keeping the PIN number secret. NNEC is not responsible for the loss of any monies.

9.4 Travel

Students may travel with their boarding home providers or with the school. If you have planned a side trip or take a weekend vacation with an NNEC student, you should provide the Prime Worker with your destination, duration of the trip, and address where you can be reached, so parents/guardians may sign an off-site form. If your family is planning such a trip, you may want to discuss with your student if they require any funds to bring with them. Discussing such matters may sometimes be awkward, but it can avoid even more awkward misunderstandings later on. Students are, as a policy; not permitted to travel on their own even to visit relatives or close friends unless advance arrangements have been made between NNEC and the student's natural parents/guardians. Students are expected to return directly to their home community upon the completion of the program. If such special travel arrangements have been made, you will be informed in advance.

9.5 Summer

During the summer break, if you want to use the student's accommodation (e.g. for guests, short-term students), ask your student to pack up the room neatly if you are expecting to board this student for the up coming school year and you have agreed to hold on to some of their items. Generally speaking, we do not operate a summer boarding home program.

9.6 Children

Your children may initially feel some jealousy toward the student because he/she is receiving additional attention. Try to include your children in the orientation activities.

9.7 Household Idiosyncrasies

Every household has those things that do not work in a 'normal' fashion. Ensure that your student understands these (we tend to forget about them because we deal with them all the time).

10. CHALLENGES



10.1 Adapting to a New Culture

Your new family member will experience many changes during his/her first few weeks. After the initial excitement of being in a new environment wears off, your student may suffer from culture shock and become homesick. As the 'Honeymoon Period' fades, there may be dissatisfaction with both parties. Try to work through this to a common ground. Your student may feel disorientated and may suffer physical side effects. He/she may become withdrawn, uncommunicative, or moody, and express the desire to return home. This is normal under the circumstances and this should be a short time of adjustment. Should this occur, remember that such behavior can be a normal reaction to culture shock and need not be interpreted as rejection of your family or its hospitality. As your student grows accustomed to the new environment, he/she will relax and gradually feel better.

Activity is a good cure for homesickness. If the student continues to be withdrawn and show symptoms such as excessive sleeping, marked weight loss or gain, acute depression, or other irregular behavior, there may be other more fundamental problems involved and you should notify the Prime Worker.

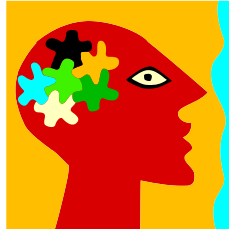
10.2 A New Family Member

Since experiencing family life is one of the best ways to learn about a culture, you should try as much as possible to let your student take on family member's role. This role may be quite different from what the student is accustomed to, but it should be one that is natural for you and your family. You will find that treating your student as a family member will create genuine ties of friendship and foster better understanding of your way of life.

Living as a family member, of course, does not mean having special privileges. It may be easier for your student to learn your way of life if you avoid giving

preferential treatment. Give him/her some small household chores, just as you would to a son or daughter, but don't assign tasks as you would normally hire someone to do, such as child-care. It is important not to leave your student alone for long periods of time. One of the parents, or an older son or daughter, should be available during the day to keep him/her company.

11. WELL-BEING



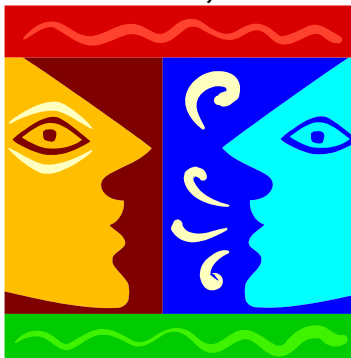
11.1 Emotional Well-Being

Providing opportunities for your new family member to interact with other people will reduce boredom and improve emotional well-being. Include your student in your family activities but as with any teenager, give him/her adequate time to spend with friends. Whenever possible, include your student in family discussions and decisions. Ask their advice. It might be interesting to learn how another culture might handle certain situations.

