

CANADIAN SCHOOL Counsellor

MAGAZINE

#MeToo
in School:
Forewarned is Forearmed

#MoiAussi
à l'école:
prévenir, c'est prémunir

The Silent Struggle:

*Students Shamed Due to
an Incarcerated Parent*

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PUBLISHER: Trevor Shirliff

CREATIVE DIRECTOR: Darcy Thompson

PRODUCTION COORDINATOR: Ann Krawchuk

ADVERTISING SALES: Donna Billey,
Olga Fomicheva, Trevor Shirliff, Trevor Slywchuk

CONTRIBUTING WRITERS: Sharon Chisvin, Sean Dolan,
Laura Hamilton, Aislinn May, Laurie Nealin, Alison Zenisek

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An ounce of prevention could
prevent a ton of pain.

#MoiAussi à l'école :
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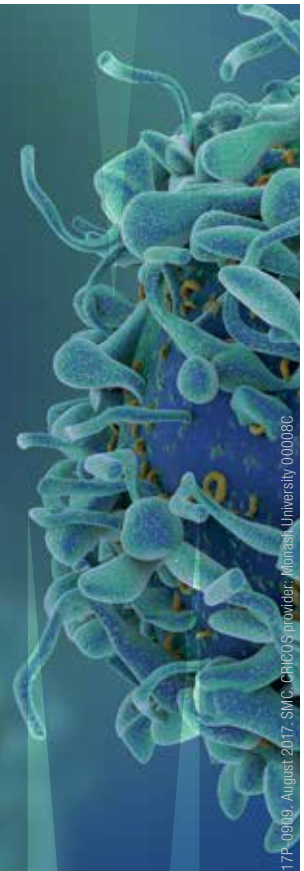
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Meeting the needs of a diverse classroom: Three new publications for school counsellors




As Canadian schools reflect, acknowledge and celebrate diversity, they play a major role in creating a climate that impacts student success. This includes diversity in various forms from cultural diversity of newcomers to the diverse career options that students need to explore, starting from an early age.

To support meeting the needs of increasingly diverse classrooms, CERIC – a national charitable organization focused on education and research in career counselling – has launched three new, research-based resources for educators, administrators and parents to help young people think about their career-life goals.

The Early Years: Career development for young children is a set of guides for parents and educators to help children develop a healthy sense of self and achieve their full potential. This research conducted at Memorial University explores how to positively influence the career development process of children aged 3 to 8 years, emphasizing the use of experiential and play-based learning methods.¹

Computing Disciplines: A quick guide for prospective students and career advisors is a guide for high school teachers, counsellors and

post-secondary career advisors. Developed in partnership with Mount Royal University, this guide helps students to understand the distinct disciplines within the fast-moving computing field, and related career paths that best suit their interests and abilities.²

Bridging Two Worlds: Supporting newcomer and refugee youth is a guide for K-12 educators, school counsellors and administrators. Launched in partnership with University of Winnipeg, this curriculum guide serves to support the growing numbers of newcomer and refugee youth with diverse backgrounds who are arriving in Canadian classrooms. The resource helps them to navigate school and connect it to careers and their futures.³ 

These guides are available for free download as pdfs at ceric.ca/publications or for purchase as hard copies or ebooks.

¹ceric.ca/early_educators and ceric.ca/early_parents

²ceric.ca/computing

³ceric.ca/twoworlds

They called this Grade 9 girl 'disgusting' and 'ugly.' She fought back.

District applauds girl's actions, says anti-bullying efforts a top priority

By Liam Britten, Courtesy of CBC News



Photo courtesy of Kailey Kukkola

Kailey Kukkola, a Grade 9 student at College Heights High School in Prince George, B.C., wore this T-shirt with words meant to hurt her as a way to stand up to bullies.

The words were crudely scrawled with a black marker on the pink walls of a girls' washroom at a Prince George, B.C., high school. "Kailey Kukkola is a disgusting, flat, ugly slut."

Kailey Kukkola, a Grade 9 student at College Heights High, knew everyone who visited that washroom would have seen the words. "At first I laughed about it because I thought it was kinda funny," Kailey told Radio West host Sarah Penton. "But then I got kinda sad. I don't know why girls do that to each other."

She decided to send a message to the anonymous bully. She made a T-shirt with a photo of the hurtful graffiti emblazoned on it, and proudly wore it to school. "I just wanted to show the person that I don't care," she said. "They're just words and they shouldn't matter that much."

School says incidents taken seriously

Kailey said the T-shirt was an effort to take back power from the bully. She said she got a lot of support from her friends, but one teacher "didn't get it," so she had to go to the office and explain herself. She told the administrators she didn't think much would be done about the graffiti – just one of many examples of abusive words defacing that washroom, Kailey said – if she just told an adult.

But she said the meeting ended on a positive note, with the school counsellor encouraging her to join the peer leadership team. "Making a big deal like that really got it fixed, said Kailey. "And all graffiti's been taken down and now it's being taken more seriously."

Marilyn Marquis-Forster, the superintendent of Prince George schools, applauded

Kailey for standing up for herself. "Our schools take any reports of bullying or graffiti that's detrimental very seriously," Marquis-Forster said. "We believe that we're really responsive to incidents when they come forward." She said the graffiti about Kailey was removed and the school may keep a closer eye on defacements of the washroom where it was found.

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“Whoever wrote that has to be hurting, because if you're saying that about another person, you've gotta feel some of it yourself.”



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Wants to see change

Kailey's father, Aaron Kukkola, said he's proud of his daughter's actions. The graffiti was first brought to her family's attention by another student. "You don't want that to happen to anybody and when it hits home like that, you're upset," Kailey's dad said.

When it came to the T-shirt idea, "I was hesitant at first," he said. "You hear the stories in the news and all over social media of kids getting bullied. Sometimes, something like this can

trigger more." But after hearing positive feedback from friends, the community and even from across B.C., he's very proud of her.

Kailey said her hope is there won't be a next time for this kind of bullying at her school. "Whoever wrote that has to be hurting, because if you're saying that about another person, you've gotta feel some of it yourself."

Kailey plans to use the shirt at an anti-bullying workshop, where she has been asked to speak. CSC

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* The Times Higher Education World University Rankings 2015-16.

Green summer jobs for Canadian youth

By Tamar Atik, Courtesy of Wood Business



“We’re just trying to give youth some **professional experience** so that they might consider a **green job** in the future, and hopefully this is just **one step** in the right direction to be a **sustainable leader** in the **future**.”

Project Learning Tree Canada (PLT Canada) will be placing 1,600 youth in green jobs through partnerships with the Sustainable Forestry Initiative (SFI) and the Canadian Parks Council (CPC).

PLT Canada has received approximately \$11 million in funding from the Canadian federal government to provide the youth with jobs in the summers of 2018 and 2019.

“We’re just trying to give youth some professional experience so that they might consider a green job in the future, and hopefully this is just one step in the right direction to be a sustainable leader in the future,” Jessica Kaknevicus, PLT Canada’s project lead on the Green Jobs Initiative tells CFI.

Kaknevicus, who also got introduced to forestry through tree-planting in her youth says the passion of the people who work in the sector is what drew her in, combined with being given the chance to explore.

“I wasn’t really an outdoors person growing up; I wasn’t really exposed to a lot of nature, but it was because of being given opportunities in green jobs that I ended up pursuing a career in it,” she says. “I think everyone’s dedicated and

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committed and really loves their job, and that's something that's contagious and something that has inspired me to continue in this field."

Kaknevicius encourages interested youth to spend time interacting with those who are working in the field to find out about opportunities that are available. At the end of April, PLT Canada will have a website available with job postings for positions in the program that haven't been filled yet.

Kaknevicius says the goal is to grow forest and conservation leaders by providing students with opportunities and careers in conservation and forest management across the country, as well as provide wage-matching to employers to provide more opportunities for youth to enter into green jobs.

Eligible organizations can access the federal funding for a fifty percent wage-match. Working periods run from May through August and must be for a minimum of eight weeks to a maximum of 16 weeks. Canadian youth aged 15–30 are eligible and must be registered students returning to school, either secondary or post-secondary, according to PLT Canada.

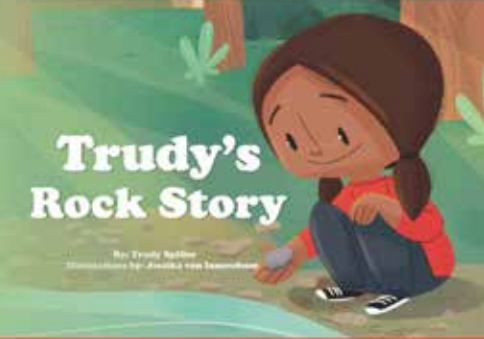


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The forest sector is being encouraged to participate by applying for green jobs that are applicable in different organizations. "We've had lots of organizations across Canada already apply for funding to support positions like silvicultural technicians, forest technicians, wildlife researchers,

so there are lots of opportunities for the forest sector that can be supported by this wage-matching program," Kaknevicius says. "That's the benefit of working with Project Learning Tree Canada and through SFI is that we're really reaching out to our network members to provide this opportunity." 



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Health Canada cannabis education program rolls out the fun and games

By Jacquie Miller, Courtesy of Post Media

The chance to climb a rock wall and dangle from a wire may be part of the government of Canada's newest campaign to educate young people about the health risks of marijuana.

Health Canada is bringing cannabis "interactive activity zones" to music festivals, fairs, sporting events and other celebrations across the country starting next month. Possible locations include Canada Day in Ottawa, the Pacific National Exhibition in Vancouver, the Tremblant International Blues Festival and the Buskers Festival in Halifax, according to Health Canada.

The \$5.1-million travelling program could include rock climbing, a digital graffiti wall and digital technology that shows how cannabis affects the brain, says Health Canada. Photographs in a Health Canada document that illustrate what types of activities are planned show a young man rock climbing, another playing with a

bright digital screen, and a person in a harness suspended from a wire attached to what appears to be a giant yo-yo.

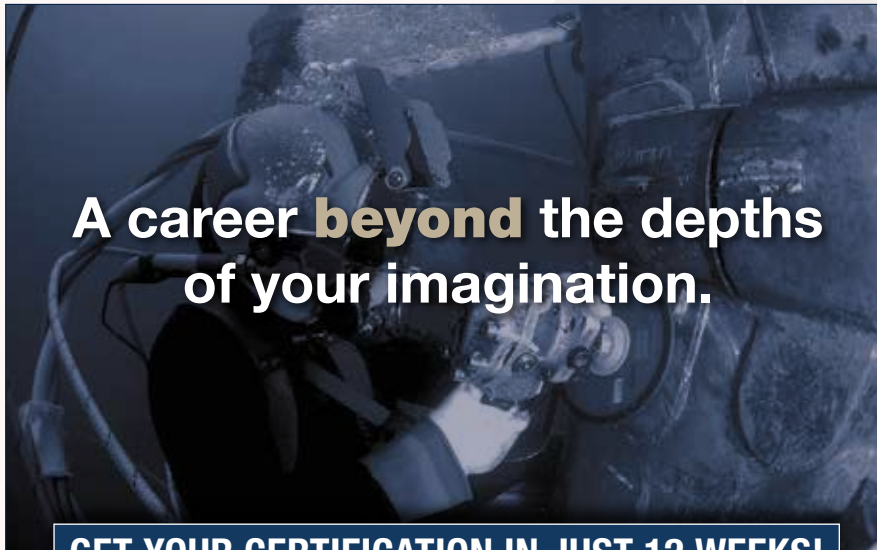
How will cannabis education be woven into all the fun and games? "Ambassadors" at the activity centres will chat with young people and, in the words of the government document, "help them make positive and healthy lifestyle choices that will help them achieve their goals and improve their well-being." The novel approach reflects emerging ideas about drug education.

Public-health educators are grappling with the best way to connect with Canada's young people, who are among the world's most avid pot smokers. Traditional anti-drug campaigns that rely on fear, a dry recitation of facts or lecturing don't tend to be effective.

A promising new approach takes a positive spin: promoting healthy lifestyles, attaining goals and learning ways to manage stress. In one recent survey commissioned by Health Canada, 40 percent of teenagers aged 13 to 18 said one of the reasons they used cannabis was to relieve stress and anxiety.

The travelling activity show is being created by Inventa, a Vancouver marketing agency that won a bid to create two national "experiential" campaigns for youths aged 13 to 17 and for those 18 to 24. The tender document says the campaigns could also include a "game, contest or other evidence-based activities to encourage young people to attend the events and participate in the program" and enlist the help of social media celebrities, bloggers or other "relevant influencers." The campaign will be promoted on "communications channels that are popular and that appeal to youth." Hello, social media.

The key messages to be delivered are set out in the tender document: "Like alcohol, cannabis is not without risks. Choose a positive lifestyle to reach your full potential. The younger cannabis use starts and the more it is used, the higher the health risks. Know the health and safety risks of cannabis."



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It's encouraging that the government hired a firm with experience staging events for young people, said David Hammond, a professor of public health at the University of Waterloo. "Lots of our health communications are embarrassing. They look like they are designed by old people in government."

A wide variety of cannabis education measures are needed, he said. Some may be more successful than others but over time

"understanding will bubble up. As long as the messages are on harm reduction and are credible, people will tend to embrace them." "I think they are trying to meet kids where they are at. Even at the best of times, it's hard for the government and public health authorities to be cool and hip. But look, it's worth a crack."

Perhaps Canadian officials were inspired by youth education campaigns in U.S. states that have legalized cannabis.

Colorado has coupled wide-ranging fact-based campaigns with ads that deliver the message that underage pot use can "get in the way of what matters to you."

One ad for the state's "Protect What's Next" campaign, for instance, features people biking, running and doing woodwork. "Discover it. Do it. Share it," says the ad. "Big or small, your goals matter. Don't let marijuana get in the way." 

NELSON invests in Canada's Indigenous youth

Three new scholarships part of company's ongoing commitment to Truth and Reconciliation in Canada

Courtesy of Nelson Canada

NELSON, Canada's leading educational publisher, has launched a scholarship program for Indigenous youth. The scholarship program, open to First Nation, Métis and Inuit students in their last year of high school, is just one of many ways that the company is seeking to help empower Indigenous young people in their journey towards educational success and achievement.

Canada ranks first among all OECD countries in our proportion of college and university graduates¹. Despite this, there is a marked

divide in post-secondary achievement between Indigenous and non-Indigenous students. The Indigenous population in Canada is young and rapidly growing. Promoting equitable access to post-secondary education is a crucial step to ensuring that our Indigenous youth are given the opportunity to pursue advanced studies and participate in and benefit from Canada's future economic and social development.

"All students need to be given the tools to succeed; to learn, to thrive and to find their voice," said Steve Brown, President and CEO at

NELSON. "For too long, many of our Indigenous students have faced barriers to post-secondary success. Through these scholarships, we are hoping to alleviate some of the financial strain these students face and to support more equitable access within our system."

NELSON champions reconciliation and is actively working to help change the relationship that Canada has with Indigenous peoples. For the company this, first and foremost, about creating culturally-accurate, curriculum-aligned educational resources that are shaped

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by and include authentic Indigenous voices and experts. All staff members have been educated on the systemic harms facing Indigenous people in Canada and, most recently, NELSON has supported The Gord Downie & Chanie Wenjack Fund Legacy Space Project which invites businesses and institutions to create a "Legacy Space" within the organization dedicated to reconciliation.

"Canadians are on a collective journey towards reconciliation. Through their support of Indigenous youth, NELSON is helping to empower young people to be the leaders

in their communities that they are meant to be, and to play an integral role in helping our country to achieve its full potential," said Kevin Lamoureux, Education Lead at The National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba.

The Truth and Reconciliation Commission of Canada recognizes that Indigenous languages are a fundamental and valued part of Canada's culture and that there is an urgency to preserve them. To qualify, students must be completing their final year of high school, have achieved an

average of 80 percent or higher and have demonstrated a commitment to preserving Indigenous languages and culture. First Nation, Métis and Inuit students are eligible to apply for the NELSON scholarships, each valued at \$3,000 plus \$500 of NELSON product. The scholarships are in addition to NELSON's Civic Scholarships program. 

The scholarship application process will be open until June 29, 2018. To learn more about the scholarship application requirements and details, visit: nelson.com/scholarship

Saint John hockey program for at-risk youth gives players a shot on the ice

Top Corner Hockey is a program that teaches youth to play hockey who otherwise wouldn't get the chance

By Joseph Tunney, Courtesy of CBC News



Coach Chris Green of Top Corner Hockey Saint John, said his 50 players come from challenging upbringings.

A Saint John hockey program is helping at-risk youth by teaching them how to make goals — both in and outside the arena.

Top Corner Hockey Saint John is a local program that teaches youth, who otherwise wouldn't get the chance, to play one of Canada's most beloved sports. "Every kid in our program has zero to very minimum home support," said Chris Green, one of the organizers at Top Corner Hockey. "[But] all the hockey is completely free."

The program is divided into two tiers based on age. The hope is to train players up to a level where they can enter



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“If we can take kids and teach them good community values through hockey, I think we'll be better off as a community.”


mainstream minor-league hockey, which is also paid for by Top Corner. Green said all 50 of his players come from challenging upbringings. Many of the young athletes would be in protective foster care, Green said, and others would be considered financially at-risk.

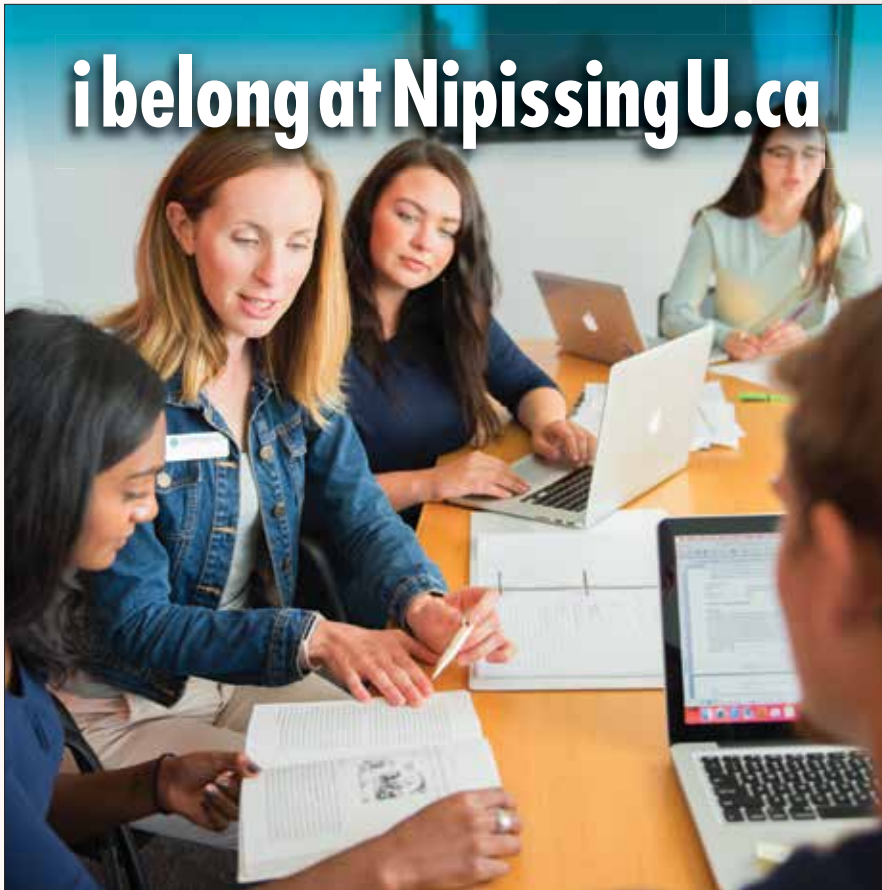
Alex Firlotte, 17, has since graduated from the program but still gives back by volunteering. He was raised by a single mother, and while he said he was lucky to have a father figure in his life, there were five children to support at home. Firlotte said that before Green came along with Top Corner Hockey,

he never had the chance to play organized sports. "It taught us leadership and how to work with others," said the Grade 12 student. "It taught us responsibility. It gave us life skills, even more than what we should have as kids."

But the program comes at a price. Every year it costs between \$20,000 and \$25,000 to run a program like Top Corner Hockey, which also receives financial support through sponsorships and government grants. "If you look at the transportation, ice fees, insurance for the kids, Hockey New Brunswick registration, gear maintenance — there's all kinds of little fees." There's no paid staff and the coach still has to hire a bus to ensure the players can make it to practice every week. But organizers feel it's all worth it in the end. "If we can take kids and teach them good community values through hockey, I think we'll be better off as a community."

Not too long ago, Green also woke up to find a surprise waiting for him in his home mailbox. Last spring, the coach submitted an application through the Canadian Tire Jumpstart program for new hockey equipment that would be provided by Reebok. The Canadian Tire charity aims to give kids from families in financial need, a chance to play sports. "I thought it was half a joke. I made an unrealistic ask," he said "But it just showed up." Three teams from across Canada were selected to receive financial help from the charity, including a team in Nunavut and northern Quebec. But the largest share came to New Brunswick and was worth about \$65,000.

"Now our kids are wearing brand new equipment," he said. "They look like a Triple A team." And while the Saint John hockey program focuses on improving players' hockey skills, it's also evolved into something much bigger. "It's kind of morphed more into [a] youth wellness initiative," said Green. "We've ventured into other things, like we take the kids to play rugby, we take them swimming. We've ventured outside of the rink." 