11.1.1 Meeting People

You should make an effort to introduce your student to other young people of the same age group. You might consider planning a reception with friends and neighbors for this purpose. Although friendships are encouraged for the students, romantic attachments are discouraged.

11.1.2 Communication, Communication, Communication!!!



This year will be a learning experience for you in many areas. There will be awkward moments, confusing situations, and times of disillusionment. Strong communication skills are the key components to every healthy relationship. Sometimes communication is difficult and compromise is needed. Sometimes we need time to think things through. Difficult situations can usually be worked out if they are dealt with calmly and respectfully.

This will be a wonderful year for you but there will be lots of ups and downs. You will need to always be honest and open with your student. Try to be supportive whether your student is lonely or having trouble with school work, friends etc., your advice and reassurance is always welcome.

While you cannot anticipate his/her every need, honesty, trust and openness will provide a strong foundation for your relationships. Your student is far from home and compassion is necessary to help him/her feel accepted, secure, loved and to help him/her overcome culture shock and homesickness.

11.2 Physical Well-Being

Encourage your student to exercise, get proper sleep, and eat a well balanced diet. Most students like to be involved in physical activity, so encourage your student to participate in the recreational programs at the school and after school provided by NNEC staff. Physical fitness will help them feel well and happy.

11.2.1 Food

Provide healthy, nutritious meals and snacks to ensure physical well-being. If you will not be home for dinner, try to prepare a meal that can be easily heated or micro waved.

11.2.2 What Type of Food?

One of the most difficult adjustments for your student may be dietary. Certain foods can be a problem for First Nation students at first and special considerations may have to be given due to cultural differences. Your student may require certain foods in his/her diet.

Take your student food shopping with you, and ask your student what he/she would like. For example, in many northern communities milk is costly and they may only use powder milk or their store may only carry 3% milk have your student select the type of milk.

11.2.3 Table Manners

Cultural differences may involve not only a variety of food types, but also may include differences in eating times, methods of serving, presenting food and the manner in which food is eaten.

Since your family's table manners may not correspond to your student's, you may need to show him/her the proper portions to take and how to eat them. Give your student a tour of your kitchen, naming food items in the cupboards and refrigerator.

Encourage him/her to prepare a favorite dish for your family.

11.2.4 Meals

You must provide three meals a day, but how this is done is up to each individual family. In most families, it is common for individual family members to make their own breakfast and lunch, and then share in the preparation of an evening meal. The student is a temporary family member, not a guest, and as such conforms to your family practices (DFCHS does have a breakfast for learning program and a lunch program at no cost to the student. It is subsidized by the boarding home allowance and is deducted for the school year).

11.2.5 Emphasize Importance of Diet, Clothing, and Changing Weather

As adults, we know how the weather can change quickly and drastically. Many students do not pay attention to this. They need to be taught that when they go out for the day, they need to be prepared for any change in weather. Layering is the best solution for dressing for uncertain weather.

It is also important that a proper diet is maintained in order to remain healthy.

11.3 Spiritual Well-Being

If your student practices a faith other than your own, you will want to provide a list of places of worship. Very often, the youth may wish to learn about your family's religion. If so, it would be appropriate to invite him/her to attend religious services with you.

11.4 Academic Well-Being

As you would for your own child, you may need to provide academic support for your student. Provide quiet opportunities for students to study. Help with English. Some of our First Nations students will require assistance with English. Keep your language simple and direct, but do not talk down to the student. Keep a dictionary handy to help with the student's assignments; do not do the work for him/her. Help the student by editing the homework with him/her, but be careful not to change the content, even if you do not agree with it.

12. WHAT IF PROBLEMS ARISE?

12.1 What Happens if the Student Skips School?

Should this happen, on the first occasion the student will be treated as any other student in the school. However, if the problem were to persist, the student is at risk of being sent home. Please e-mail/call the prime worker or the attendance clerk calls you about an unverified absence at school.

12.2 What Should I Do if My Student Flagrantly Disobeys the House Rules?

Contact the student's prime worker. The situation will be reviewed and a consequence will be determined.

12.3 What Do I Do If, Despite Everything I've tried, the Student Doesn't Fit Well in My Household?

We would hope that this does not happen, but it can happen. The Boarding Home Worker will be in contact with you within the first few weeks of your student's arrival to see how things are going and to answer any questions or concerns that you may have. We encourage you to let the Boarding Home Worker know as soon as you can if you are having difficulties. If after reviewing the situation, and difficulties cannot be resolved, we will determine whether there is another family with interests more closely aligned to the student and if so, we will move the student.

12.4 Accidents

In the unlikely event that your student requires medical attention, either take them to the hospital or call 9-1-1 for immediate help. Contact the HSSP Workers to inform them of the situation and they will meet you at the hospital if required. Record details of the situation, people called, who was involved, where and when.

12.5 Damage to Property

If a student causes damage to your property, please notify the Boarding Home Worker (or HSSP Workers) of the incident immediately. Please take pictures. It may also be necessary to inform your insurance company. Please note that the student is not responsible for normal wear and tear. Damage is not the responsibility of NNEC, however; NNEC will assist in mediating the situation and recovering costs between parents/legal guardians and the boarding home provider.

Appendix B

1. Northern Nishnawbe Education Council Guidelines and Expectations

The goal of the NNEC Boarding Home Program is to make your experience as a host family a rewarding one. In turn, we ask that Boarding Home Providers strive to the best of their abilities and to treat their student as they would one of their own children; with love, positive reinforcement, and respect.

NNEC Boarding Home Providers will receive an ALLOWANCE per month, on the 1st and 16th of each month. This payment covers room and board and helps to offset the costs of family activities such as swimming, bowling, going out for pizza or ice cream, personal hygiene items and similar expenses. Clothing, extra school fees, and spending money are the responsibility of the student.

2. It will be the responsibility of the Boarding Home Provider to:

- utilize their caring and nurturing talents to make their new family member feel accepted as part of their family unit
- provide healthy, nutritious meals and snacks (while adhering to necessary diet restrictions) to ensure physical wellness
- provide opportunities to mingle and promote social development
- provide time for spiritual reflection
- assist students to better understand urban living

3. Application Procedure

Each Boarding Home Provider applicant must agree to a personal interview and residence check by the Boarding Home Worker or Prime Worker. This will provide an opportunity to discuss compatibility issues and to facilitate a positive and mutually rewarding arrangement for the student and the Boarding home Provider.

NNEC considered child safety and security of utmost importance. Therefore, the following measures must be taken:

The Criminal Reference Check and Vulnerable Reference Check are done locally and contain information on criminal activities throughout Canada. It can be obtained from your local Police or OPP detachment of approximately \$45.00 and must be provided for each person over the age of 18 living in your home. Two pieces of identification must be provided for this search, one with photo identification (driver's license, passport, birth certificate). Please list Northern Nishnawbe Education Council as the organization requesting this information, with Larry B. Howes as the contact person.

- (807) 628-0155 or e-mail: lhowes@nnec.on.ca or smunroe@nnec.on.ca

~ Should a student be moved or removed from your home before the next boarding home payment NNEC will do a deduction.

Appendix C

I agree to indemnify and hold harmless the Northern Nishnawbe Education Council and its member institutions, its elected officials and officers, employees, agents, volunteers and representatives, or any of them, from any claims, demands, expenses, costs (including legal costs), suits, debts, liabilities and causes of action for which they may become liable as a result of any personal injury or property damage that I or the student cause or contribute, or are held responsible for, jointly or severally, in connection with the student's participation in study in an NNEC Sponsored Program and from any financial obligations a student may incur.