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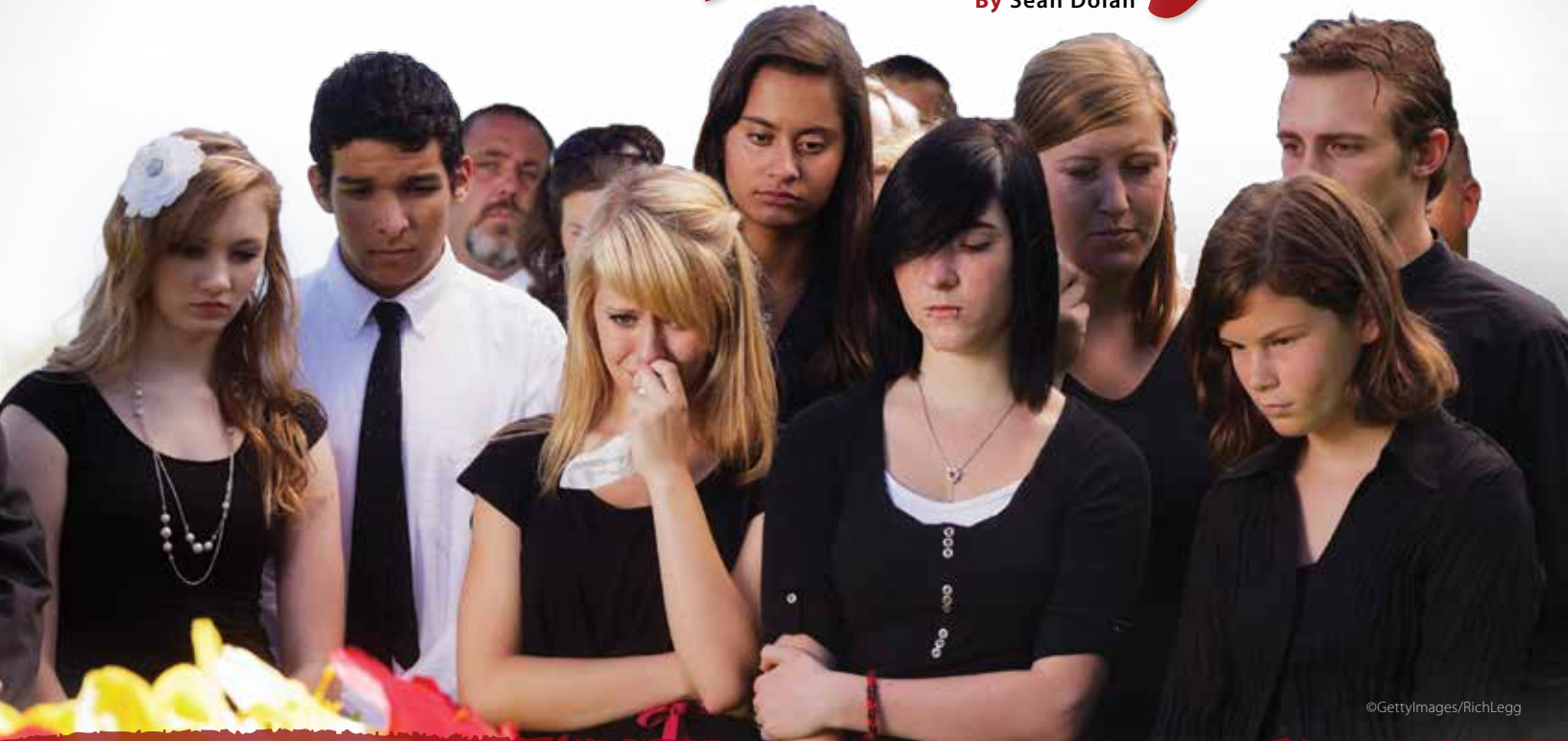
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Companions on their *Journey*

By Sean Dolan



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One of the greatest challenges any educator faces is finding a way to help students navigate situations that defy explanation.

When a friend or parent gets ill or dies, students are forced to sort through a myriad of emotions that often leaves them feeling isolated and alone. While feeling isolated and alone at certain times in your life is part of the human condition, people often need to hear, "Hey, I've been there. I know what you're dealing with and you'll get through it." This prospect becomes even more challenging when external events bring fear and anxiety into the lives of students. Two recent events illustrate this point.

On Valentine's Day, 2018, a 19-year-old former student of Marjory Stoneman Douglas High School in Parkland, Florida, did the unconscionable – he entered the school with an AR-15 rifle and opened fire, killing 14 students and three staff members. The shooter timed his attack with precision, dodging school security and opening fire in a six-minute rampage that changed the lives of the families and friends of the victims - as well as people the world over.

Safety is a key theme that teachers have endeavoured to ensure for their students since schools came into existence. We are trained to be mindful of the dignity of each student. Education is about nurturing young and growing minds. It's about sharing information with eager learners who are looking to know as much about the world as possible. This is why school shootings are so unfathomable. Why would a student feel so disenfranchised that they would attack people at a school? How could a school – the place that should be the very hallmark of safety – become the scene of violence and terror?

Less than two months after the Parkland shooting, another tragedy struck closer to home. A coach bus carrying the Humboldt Broncos junior hockey team was travelling along a Saskatchewan highway when it struck a tractor-trailer at an intersection. The consequences were devastating: 16 people – players, coaches and team personnel - were killed and the other 13 passengers on board the bus were injured, some with life-changing injuries. When describing his time visiting the hospital in the immediate aftermath of the crash, Humboldt Broncos team chaplain Sean

Brandow said, "To sit and hold the hand of a lifeless body...This is the valley of darkness. All I saw was darkness and hurt and anguish and fear and confusion. And I had nothing. Nothing. I'm a pastor. I'm supposed to have something."

Chaplain Brandow's feeling of emptiness was shared by many. The entire event seemed so unfair. Young people - and adults helping them take part in the game they loved - taken away so violently and randomly. What if the bus had passed the intersection a few seconds sooner? What

if the tractor-trailer had picked up its load a few minutes later? The timing was just so horrific.

Certainly, people have found ways to cope with each tragedy. The surviving students of Marjory Stoneman Douglas High School have become gun control activists in the United States with their March for Our Lives event in Washington inspiring 800 other protests in the U.S. and around the world. Canadians responded to the Humboldt tragedy by wearing team jerseys to school and to work and placing hockey sticks on their front porches to show their solidarity with the victims. Meanwhile, a GoFundMe campaign (initially set up to help the families of the Humboldt Broncos victims pay for hospital parking and other expenses) took on a life of its own, skyrocketing to over \$15 million and forcing organizers to find a management group to take care of the money for the victims and their families. These are admirable efforts that show the world that, while 32 souls have left us, their memory is inspiring us to be better people.

As counsellors, the worst thing we can do is get so caught up in our post-secondary pre-requisites, school timetabling and ministry initiatives that we forget (or maybe neglect is a better word) that the events of this world are creating a collective anxiety that often manifests itself in the student sitting across from us in the Guidance office. They might not know why they are anxious but maybe we can be mindful of the possibility that they have been caught up in the wave of anxiety that washed over them when they heard the news from Parkland and Humboldt. Maybe we need to be conscious of the idea that we live in an age of anxiety and that our young people are vulnerable to the hazards of living in this time and place.

In the end, perhaps Chaplain Brandow feeling "nothing" is the best way to describe making sense of the senseless. All we can do is be present to our students in times of tragedy – whether personal or global – and let them know that we will be close by when they are feeling alone and supportive when they are feeling overwhelmed. In the end, we can be companions that join them on their journey through life. ♣ csc

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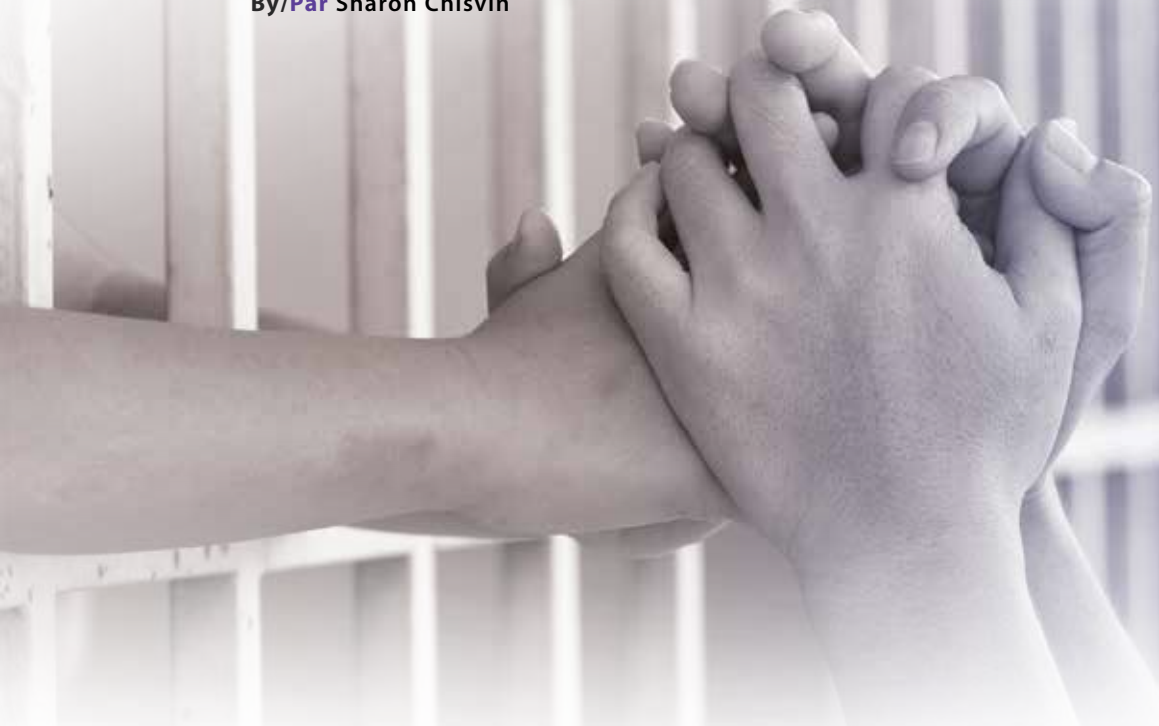
The Silent Struggle

The Hidden Population
of Students with an
Incarcerated Parent

By/Par Sharon Chisvin

Souffrir en silence

Les élèves ayant un
parent en prison, une
population cachée



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For too many Canadian teenagers, high school life is fraught with an assortment of anxieties and pressures. In fact, few teens get through all four years of their secondary education without feeling some pressure from peers, parents or teachers to make good grades, fit in with friends, navigate relationships, and juggle homework and part-time work.

For a few thousand teenagers across the country, these routine pressures are further exacerbated by a situation over which they have no control and are reluctant to discuss even with their closest friends and school counsellors. These are teens who have parents who are incarcerated.

Pour trop d'adolescents canadiens, la vie à l'école secondaire est alourdie par un assortiment d'angoisses et de pressions. En fait, rares sont les ados qui réussissent à faire tout leur programme d'études secondaires sans ressentir la pression exercée par leurs pairs, leurs parents ou leurs enseignants pour les inciter à avoir de bonnes notes, à bien s'entendre avec leurs camarades et à jongler avec les devoirs et un emploi à temps partiel.

Pour quelques milliers d'adolescents canadiens, ces pressions routinières sont exacerbées par une situation qui échappe à leur contrôle et dont ils répugnent à s'ouvrir, même à leurs amis intimes et à leur conseiller scolaire. Ce sont les enfants de parents incarcérés.

“Children whose parents are **incarcerated** have been **acknowledged internationally** as a **vulnerable population** facing serious **challenges**. This is true of **young children as well as teens.**”



What does it mean to a teenager to have a parent in prison? On a most basic level, it means that the parent is never in the bleachers at buzzer-beating basketball games or participating in parent-teacher interviews. It means the parent is never helping with homework, signing permission slips, or taking family photos at convocation.

On a deeper level, it means that the teenager is likely struggling daily with intense emotions that fluctuate between anger and guilt, and shame and sadness. It means that the teenager is likely struggling to stay focused, feeling socially isolated and powerless, and experiencing symptoms of anxiety or depression. It means too that the teenager is likely skipping class, being bullied or being a bully, or lashing out and displaying other anti-social behaviours.

“When parents are accused or convicted of serious crimes, the child is deeply affected,” says Yvon Dandurand, a criminologist at the University of the Fraser Valley in British Columbia and a senior associate of the International Centre for Criminal Law Reform and Criminal Justice Policy.

In fact, according to the 2014 study, *In the Best Interests of the Child: Strategies for Recognizing and Support Canada's At-Risk Population of Children with Incarcerated Parents*, “children whose parents are incarcerated have been acknowledged internationally as a vulnerable population facing serious challenges.” This is true of young children as well as teens. Yet, adds Val Reimer, “despite the high numbers of children affected by parental incarceration, awareness of what these children face has not seemed to come to our collective consciousness.”