Name of boarding provider: _____

Address: _____

Telephone #: _____

Signature of Boarding Home Provider

Date

Signature of Witness

Date

Get a head start on making your student's transition to life in your home easier. You may wish to check out the following items in advance:

- location, telephone number and worship times of various churches or religious organizations close to your home
- school bus routes and times in your area (if required)
- public transit bus stop locations near your home including public transit bus schedule to specific locations (e.g. Intercity Mall, Dennis Franklin Cromarty High School, Silver City)
- public library hours
- banking institutions close to your home
- names, addresses and telephone numbers of medical clinics and dental clinics close to your home
- public swim times at local pools; public skating times at local rinks (City of Thunder Bay Recreation Guide is a useful tool for gathering information regarding recreation activities in the City of Thunder Bay)

HSSP workers provide students with a information that will assist their stay in thunder Bay. However, if you are familiar with what is available in your area, you become a quick information source for your student. Enabling them to know what they can reach by walking, what requires a bus ride or arranging a drop off and similar concerns until students become familiar with the city, your support with this is vital. A little ahead-of-time research makes it much easier.

Appendix D

Boarding Home Provider

Thank you for becoming part of the NNEC Boarding Home Program. It is an integral part of our Secondary education and our cooperative success has a direct effect on the reputation of our community and program.

In our continuing effort to insure our boarding placements are a rewarding experience for you and for our student it is important that all parties maintain open communication. It is your responsibility to contact the Prime Worker to discuss any matters of concern regarding your student before the situation becomes unmanageable. The Prime Workers will assist in finding mutually agreeable solutions through compromise and discussion, and if required a case conference will be arranged with the student, boarding provider, prime worker and parent/guardian.

In being a boarding provider you have agreed to the following:

1. Provide the student with a home environment that is safe and clean.
2. Provide the student with a room of his/her own. The room will contain a bed, closet, and dresser, study space with a desk and a lamp, and a night table.
3. Provide the student with wholesome food each day.
4. Provide laundry facilities with instructions for use.
5. Firmly, yet gently, enforce all house rules as explained to the student.
6. Be open and honest, tolerant and respectful in communicating with the student.
7. The boarding home provider must inform the Boarding Home Worker of any time they plan on being away without their student. Adequate notice must be given to allow the Boarding Home Worker to arrange a temporary placement for the student (inadequate notice could result in a deduction of boarding payment or the current boarding home provider)
8. Orient the student to Thunder Bay and to their neighborhood. Include matters such as public transportation, banking locations and procedures, nearby stores and recreation facilities.
9. Orient the student to household fire procedures.
10. Inform the Boarding Home Worker when:
 - the makeup of your family changes family member information must always be current for our records
 - hosting a student from another institution
11. Attend Boarding Home information/orientation and training sessions when available.

We further understand that:

- All boarding home providers and students are expected to contribute to the creation of a welcoming and secure home environment. If it is learned that there are problems in the home or there is a violation of one of the boarding home

program guidelines; the placement may be terminated and the student removed from the home.

- The HSSP Workers may remove a student without notice but do make an effort to refrain from removal until the 1st or 16th of the month. This determination will come from the Boarding Home Worker after consultation with affected parties and the Prime Workers.

I/We have read the NNEC Boarding Home Guidelines and expectations:

Signature: _____

Print Name: _____

Date: _____

Appendix E

Leaving home and traveling to study in a new town/city can be a stressful experience. Even though it may be something you have planned and prepared for, the extent of the change and the effects it has on you may take you by surprise. If you find that you are surprised by the effects of the change, it might be helpful to realize that your experience is quite normal.

What is culture shock?

“Culture shock” describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have traveled away from a home community to work, live or study. It can be felt to a certain extent even when away on a holiday. It can affect anyone, including First Nation students. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different style of living. It also includes the shock of being separated from the important people in your life. Maybe family, friends or elders, teachers, and people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much. If you are tired and jetlagged when you arrive small things can be upsetting and out of proportion to their real significance.