Reimer’s expertise on this topic derives from her experience teaching in a women’s correctional centre in British Columbia and research for her Masters of Education, completed in Manitoba, focusing on children with parents in prison. “There is an increasing awareness in schools on critical issues such as race, sexual orientation, poverty and disabilities, and many schools work hard to alleviate associated hardships,” she says. “Yet children of incarceration continue to suffer alone and in silence.”

Que signifie pour un adolescent le fait d’avoir un parent en prison? En gros, cela veut dire que le parent n’est jamais dans les estrades pour suivre un match enlevant et qu’il ne va jamais aux rencontres parents-enseignants. Cela veut dire qu’il n’est pas là non plus pour aider son enfant à faire ses devoirs, pour signer une autorisation de sortie ou pour prendre des photos de famille à la collation des grades.

Si on approfondit la question, l’incarcération parentale signifie que l’adolescent doit se débattre quotidiennement avec des émotions intenses qui fluctuent entre la colère et la culpabilité, entre la honte et la tristesse. Cela veut probablement dire que l’adolescent a du mal à se concentrer, que sur le plan social, il se sent isolé et impuissant, et qu’il souffre de symptômes d’anxiété ou de dépression. Cela peut également signifier que l’adolescent manque des cours, qu’il est la victime ou l’auteur d’actes d’intimidation, ou qu’il a tendance à lancer des invectives et à avoir d’autres comportements antisociaux.

« Quand les parents sont accusés ou condamnés pour un crime grave, l’enfant en est profondément affecté », affirme Yvon Dandurand, criminologue à l’Université de la Vallée du Fraser, en Colombie-Britannique, et associé principal du Centre international pour la réforme du droit criminel et la politique en matière de justice pénale.

En fait, selon une étude de 2014 intitulée *In the Best Interests of the Child : Strategies for Recognizing and Support Canada's At-Risk Population of Children with Incarcerated Parents* [Dans l’intérêt supérieur de l’enfant : stratégies de reconnaissance et de soutien des enfants dont les parents sont incarcérés, une population canadienne à risque], « les enfants dont les parents sont incarcérés sont reconnus internationalement comme une population vulnérable, confrontée à de sérieux défis ». Ce constat s’applique aux jeunes enfants comme aux adolescents. Pourtant, ajoute Val Reimer, « malgré le nombre élevé d’enfants affectés par une incarcération parentale, il semble que notre conscience collective ne soit pas sensibilisée aux problèmes qu’affrontent ces enfants. »

Mme Reimer a acquis son expertise par son travail d’enseignante dans un centre correctionnel pour femmes en Colombie-Britannique et son projet de recherche de maîtrise en éducation, qu’elle a réalisé au Manitoba et qui portait sur les enfants ayant des parents en prison. « Dans les établissements scolaires, on est de plus en plus



« Les enfants dont les parents sont **incarcérés** sont **reconnus internationalement** comme une **population vulnérable**, confrontée à de sérieux **défis**. Ce constat s'applique aux **jeunes enfants** comme aux **adolescents**. »

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For teenagers, this silent suffering is partly due to a lack of awareness in their schools about their situation and partly due to their own independence and resiliency. But, experts agree, it is mostly due to the stigma associated with incarceration. "Youth themselves are not too keen to let anyone know about the parent's situation," says Dandurand. "The youth that we have talked to are afraid of being stigmatized."

According to research, Dandurand says, it is rare for youth, especially those in the 16-17 age range, to come forward to ask for help when they are dealing with a parent's incarceration. Generally, they try to deal with the situation on their own. In many cases, these students already have been dealing with other disruptive personal challenges, such as poverty, institutionalized racism and family dysfunction.

"Children of incarceration in Canada are a hidden population," emphasizes Reimer. "No space for dialogue currently exists between schools and courts where schools might be informed of parental incarceration." As it currently stands in Canada, she explains, the only way for a school to know if any of its students are children of offenders is if the children themselves or the caregivers of the children disclose such information. "School teachers and counsellors that we have talked to complain about the fact that they do not even know that a youth's parents are in trouble with the law," says Dandurand. "And when they find out, usually informally, they do not feel that they have the right to share that confidential information with others."

Even when a teenager is suddenly transferred to a new school, as often happens when parents are incarcerated and children are taken into care or taken in by extended family members, the school is not necessarily informed of the particularities of the situation. This situation occurs most commonly when it is the mother who is incarcerated, as, according to The Centre for Children and Families in the Justice System, only five percent of children are able to stay in their original household once their mother is imprisoned.

Moving to a new high school is challenging for teenagers under the best of circumstances. But making this move harboring a shameful

sensible aux enjeux essentiels comme la race, l'orientation sexuelle, la pauvreté et les handicaps, et beaucoup d'écoles s'efforcent d'atténuer les difficultés qui y sont associées, explique-t-elle. Mais les enfants de parents incarcérés continuent de souffrir seuls et en silence. »

Pour les adolescents, cette souffrance silencieuse est attribuable en partie au fait que les intervenants scolaires ignorent tout de leur situation, ainsi qu'à l'indépendance et à la résilience de l'adolescent lui-même. Les experts conviennent toutefois qu'elle découle surtout du préjugé associé à l'incarcération. « Les jeunes eux-mêmes ne sont pas tellement disposés à informer qui que ce soit de la situation de leur parent, indique M. Dandurand. Ceux à qui nous avons parlé craignent la stigmatisation. »

D'après les recherches, poursuit-il, il est rare qu'un jeune, en particulier dans la tranche d'âge des 16-17 ans, demande de l'aide de lui-même quand il est confronté à l'incarcération parentale. En général, ces jeunes tentent de composer par eux-mêmes avec cette situation. Dans bien des cas, ces élèves ont déjà vécu d'autres défis personnels perturbateurs tels que la pauvreté, le racisme institutionnalisé et la dysfonction familiale.

« Au Canada, les enfants de parents incarcérés forment une population cachée, soutient Mme Reimer. Actuellement, il n'y a pas d'espace de dialogue entre l'école et le tribunal où l'établissement scolaire pourrait être informé d'une incarcération parentale. » Dans les conditions qui prévalent actuellement au Canada, explique-t-elle, pour qu'un établissement scolaire soit informé du fait qu'un de ses élèves est l'enfant d'un contrevenant, il faut que l'enfant lui-même ou la personne qui en prend soin divulgue cette information. « Les enseignants et les conseillers scolaires que nous avons rencontrés se plaignent de n'être même pas au courant que les parents d'un jeune ont des démêlés avec la justice, affirme M. Dandurand. Et lorsqu'ils l'apprennent, généralement par une voie informelle, ils estiment qu'ils n'ont pas le droit de divulguer cette information confidentielle. »

Même quand un adolescent est soudainement transféré à une nouvelle école, comme c'est souvent le cas lorsque les parents sont incarcérés et que les enfants sont pris en charge par l'État ou par des membres de la famille élargie, l'école n'est pas nécessairement informée des motifs du transfert. Cette situation se produit le plus souvent quand c'est la mère qui est incarcérée : en effet, selon le Centre for Children and Families



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secret makes it virtually impossible for teens to focus on their studies, build trust and make friends and good choices. Unfortunately, even when schools are made aware of the student's particular situation, they do not always have dedicated programs or sufficient resources in place to help those students deal with their intense emotions and the instability and uncertainty in their lives.

"We have no special program for students with incarcerated parents," says Pamela Potter, a guidance counsellor at R.B. Russell Vocational School, which is located in the Winnipeg north end neighbourhood with the city's highest rate of reported crime and in the province with the highest incarceration rate in Canada. "However," Potter adds, "we recognize that losing a parent to incarceration can be very difficult and we do our best to ensure students have a network of supports in and outside of school. This may involve systems referrals and making sure supports are in place."

Like R.B. Russell, many high schools across the country also rely on system referrals and outside non-profit agencies to help them support students. The Elizabeth Fry Society, the John Howard Society and FEAT, a Toronto organization dedicated to empowering and advocating for children of incarcerated parents, offer specialized programs to help kids cope with their parents' incarceration and keep families together both during and after incarceration. At FEAT, these initiatives include an after-school drop-in and mentorship programs for youth up to age 24.

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in the Justice System, seulement 5 % des enfants dont la mère est emprisonnée peuvent continuer de vivre au même endroit.

Même dans les meilleures circonstances, changer d'école secondaire représente tout un défi pour les adolescents. Mais pour un adolescent qui vit ce changement tout en portant un secret honteux, il est pratiquement impossible de se concentrer sur ses études, d'établir un climat de confiance, de nouer des amitiés et de faire de bons choix. Malheureusement, même quand l'école est informée de la situation particulière de l'élève, elle ne dispose pas toujours d'un programme dédié ou de ressources suffisantes pour l'aider à surmonter ses émotions intenses ou l'instabilité et l'incertitude de sa situation de vie.

« Nous n'avons pas de programme spécial pour les enfants de parents incarcérés », indique Pamela Potter, conseillère en orientation à l'école de formation professionnelle R.B. Russell, dans le quartier nord de Winnipeg. Ce quartier affiche le taux de crimes signalés le plus élevé de la capitale du Manitoba, la province canadienne ayant le plus haut taux d'incarcération.

« Toutefois, ajoute-t-elle, nous reconnaissons que l'incarcération parentale est une perte parfois très difficile à vivre, et nous nous efforçons de veiller à doter ces élèves d'un réseau d'appuis, à l'école et à l'extérieur, notamment par un aiguillage systémique et par la mise en place de moyens de soutien. »

Comme R.B. Russell, beaucoup d'écoles secondaires canadiennes comptent sur l'aiguillage systémique et les organismes à but non lucratif de tierce partie pour les aider à épauler leurs élèves. La Société Elizabeth Fry, la Société John Howard et l'organisme torontois FEAT, lequel s'est donné pour mission d'outiller les enfants de parents incarcérés et de prendre leur défense, offrent des programmes spécialisés pour aider les enfants à composer avec l'incarcération parentale et maintenir la cohésion familiale, pendant et après l'incarcération. Les initiatives de FEAT comprennent un centre parascolaire et des programmes de mentorat à l'intention des jeunes de 24 ans et moins. Ces programmes essentiels réussissent à atténuer plusieurs préoccupations des jeunes et à les aider, s'ils le veulent, à maintenir le contact avec leurs parents incarcérés, mais il reste des problèmes et des situations qu'ils sont incapables de résoudre complètement ou d'améliorer.

La plus grande de ces préoccupations, tant pour le jeune lui-même que pour ceux et celles qui sont chargés de son éducation et de son bien-être, est la crainte qu'il finisse comme sa mère ou son père. Malheureusement, cette crainte repose sur des statistiques. D'après le Service correctionnel du Canada, les enfants ayant un ou des parents incarcérés sont jusqu'à quatre fois plus susceptibles que la moyenne d'être eux-mêmes incarcérés quand ils seront adultes. M. Dandurand le confirme : « Le comportement criminel des parents est largement reconnu comme un facteur de risque que l'enfant devienne lui-même un contrevenant. »

Bien entendu, face à cette réalité, il est impératif que les écoles secondaires et l'appareil judiciaire, partout au pays, déploient des efforts concertés de communication et de coopération afin d'identifier les jeunes dont les parents sont incarcérés. Une fois que l'école est au courant de cette situation, le jeune a beaucoup plus de chances de recevoir l'aide, l'orientation et l'aiguillage dont il a besoin pour composer avec sa colère et sa honte et pour rompre le cycle intergénérationnel de l'incarcération. ♣ CSC




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While these vital programs are effective in alleviating many of the youth's worries and helping them maintain, if they wish, a connection to their incarcerated parents, there are some concerns and situations that they cannot fully address or alter.

The biggest of these concerns, both for the youth themselves and for those entrusted with their education and welfare, is that they will end up just like mom or dad. This worry, unfortunately, is grounded in harsh statistics. According to Correctional Service Canada, children with parents in incarceration are up to four times more likely to end up incarcerated themselves as adults. "Parents' criminal behaviour," Dandurand confirms, "is widely recognized as a risk factor for children becoming ...offenders themselves."

That reality, of course, makes it imperative that high schools and the justice system across the country make a more concerted effort to better communicate and work together to identify youth with parents who are incarcerated. Once those youth are identified to their respective schools, they are much more likely to receive the support, guidance and referrals that they need in order to deal with their anger and shame, and to break the intergenerational cycle of incarceration. ♣csc



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APPLIED DISASTER AND
EMERGENCY STUDIES





Too Distracted to Learn

By Alison Zenisek

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Smart phones have not been with us long. Their popularity has grown so fast among youth that studies are just now emerging regarding their potential to erode skills that past generations acquired as a matter of course. Few technologies have invaded the lives of teens as thoroughly as the ever present smartphone. Their popularity among youth raises several questions for the adults in their lives. Can smart phones effect cognitive development in teens? Does unrestricted smart phone use disrupt the quality of their social interactions? Do smartphones create distracted learning in the classroom? These are only some of the questions educators and parents struggle with, but they are questions that need to be answered. From middle schools to colleges, cell phones' adverse effects on student learning may generally outweigh their potential as an educational tool.

One English teacher, Jeff White, decided to take a deeper look into this issue. He found that it was a constant struggle to keep his students engaged in the lessons and off their smart phones, no matter what the topic was. Through conversations with other educators he discovered that they shared his frustration. The magnetic quality of the smartphone invariably won over the lesson for the day. He found that this was particularly true for students who were already low achievers; those who could least afford to be distracted. The better students seemed to have no difficulty handling the switch in attention between the phone as an entertainment device and the phone as a learning tool. These students had the self-discipline needed to keep their attention focused.

A chemistry teacher at the same high school wrote, "The variance in student ability to focus and engage in the actual task at hand is disconcerting, because although technology and the wealth of information that it can provide has the potential to shrink achievement gaps, I am actually seeing the opposite take place in the school." The phone could be a great equalizer for students from all socio-economic backgrounds and cultures. Unfortunately, it doesn't seem to play out that way. Students with low literacy levels and who struggle to stay on task find the cell phone a distraction. The ability to synthesize incoming information is often a challenge for the underachievers; the potential advantage of the smart phone is nullified.

“ We find that mobile phone bans have very different effects on different types of students. Banning mobile phones improves outcomes for low achieving students the most, with no significant impact on high achievers.”

School divisions across North America are trying to incorporate technology to enhance learning and close the digital divide. One sometimes successful effort is to incorporate peer editing using cloud-based word processing. Can the smart phone be used to enhance learning for all the students in a class or should teachers avoid using them as a teaching tool because of their potential distractibility?

A recent study out of the London School of Economics and Political Science on student access to smart phones and the achievement gap echoed similar concerns: “We find that mobile phone bans have very different effects on different types of students. Banning mobile phones improves outcomes for low achieving students the most, with no significant impact on high achievers.” In another study, researchers at

Kent State University found that among college students more daily smart phone use correlated with lower overall GPAs. If college age students are so affected by excessive phone use, then surely the impact on high school students would be equally negative, if not more so.

Having covered the general effect of smart phones on learning, some specific skills that suffer from excessive smart phone use will be explored. Social interaction skills are developed and honed in high school. These are critical skills that become invaluable in adult life. Emotional intelligence is the single most important factor in predicting success. The ability to understand emotions and to use them as a source of information for problem-solving, creativity, and negotiating challenging social situations is a skill that is in high demand. These skills are not developed through e-mail, snapchat, or messaging. They are developed through face to face communication, and although this takes more time and effort, these skills correlate with a sense of well-being and community that a digital message cannot provide.


As technology has played a bigger role in our lives, studies show that skills in critical thinking and analysis have declined. Reading for pleasure among young people has been replaced by visual media at a cost. Dr. Patricia Greenfield, a professor of psychology at UCLA, analyzed 50 studies on learning and technology. She believes that it is reading that enhances thinking and engages the imagination in ways that visual media cannot. Her conclusion is that “if we want to develop a variety of skills we need a balanced media diet...” Studies show that visual media teaches students to process information, but that reading has the unique power to develop reflection, induction, critical thinking and imagination. “Students today have more visual literacy and less print literacy.”

Among the studies Greenfield analysed was one in which students were given access to the internet during class and were encouraged to

use it during lectures. The multitasking students did not achieve a thorough comprehension of the material when tested after the lecture. Those who did not have internet access performed better than those who did have access. She concluded that for certain tasks multi-tasking “prevents people from getting a deeper understanding of information.”

It would seem that basic math skills have also declined with the ubiquitous use of smart phones. Knowing the times tables and how to add, subtract, and multiply have gone the way of the dinosaur, largely due to the ever available smartphone calculator. What we don’t use, we lose. Although there are some exciting educational apps on the market, particularly for high school students, the market for now is a digital wild west. There are some math curricula out there tailored to smart phones that have produced positive results such as Project K-Nect. Their appeal is largely due to the interactive quality that engages students socially, academically, and provides them with a mathematical support group.


New research, such as the one recently published out of the University of Texas, suggests that overall, cell phones significantly reduce cognitive capacity just by being present. Assistant Professor, Adrian Ward and his co-authors conducted experiments with roughly 800 smartphone users in order to assess how well people completed tasks when their smartphone was on their desks, even when it was turned to silent and placed face down. Those whose phones were in the next room significantly outperformed those whose phone was on their desk. The participants, who put their phones in their pocket or handbag in the same room, slightly outperformed those who had placed them on the desk. The findings suggest that the mere presence of the smartphone reduces available cognitive capacity and impairs intellectual functioning. “We see a linear trend that suggests that as the smartphone becomes more noticeable, the participants’ capacity decreases,” according to Ward... it’s a brain drain.” 🌱 csc



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The onset of psychosis in young people

By Laura Hamilton

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What would you do if you started to hear sounds, or voices, but had no idea where they were coming from? What if you started to see things that other people couldn't see? Or if you became convinced that the characters on your favourite television show had a special message for you? What if you believed that people... either strangers, or even those closest to you... were out to get you, or harm you in some way?

Psychosis is a frightening experience for both those who suffer from it, as well as for the family and friends that surround them. Psychosis can, in fact, be debilitating and have a significant impact on a young person's cognitive development, school performance, social relationships, and general life functioning. While many school professionals may have had experience with more common mental health symptoms, such as depression or anxiety, symptoms of psychosis might seem overwhelming and far beyond our interventions. It is true that psychosis is a serious mental illness that does require specialized psychiatric treatment. As school counsellors, we will never hold the direct responsibility of intervening with psychosis. However, it is helpful for school professionals to have some awareness or understanding of the nature of psychosis, as approximately 20-30 percent of those who are ultimately diagnosed with schizophrenia in adulthood experience their first symptoms of psychosis in adolescence (Maloney, Yakutis, & Frazier, 2012; Wozniak, et. al., 2008).

*“While many school professionals may have had experience with more common mental health symptoms, such as depression or anxiety, symptoms of **psychosis** might seem overwhelming and far beyond our interventions.”*

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What is Psychosis?

Psychosis is often used synonymously with Schizophrenia, but psychosis is actually a symptom - or a cluster of symptoms - rather than a specific disorder itself. Psychosis is marked by a person's disconnection from reality. What they perceive to be real is not the same as what others perceive to be real. Psychotic symptoms are typically grouped into three categories: hallucinations, delusions, and disorganized behaviour.

Symptom	Definition ¹	Example
Delusions	Strongly held false beliefs involving a mis interpretation of sensory information or experiences often based on a given theme.	Sanjit believes the creators of a new and extremely popular video game have included hidden messages in the game that only he can decipher.
Hallucinations	Perceptions occurring in any of the five senses without external stimuli. Auditory hallucinations are the most frequent.	Jenny alone hears a voice warning that her biology teacher is trying to harm her.
Disorganized Behaviours	Behaviours preventing effective functioning, including difficulties engaging in goal-directed actions, incoherent speech and agitation.	Quon abruptly starts rambling on about food safety while his mother is preparing to leave for work. This, and his poor hygiene, cause Quon's mother to be increasingly worried about his well-being.

(Schwartz, et. al. , 2009)

Psychosis arises in the brain and may be caused by a number of different factors. It is believed that a genetic vulnerability exists towards psychosis. There are a number of psychiatric disorders where psychosis may be present, and in these cases symptoms may begin to appear as a result of stress or trauma, but also may materialize without any clear trigger. The most common psychotic disorder is Schizophrenia. However, psychosis may also be present in other disorders such as Bipolar Disorder, or severe Depression.

Psychosis may also present outside of a psychiatric illness and may be caused by substance use (“drug-induced psychosis”), or as a side effect of a medical disorder (e.g., epilepsy, infection, or head injury). If psychosis is caused by substance use or a medical condition, in most cases the psychotic symptoms will generally subside once the root problem is treated. For example, if someone begins to experience psychosis as a by-product of excessive marijuana usage, those psychotic symptoms will most often decrease once their substance use has been addressed.

“Prodromal” period

The most common age of onset for psychotic symptoms or schizophrenia is in early adulthood. At the same time, a sizeable minority of those with Schizophrenia experience their first psychotic episode in late adolescence. As well, even for those who do not experience their first psychotic break until adulthood, psychosis and schizophrenia do not typically present “out of nowhere”. Early warning signs can begin to present during much earlier adolescence. This period, prior to the onset of full-blown psychosis or schizophrenia, is referred to as the “prodromal period”. As school professionals, it is most likely that we will encounter youth in this stage. Typical prodromal symptoms include: social withdrawal, a deterioration in self-care or hygiene, increased irritability, suspiciousness, difficulty organizing one’s thoughts, sleep disturbances, changes in appetite, and mood changes. Unfortunately, many of the symptoms of prodromal psychosis look very similar to the symptoms of other disorders - or even just a variation of “typical” teen behaviour. It can be extremely difficult to tease out prodromal symptoms, and often prodromal symptoms are only recognized in retrospect, after acute psychotic symptoms have appeared.

How is Psychosis treated?

Research has shown that early identification is key to effective treatment and remission of psychosis, and to lessening the detrimental impacts of psychosis on cognitive development and overall functioning. Mental Health services across the country typically have a specialized Early Psychosis Program, designed to identify and intervene with early symptoms of psychosis. In cases where psychosis is suspected, such specialized programs will be able to perform a comprehensive assessment of symptoms. When identified quickly, early intensive intervention can decrease the rate of relapse by up to 50 percent.

Pharmacology (the use of anti-psychotic medication) is the most common form of treatment for psychosis and is typically the “first line of defence” in the effective treatment of symptoms. It is worth noting, that anti-psychotic medications can also come with significant side-effects (e.g., intense drowsiness, nausea, dizziness, weight gain, and an overall sense of “being drugged”), which may make some youth resistant to taking them.

Other components of treatment include psycho-education (educating youth and their families regarding the symptoms and how to respond), cognitive therapies (challenging thought patterns), and healthy self-care regimes.

What can school counsellors do?