The following are some of the elements that contribute to culture shock:

City

Many students find the city filled with lots of people, unfamiliar sounds, lots of lights, crosswalks, cars, buses, fire and police vehicles. All of which may be intimidating.

Food

You may think food is strange. It may taste different or be cooked differently. It may seem bland or heavy compared to what you are used to. Try new foods at least once to see if you like it or not, do not be afraid to let your boarding home provider know that you are not comfortable with the taste. Eat plenty of fresh fruit and vegetables.

Language

Constantly listening and speaking in a foreign language may be frustrating. If English is not your first language, you may find that you miss your familiar language which at home would have been part of your everyday environment. People may also speak quickly and you may feel embarrassed to ask them to repeat what they have said. It is not disrespectful to ask someone to repeat themselves so that you may understand what was said.

Dress

If you come to the city you should have warm clothes as the temperature does change quickly. You may find it uncomfortable to wear heavy winter clothing but you will be glad that you did on the very cold days.

Social Roles

Social behaviors may confuse, surprise or offend you. For example you may find people appear cold and distant or always in a hurry. This may be particularly likely in the centre of cities.

'Rules' of Behavior

As well as the obvious things that you immediately when you arrive, such as sight, sound, smell and taste; every culture has unspoken rules which affect the way people treat each other. These may be less obvious but sooner or later you will probably encounter them and once again the effect may be disorientating. For example there will be differences in the ways people decide what is important, how tasks are allocated and how time is observed. In business and academic life keeping to time is important. You should always be on time for lectures, classes, and meetings with academic and student services staff. If you are going to be late for a meeting, do try to let whoever you are meeting know. Social life is a little more complicated. Arranging to meet to see a film at 8 p.m. should mean arriving at 8 p.m. But if you are invited to visit someone's home for dinner at 8 p.m., you should probably aim to arrive at about ten minutes before eight, but not later than about twenty past.

A model of culture shock

Your new family member will experience many changes during his/her first few weeks. After the initial excitement of being in a new environment wears off, your student may suffer from culture shock and become homesick. As the "Honeymoon Period" fades, there may be dissatisfaction with both parties. Try to work through this to a common ground. Your student may feel disorientated and may suffer physical side effects. He/she may become withdrawn, uncommunicative, or moody, and express the desire to return home. This is normal under the circumstances and this should be a short time of adjustment. Should this occur, remember that such behavior can be a normal reaction to culture shock and need not be interpreted as rejection of your family or its hospitality. As your student grows accustomed to the new environment, he/she will relax and gradually feel better. Activity is a good cure for homesickness. If the student continues to be withdrawn and show symptoms such as excessive sleeping, marked weight loss or gain, acute depression, or other irregular behavior, there may be other, more fundamental problems involved, and you should notify the Prime Worker.

Culture Shock can be broken down into 5 stages:

1. The “honeymoon” stage

When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the close memory of your home culture.

2. The “distress” stage

A little later, differences create an impact and you may feel confused, isolated or inadequate as cultural differences intrude and familiar supports (family or friends) are not immediately available.

3. “Re-integration” stage

Next you may reject the differences you encounter. You may feel angry or frustrated or hostile to the new culture. At this stage you may be conscious mainly of how much you dislike it compared to home. Don't worry, as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture.

4. “Autonomy” stage

Differences and similarities are accepted. You may feel relaxed, confident, more like an old hand as you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

5. “Independence” stage

Differences and similarities are valued and important. You may feel full of potential and able to trust yourself in changing situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

Some of the effects of culture shock

Some of the symptoms of culture shock can be worrying themselves. For example, you may find your health is affected and you may get headaches or stomach aches or you may start worrying about your health more than previously. You may find it difficult to concentrate and as a result find it harder to focus on your course work. Other people find they become more irritable or tearful and generally their emotions seem more changeable. All of these effects can in themselves increase your anxiety. NNEC has medical staff available.