As noted, school professionals are not able to treat psychosis, and a youth who is presenting with psychotic symptoms, or who you suspect may be exhibiting prodromal symptoms, must be immediately referred to specialized medical or psychiatric professionals. However, there are ways that school professionals can support students who are suffering:

- Talk to the youth, and their parents, about any symptoms you are seeing, and support them in contacting the relevant professionals;
- Psychosis continues to carry intense stigma and judgement, and most adults and youth do not know what to do when they discover that someone they know is experiencing psychosis. School professionals can be integral to de-stigmatizing the youth’s symptoms to other staff and students.
- When a youth returns from a period of treatment for their illness, they may have missed extensive amounts of school. Additionally, their recovery program (e.g., medication) may mean that they do not have the attentional capacity, or the energy, to succeed in their courses. A school counsellor can engage a youth in vocational/ education assessment and counselling to determine their current strengths and help in setting realistic goals.
- Psychotic symptoms are often triggered, or exacerbated, by stress and fatigue. Helping youth to learn healthy self-care strategies (e.g., relaxation, stress management, sleep hygiene, exercise) is a practical way that school staff can aid in the treatment of a youth’s symptoms.

Psychosis can be terrifying for those suffering from it, as well as their families, friends, and support network. But psychosis is treatable, and many youth can function well in their lives, with early identification and treatment. Early identification and intervention is key to hope and success in recovery, and school professionals can be integral resources in this regard. 🍀 CSC



Helpful websites:

<http://www.psychosissucks.ca>

<https://www.earlypsychosis.ca>

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#MeToo in School:

FOREWARNED IS FOREARMED

David Crary, a journalist for the Associated Press recently wrote the following words: “Thanks to the vast reach of social media and the prevalence of sexual misconduct in virtually every society, the #MeToo movement has proven itself a genuinely global phenomenon.” According to a study conducted by the American Association of University Women in 2011, nearly half of all students in grades 7-12 reported sexual harassment at school.

An earlier study by the same organization shows that one in ten students have experienced sexual misconduct from an educator. Denial about the possibility of this happening in our local schools is no longer tenable. We are bombarded daily with the news of sexual harassment and assault happening throughout all levels of society. Given the speed of social media and the ubiquitous use of technology by teens, this issue is unlikely to go away. Administrators, educators and school counsellors would do well to be prepared for the inevitable. The #MeToo movement can be an opportunity to insure our schools have a policy in place to protect both students and staff.



#MoiAussi à l'école: PRÉVENIR, C'EST PRÉMUNIR

By/Par Alison Zenisek

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Le journaliste David Crary, de l'Associated Press, écrivait récemment : « Grâce à la vaste portée des médias sociaux et à la prévalence de l'inconduite sexuelle dans pratiquement toutes les sociétés, le mouvement #MoiAussi s'est avéré un véritable phénomène mondial. » D'après une étude menée en 2011 par un regroupement de femmes universitaires, l'American Association of University Women, près de la moitié des élèves de la 7e à la 12e année déclarent avoir vécu le harcèlement sexuel à l'école.

Une étude antérieure du même organisme montre qu'un élève sur dix a subi l'inconduite sexuelle d'un enseignant. Le déni de la possibilité qu'une telle chose arrive dans nos écoles locales est devenu une position intenable. Nous sommes quotidiennement bombardés par des cas d'agression et de harcèlement sexuels survenus dans toutes les strates de la société. Compte tenu de l'instantanéité des médias sociaux et de l'usage ubiquiste de la technologie par les ados, il est peu probable que cet enjeu disparaisse. Les administrateurs, les enseignants et les conseillers scolaires feraient bien de se préparer à l'inévitable. Le mouvement #MoiAussi peut devenir une occasion d'assurer la mise en place, dans nos écoles, d'une politique qui protège les élèves et le personnel.

In order for student to develop the skills and attitudes that youth need to become healthy and productive adults, their schools need to be a safe place. Behind the scenes this safety is achieved only if the administration has educated both staff and students and set clear boundaries as to what is acceptable behaviour within the school community and what is not. Ideally, schools need to develop a district wide policy on handling sexual harassment, educating school administrators and staff on what steps to take when these situations occur, as well as establishing a process whereby student grievances can be heard. Students are empowered when taught to understand their right to say “no” and to trust their sense of appropriate boundaries. When their educators both model and teach this behaviour, students feel confident and secure in their schools.

The Thames Valley District School Board in Ontario defines sexual harassment as “verbal remarks, slurs, references, jokes or comments... conveyed through any means or media, any of which is of sexual nature... which is known or ought reasonably to be known to be unwelcome in that it may cause insecurity, discomfort, offense, or humiliation.” Unfortunately, words alone do not adequately protect staff or students, nor are they capable of changing the climate and culture of a school. When unions, lawyers, and the police get into the mix it is often

Pour que les élèves puissent développer les compétences et les attitudes dont les jeunes ont besoin pour devenir des adultes en santé et productifs, il faut que leur école soit un lieu sûr. En coulisse, cette sécurité ne peut s’instaurer que si l’administration a éduqué son personnel et les élèves et fixé clairement les limites qui séparent

le comportement acceptable de l’inacceptable au sein de la communauté scolaire. Idéalement, les établissements doivent élaborer une politique à l’échelle du conseil concernant le traitement des cas de harcèlement sexuel, la formation des administrateurs scolaires et du personnel sur la marche à suivre quand ce genre de situation survient, et le processus permettant aux élèves d’exposer leurs griefs. Les élèves sont mieux outillés quand on leur enseigne à

“...it is only when we understand the **dynamics of harassment** that we can then begin to put strategies in place to **eliminate it.**”

comprendre leur droit de dire « non » et à faire confiance à leur sens des limites à ne pas franchir. Quand leurs enseignants modélisent et enseignent ce comportement, les élèves se sentent en confiance et en sécurité dans leur école.

Le Thames Valley District School Board, en Ontario, donne du harcèlement sexuel la définition suivante : « toute remarque verbale, insulte, référence, blague ou observation [...] transmise par n’importe quel moyen ou média, de nature sexuelle [...] réputée malvenue ou devant raisonnablement l’être, du fait qu’elle pourrait être une source d’insécurité, de malaise, d’offense ou d’humiliation ». Malheureusement, les mots ne suffisent pas pour assurer la protection adéquate du personnel ou des élèves, pas plus que pour transformer le climat et la culture d’une école. L’intervention des syndicats, des avocats et des services policiers est souvent une indication que les étapes de la procédure n’ont pas produit de résultat satisfaisant. Voilà une bonne raison non seulement de mettre en place une politique claire, mais aussi de faire le nécessaire pour former et sensibiliser le personnel.

Éducation physique et santé Canada (EPS Canada) a élaboré un programme de sensibilisation sur la nature du harcèlement et des abus. L’organisme affirme qu’il faut d’abord comprendre la dynamique du harcèlement avant de pouvoir commencer à mettre en place des stratégies pour l’éliminer. L’école a l’obligation civile d’offrir un environnement sans harcèlement. Il est inefficace de traiter les cas de harcèlement ou d’abus comme des incidents isolés. Cette stratégie ne contribue guère à remédier aux causes profondes qui sont ancrées dans la culture de l’école, pas plus qu’à améliorer les connaissances du personnel ou à le sensibiliser. Souvent, seules quelques personnes participent à la recherche d’une solution à un problème. Les résultats risquent alors d’être décevants, comme dans le cas d’un enseignant accusé de harcèlement sexuel en Ontario qui, après une sanction disciplinaire, a été simplement réaffecté à une autre école, où il a récidivé.

Le Toronto Star a relevé 27 cas semblables d’abus perpétrés par des enseignants en Ontario de 2012 à 2017. Après une enquête menée par leur conseil scolaire, ces personnes ont fait l’objet d’une sanction

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an indication that the procedural steps did not result in a satisfactory outcome: a reason to not only have a clear policy in place, but to also do the work needed to create a more educated and responsive staff.

Physical Health and Education Canada (PHE Canada) has developed a program to increase awareness of what constitutes abuse and harassment. They assert that it is only when we understand the dynamics of harassment that we can then begin to put strategies in place to eliminate it. A harassment-free environment is the school's legal obligation. Dealing with harassment or abuse as isolated incidents is ineffective and does little to redress the deeper causes within the school culture. Nor does it improve the knowledge and awareness of the staff. Often only a few people are involved in addressing a problem or in providing a solution. The results can be disappointing, such as in the case of a teacher accused of sexual harassment in Ontario who, having been disciplined was simply moved to another school only to re-offend.

The Toronto Star identified 27 such cases of abuse among teachers in Ontario between 2012 and 2017. After being investigated by their school board, they were disciplined and transferred at least once to a new school even before their cases were brought before the Ontario College of Teachers. The provincial oversight and licensing body found that all the allegations of harassment and abuse proved to be true. In nine of the cases the teachers had re-offended in the school they had been transferred to. This imprudent policy is known as "administrative transfer."

A province-wide survey by the Ontario Secondary School Teacher Federation showed that over 80 percent of female students reported that they had been sexually harassed in a school setting. The lesson here is that the problem is widespread and systemic and has the power to poison the school environment for students and staff. "Teachers who have been found guilty of some kind of misconduct with students should not be transferred to another school," according to Dr. Nick Scarfo, assistant professor in the department of Curriculum, Teaching, and Learning at the University of Toronto.

The Protecting Students Act (Bill 37) requires that teachers have their licences automatically revoked by the Ontario College of Teachers in cases of sexual misconduct with their students. Nevertheless, the province does not insist on the offending teachers' licenses being revoked unless the crimes are of a "heinous and explicit nature," a phrase which is open to various interpretations. There is also no requirement by the previous school or their school board that a principal be notified about an incoming teacher's disciplinary past, according to a Toronto Star's investigation. Sadly no one seems to have the responsibility to see that the principal of new school be notified.

Sexual harassment in an educational setting can be defined as any unwelcome behaviour or discrimination from other students or adult school personnel. Canadian law has established that intent or motive

disciplinaire et ont été transférées au moins une fois à une nouvelle école avant même que leur cas soit porté à l'attention de l'Ordre des enseignantes et des enseignants de l'Ontario. Cet organisme provincial de surveillance et d'agrément a constaté que toutes les allégations de harcèlement et d'abus étaient avérées. Dans neuf de ces cas, les

enseignants avaient récidivé à l'école où ils avaient été transférés. Cette politique imprudente est désignée par l'euphémisme « transfert administratif ».

Dans un sondage provincial mené par la Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario, plus de 80 % des élèves de sexe féminin ont déclaré avoir déjà été victimes de harcèlement sexuel en milieu scolaire. Ce qu'il faut retenir ici, c'est que le problème

est répandu et systémique, et qu'il a le potentiel d'empoisonner l'environnement de l'école, au détriment des élèves et du personnel. « Les enseignants reconnus coupables d'une forme d'inconduite envers des élèves ne devraient pas être transférés à un autre établissement », selon Nick Scarfo, Ph. D., professeur adjoint au département du curriculum, de l'enseignement et de l'apprentissage à l'Université de Toronto.

La Loi de 2016 protégeant les élèves (projet de loi 37 de l'Ontario) oblige l'Ordre des enseignantes et des enseignants de l'Ontario à révoquer automatiquement le certificat de ses membres dans les

« ...faut d'abord comprendre la dynamique du harcèlement avant de pouvoir commencer à mettre en place des stratégies pour l'éliminer. »

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is irrelevant to such a charge. It is enough that the victim felt the effect of discrimination or harassment. School authorities have a legal obligation to take harassment seriously and deal with it effectively. This reality makes it all the more crucial that everyone in a school be cognizant of clear boundaries and appropriate behaviour. Here the most effective tools are education and information.

For students the information can be communicated through posters, in student handbooks, and during class presentations. Training for all staff should be mandatory and presented on a regular basis. These presentations should define harassment in all its forms, provide clear steps for intervention, and explain the importance of documentation. Knowledge of the laws on the mandatory reporting of sexual harassment and assault is necessary for school administration and staff. This is crucial to an educator's ability to respond to a student in crisis.

Most schools believe they have adequate policies in place, but there is one dimension where these policies can fall short. Charol Shakeshaft, an educational researcher, who has extensively studied sexual abuse in schools, brings attention to this potential weakness: "When [administration] cover adult to student harassment, they cover it within their sexual harassment framework, which is unwanted behaviour. Of course, if its kids, it doesn't matter if it's wanted or not wanted. It's not allowed." There is an unequal balance of power inherent in the relationship between adolescents and their teacher that can unfortunately be exploited. The message to staff should be crystal clear. Any inappropriate physical contact by school staff with students is unacceptable.

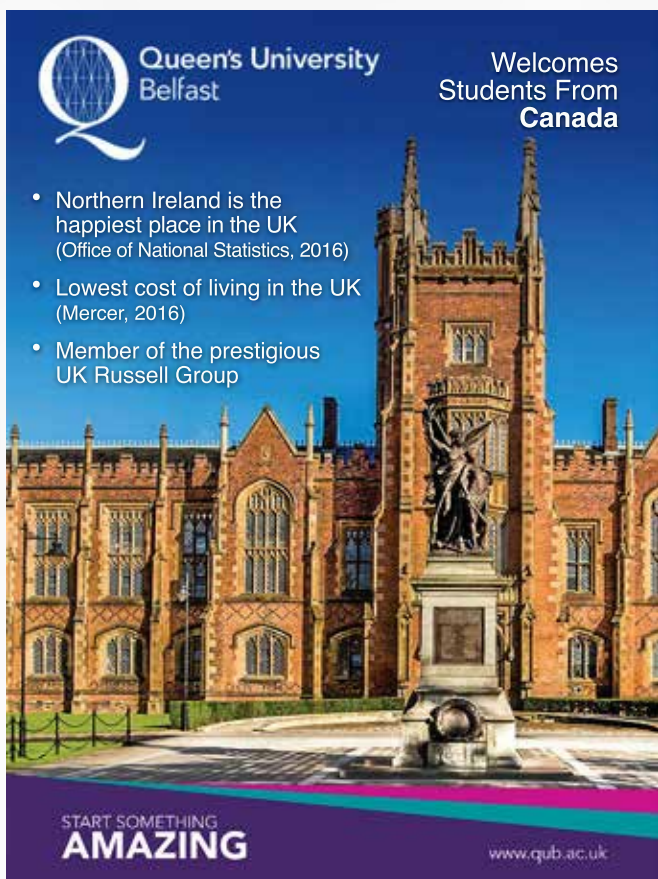
cas d'inconduite sexuelle envers leurs élèves. Toutefois, la province n'insiste sur la révocation du certificat de l'enseignant contrevenant que dans les cas d'infractions ayant une « nature haineuse et explicite », une expression qui ouvre la porte à diverses interprétations. Par ailleurs, d'après une enquête du Toronto Star, l'ancienne école de l'enseignant et son conseil scolaire ne sont pas tenus de mentionner ses antécédents disciplinaires à la direction de l'école où il est transféré. C'est malheureux, mais il semble que personne n'ait la responsabilité de voir à ce que la direction de la nouvelle école soit avisée.

Dans un contexte pédagogique, on peut définir le harcèlement sexuel comme étant tout comportement malvenu ou discriminatoire de la part d'autres élèves ou du personnel adulte de l'école. Le droit canadien a établi que ni l'intention ni le motif n'entre en ligne de compte dans une accusation de ce genre. Il suffit que la victime ait ressenti l'effet de la discrimination ou du harcèlement. Les autorités scolaires ont l'obligation civile de prendre le harcèlement au sérieux et d'y remédier efficacement. Il importe donc, plus que jamais, que tous les membres de la communauté scolaire connaissent les limites claires à ne pas franchir et les comportements appropriés. Dans ce cas, l'éducation et l'information sont les outils les plus efficaces.

Pour les élèves, l'information peut être communiquée sur des affiches, dans des manuels et lors de présentations en classe. La formation de tout le personnel devrait être obligatoire et offerte périodiquement. Ces présentations doivent définir le harcèlement sous toutes ses formes, proposer une marche à suivre claire pour l'intervention et expliquer l'importance de la documentation. L'administration et le personnel de l'école doivent connaître les lois sur le signalement obligatoire des cas d'agression et de harcèlement sexuels. Cette connaissance est essentielle pour que chaque enseignant soit en mesure de réagir en cas de crise d'une ou d'un de ses élèves.

La plupart des établissements scolaires croient avoir des politiques adéquates en place, mais celles-ci sont souvent lacunaires au regard d'une dimension particulière. La chercheuse en éducation Charol Shakeshaft, qui a beaucoup étudié les abus sexuels en milieu scolaire, attire notre attention sur cette lacune potentielle : « Quand [l'administration] traite du harcèlement de l'adulte envers l'élève, elle le traite selon son cadre du harcèlement sexuel, c'est-à-dire le comportement indésirable. Bien entendu, pour un jeune, le caractère désirable ou indésirable n'a pas d'importance. Le harcèlement est tout simplement interdit. » Le déséquilibre de pouvoir qui est inhérent à la relation entre les adolescents et leurs enseignants risque malheureusement d'être exploité. Le message au personnel devrait être limpide : tout contact physique inapproprié du personnel de l'école avec les élèves est inacceptable.

La collaboration et la transparence sont essentielles à la compréhension et à la mise en œuvre d'une bonne politique. Des études soulignent l'importance d'une formation obligatoire, programmée pendant toute l'année scolaire et offerte à toute la communauté. La promotion de la politique est également importante pour les élèves et employés qui sont témoins d'un incident. Ceux-ci savent qu'ils ont la responsabilité de signaler ce qu'ils ont vu. Ainsi, la communauté sait précisément quels comportements contreviennent aux règles et doivent être signalés. L'élaboration d'une politique claire pour tous les participants de l'école est un atout précieux.



Collaboration and transparency are central to ensuring a good policy is both understood and implemented. Studies recommend the importance of mandatory training that is scheduled throughout the school year and made available for the entire community. Publicizing the policy is also important for both bystander students and staff. If they see something they know their responsibility is to say something. The community then clearly understands which behaviours violate the rules and when to report. Developing and keeping the policy clear to all participants in the school is invaluable.

One school division in Winnipeg appears to be getting it right. According to the superintendent, "The division's response to a violation of their Code of Conduct by a teacher includes both consequences and support." Steps are in place for the issue to be addressed which involve a warning, a letter in the personnel file, a first and second suspension which is typically without pay. The final step is termination. Counselling is available throughout the process. "If the harassment is sexual in nature, a different protocol

Une division scolaire de Winnipeg a peut-être une solution. Selon son directeur général, « la réponse de la division à une violation de son code de conduite par un enseignant comporte à la fois des conséquences et un soutien. » Les mesures en place pour traiter le problème comprennent un avertissement, une lettre dans le dossier personnel, puis une première et une deuxième suspension, généralement sans salaire. La dernière étape est le congédiement. Des services de counseling sont offerts pendant tout le processus. « Pour un harcèlement de nature sexuelle, le protocole est différent. » D'abord soumis à la direction de l'école, le cas fait ensuite l'objet d'une réunion inclusive avec l'enseignant, le directeur général et un cadre fonctionnel de la Manitoba Teachers' Society. Si, au cours de l'enquête, l'allégation se confirme, l'enseignant est congédié. Tous les nouveaux membres du personnel doivent suivre un cours en ligne de quatre heures intitulé Respect à l'école, qui porte sur le respect envers ses collègues, les élèves et le lieu de travail. Les documents du cours et les étapes du protocole sont

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is followed.” The matter is first brought to the principal, followed by an inclusive meeting with the teacher, superintendent and the staff officer of the Manitoba Teachers’ Society. If in the process of the investigation the offense is verified, the teacher is terminated. All new staff must take a four hour online course which covers respect for each other, for the students, and the workplace called Respect in School1. The course material and the step by step protocol are reviewed in staff meetings. Students learn the expectations required of them in class and at assemblies.

Nearly 70 percent of all reported sexual assaults occur to children under the age of 17. There are serious and ongoing consequences for students experiencing sexual harassment, especially when it is unaddressed. Students will disengage from their studies and from extracurricular school activities. They will skip or drop their classes, experience anxiety and depression which often results in loss of sleep and appetite. Their concentration is disrupted and their self-esteem takes a hit. Feelings of sadness, shame and social isolation can lead to alcohol and drug abuse. In extreme cases, students contemplate or attempt suicide. A student’s vulnerability to harassment worsens if it intersects with gender, racial, or disability issues. These issues are particularly toxic to adolescent students who are already struggling with their identities, sexuality, and peer pressure.

Of particular concern is the influence of media, particularly electronic media, and how it perpetuates negative stereotypes, showcases gender-based violence, and models unhealthy relationships. Many youth are online for large chunks of their day and often without adult monitoring or supervision. They are then far more prone to becoming targets of online sexual harassment. Social networking sites provide an expansive arena in which much emotional damage can occur, such as posting inappropriate pictures and videos and spreading gossip. Many school codes of conduct now include disciplinary action against any behaviour that occurs on or off the campus but negatively affect the school’s climate. The internet has magnified some of the negative adolescent behaviours and it behooves both educators and parents to take note and act. Keeping the next generation safe from the more egregious behaviours both in school or online will benefit us all. ♣ csc

passés en revue dans le cadre de réunions du personnel. Les élèves apprennent les attentes quant à leur comportement en classe et aux assemblées.

Près de 70 % de toutes les agressions sexuelles signalées touchent des enfants de moins de 17 ans. Les épisodes de harcèlement sexuel ont des conséquences graves et permanentes pour les élèves qui les subissent, surtout lorsqu’aucune mesure n’est prise. Ces élèves risquent de se désengager de leurs études et des activités parascolaires. Ils manquent ou abandonnent des cours et souffrent d’anxiété et de dépression, ce qui entraîne souvent une perte de sommeil et d’appétit. Leur concentration est perturbée et leur estime de soi en prend un coup. Les sentiments de tristesse, de honte et d’isolement social peuvent les pousser vers l’alcoolisme et la toxicomanie. Dans les cas extrêmes, certains élèves envisagent ou tentent de se suicider. La vulnérabilité d’un élève au harcèlement empire quand elle se combine à des problèmes de genre, de race ou d’incapacité. Ces problèmes sont particulièrement toxiques pour des adolescents qui ont déjà de la difficulté à assumer leur identité, leur sexualité et la pression de leurs pairs.

L’influence des médias, surtout les médias électroniques, est particulièrement inquiétante, car ils perpétuent les stéréotypes négatifs, illustrent la violence de genre et modélisent des relations malsaines. Beaucoup de jeunes passent une grande partie de la journée en ligne, souvent sans la surveillance ou la supervision d’un adulte. Dans ces circonstances, leur prédisposition à devenir la cible de harcèlement sexuel en ligne s’accroît fortement. Dans la vaste sphère des réseaux sociaux, la publication de photos et vidéos inappropriées et le commérage peuvent occasionner un sérieux préjudice psychologique. Dans bien des écoles, le code de conduite comprend maintenant des mesures disciplinaires contre tout comportement, à l’intérieur comme à l’extérieur de l’établissement, qui a un effet négatif sur le climat scolaire. Internet amplifie certains comportements négatifs des adolescents; il incombe aux enseignants et aux parents d’en prendre note et d’agir en conséquence. Il sera bénéfique pour nous tous de tenir la prochaine génération à l’abri des comportements scandaleux, à l’école et en ligne. ♣ csc



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A Challenging Career in the Skilled Trades

Gifted, mechanically-inclined students could find satisfaction in a career as a boilermaker

Courtesy of **the International Brotherhood of Boilermakers**



Photos courtesy of the International Brotherhood of Boilermakers

Every school counsellor has met at least one: the gifted student who constantly needs new challenges, or the student who might not fit in an orthodox workplace. Those students might find what they're looking for in a career as a Boilermaker.

Someone who likes a different, unconventional challenge every day; who likes to pick when and where they work and who wants to travel throughout Canada might be a potential Boilermaker. In return, they'll find a career they love, excellent pay and benefits, and new friends from across Canada.

“People who become **Boilermakers** love a challenge. You have to be independent and ready to travel a lot. It’s not a nine-to-five job at home. You’re doing different things all day and there’s a new challenge at every job.”

Becoming a Boilermaker means mastering one of the most skilled trades in heavy construction. Any job can provide a paycheque, but a career as a Boilermaker will bring a sense of fulfillment. It is perfect for someone who loves a challenge and being part of a team. While Boilermakers still build boilers, the scope of this skilled trade has expanded to include everything from specialty welding to moving, positioning and installing huge components of massive industrial plants, to project management and co-ordination of workers in other trades.

Wide Scope of Work

Becoming a Boilermaker means doing work that can be at the same time both intricate and gargantuan in scale. This trade is a major builder of today’s industrial revolution – in the shipyards, steel plants, mines, power plants, and military bases. Boilermakers are

involved in the fabrication, installation, repair, and operation of the equipment that keeps Canada’s economic engine moving forward.

A Boilermaker’s day could include preparing and moving a plant component weighing thousands of tons, then positioning it to within fractions of an inch. It often includes the assembly of vessels and systems containing chemicals or fuel under pressure. And always, there are workarounds to figure out, other tradespeople to coordinate and the challenge of getting everything done safely, on time and on budget. It’s not easy work. Boilermakers work in tight spaces, hundreds of feet in the air and with equipment that is weighed by the ton. They work in sweltering heat, frigid cold, and everything in between.

Boilermakers work in the energy industry, building and maintaining oil-sands extraction plants, oil refineries, liquefied natural gas processing plants, nuclear, hydroelectric and coal-fired generating stations and other facilities. They also work in the mining, chemical, pulp and paper, cement and potash industries.

Boilermakers are also at the forefront in building North America’s biggest carbon-capture and storage (CCS) facilities. These massive plants remove up to 90 percent of industrial carbon emissions and store them underground as solid, rock-like material. Canada now has two of the world’s largest CCS facilities and Boilermakers are building a third. Without CCS, Canada and the rest of the industrialized world won’t be able to meet the emission-reduction targets agreed to at the Paris climate-change conference.

Belong to a Union

The great majority of Canadian Boilermakers belong to a union, the International Brotherhood of Boilermakers. Through negotiations with the many contractors that hire them, the union establishes wages and working conditions, and dispatches Boilermakers to the work sites where they’re needed. The union also works with its employers to conduct training programs in its state-of-the-art facilities across Canada.

A big part of the union’s job is protecting the health and safety of its members. The facilities Boilermakers work to build and maintain are massive, complex and potentially dangerous. Consequently, the safety programs have been carefully designed to bring awareness to the various potential hazards one may be exposed to in the shop and in the field. As a result of their commitment to safety, unionized jobsites report fewer workplace injuries than their non-union counterparts.

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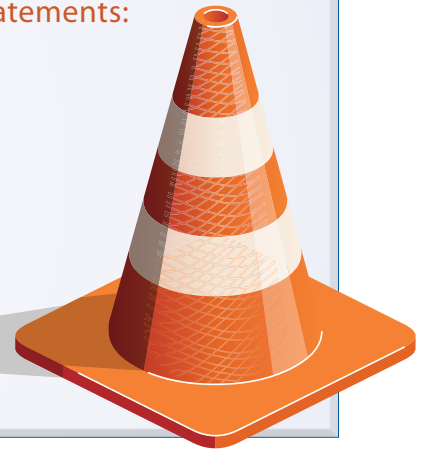
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Who is a Good Candidate for a Career as a Boilermaker?

A potential Boilermaker should be able to agree with the following statements:

1. I am willing and able to do demanding and strenuous physical work.
2. I am not afraid of working at heights or working in confined spaces.
3. I am willing to travel and live away from home for long periods of time to maintain employment.
4. I am willing to work in all types of adverse conditions.
5. I am dedicated to performing all assigned jobs to the best of my ability and to employer's standards.
6. I am willing to learn new trade skills and apply them on the job.
7. I will agree to be work and conduct myself in accordance with the terms and conditions of the apprenticeship agreement and work rules, including all relevant regulations.



©Gettyimages/anilyanik

Ultimate Job Flexibility

Boilermakers can select their own jobs, allowing them to choose how much they work and where. The job flexibility suits people with an independent bent. "People who become Boilermakers love a challenge," says Grant Jacobs, Director of the union's national training program. "You have to be independent and ready to travel a lot. It's not a nine-to-five job at home. You're doing different things all day and there's a new challenge at every job."

Jobs often take Boilermakers hundreds or even thousands of kilometers away from their homes. Boilermakers can be from the east coast and work on jobs in British Columbia and Alberta. Nowhere in Canada can you find places where Boilermakers don't work. This career gives Boilermakers the unique opportunity to travel around the country for work, be a part of a team and bond with their fellow workers.

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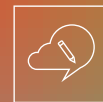
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"The best thing about the job is the people," says Jacobs. "You meet all kinds of people and you make strong friendships. You work closely with others as part of a team, solving difficult problems. It makes us a tighter knit group than the other trades."

First Steps Toward a Boilermaker Career

A student who wishes to become a Boilermaker should check the union's website (boilermaker.ca) for the contact information for the local in their area. Each local has an officer that handles new apprentices, who will enroll the student in the program. Becoming a Boilermaker involves four years of apprenticeship training. Apprentices can earn good money during the on-the-job portion of their training. They'll spend between 4,800-6,000 hours – three to four years – learning the trade. 720 of those hours will be spent in the classroom and the rest on the job working with experienced Boilermakers. The classroom portion is taught at a community college, a recognized trade school or the union's own training facilities.


During their first year, apprentices assist fully qualified Boilermakers and become familiar with the tools of the trade and the kinds of work it involves. Attitude, attendance, strength, fitness and

co-ordination are important. As they progress, apprentices work on projects that become increasingly challenging.

From their first to last year as apprentices, Boilermakers can expect hourly wages to increase from roughly \$25 to \$43 per hour. Once he or she graduates, they'll become journey person Boilermakers, earning top wages and benefits, including one of Canada's best health and welfare plans and an industry-leading pension plan.

Abundant Career Opportunities

Boilermakers have plenty of opportunities for career advancement. Their advanced training programs allow apprenticeship graduates to follow many career paths including but not limited to; mechanic, welder, foreman, shop steward, safety advisor, union representative, instructor training, superintendent and project manager. After they graduate as journey persons, their union offers continuous specialized training that ensures members are up to date with the latest methods, techniques and technology.

Becoming a Boilermaker isn't for everyone. But for that gifted student, or a mechanically inclined young person who loves a challenge, it can offer a rewarding lifetime career. 



For more information, please visit the union's website, boilermaker.ca.



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'It basically saved my son':

How a made-in-Ottawa program is helping teens battle addiction

By Aislinn May, Courtesy of CBC News

More than **9,000 teens** have received counselling since **Project Step** launched in **2007**



©GettyImages/adam smigielski

An Ottawa mother is crediting a local substance abuse treatment program with saving her son's life. The program, called Project Step, was launched in 2007 by United Way Ottawa to provide better support for young people struggling with addiction and teach them the risks of using drugs and alcohol.

Cindy Manor's son Hunter got counselling and treatment through Project Step after he became addicted to cocaine as a teenager. "It basically saved my son," said Manor. "I truly believe that Hunter would no longer be here [without it]. Every time he used, he said he used because he didn't want to be here any longer."



“As a **parent** it was **so vital** to be with people that **shared their stories** every week and how we were going to **get through it**, I can't imagine being a **parent** [and] not having any of these **resources**.”

← Cindy Manor said that Project Step helped her son Hunter gain control over his cocaine addiction. Photo courtesy of United Way Ottawa

Started with hockey injury

Manor said Hunter started self-medicating after receiving a head injury in hockey. She discovered he was using drugs on his first day of Grade 12. "The day I figured out he was addicted to cocaine, it was instant into overdrive. Where do we go? What do we do now?" said Manor. "I was lost. I was panicked. It was the most frightening time of my life as a parent."

Manor said she got her son into counselling with Rideauwood Addiction and Family Services, a partner with Project Step. Soon he asked her for more help, and after a three-month wait he was admitted to the Dave Smith Youth Treatment Centre — another partner of Project Step, and one which provides an in-treatment care program. Manor said her son received months of counselling there, and eventually was able to finish his treatment at home.

Counsellors in high schools

One of Project Step's major goals is to reach teens at school, where they spend a lot of time. The program is available to students with all four of Ottawa's school boards, with addictions counsellors placed at each one of the area's 57 publicly-funded high schools. "If you want to make a difference for kids, you need to meet them where they spend most of their time," said Dennise Taylor-Gilhen, vice-president of community impact at United Way Ottawa. Teens aren't likely to wait weeks and travel long distances to seek help for an addiction, Taylor-Gilhen said — which is why it's vital to have help that's easily available.

United Way Ottawa also works with several Project Step partners, including Ottawa Public Health, the Champlain Local Health Integration Network, and the Ottawa Network for Education. According to the agency, more than 9,400 students in Ottawa have received help from these school counsellors since 2007. Last year alone, more than 1,800 youth received substance abuse counselling.

The majority of that counselling was through the schools, Taylor-Gilhen said, but some teens received treatment through other services run by Project Step. "We know that kids are using alcohol. They are using cannabis. They are using other illicit drugs," she said. "So it's unfortunately not a surprise that there is a need in our schools in Ottawa."

While its focus is providing counselling in a school setting, Project Step also offers services at Operation Come Home, Youville Centre, and Wabano Aboriginal Health Centre. Taylor-Gilhen said that, to her knowledge, Project Step is the only program of its kind in Canada.

'So vital'

Project Step's counselling services, however, aren't just for young people — they're also available to parents coping with a child with an addiction. Manor said she received counselling from Project Step, as she often felt a heavy burden of shame and would ask herself where she went wrong.

Even three years later, Manor said she still goes to counselling once a month. Taking the parent program and speaking with others in similar situations, she said, made her realize she wasn't to blame for her son's addiction. The counselling also helped her talk with Hunter about his addiction, which will be a lifelong battle, she said. "As a parent it was so vital to be with people that shared their stories every week and how we were going to get through it," she said. "I can't imagine being a parent [and] not having any of these resources." ❄️ CSC

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“The staff and students and resources here are amazing, the atmosphere has that definite **home** feeling.”

— **Brandon Roy**
Mental Health & Wellness student



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*Innovative Mobile Studio Providing Tools
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Le wapikoni un avenir florissant

By/Par Laurie Nealin

*Un studio ambulant original sert d'outil
de transformation sociale pour les
Premières Nations en région éloignée*

Photos courtesy of Wapikoni



As a young teenager, Emilio Wawatie nosed around the Wapikoni Mobile film studio when it arrived at the school in Kitigan Zibi, an Algonquin community in Quebec about a 90-minute drive north of Ottawa. His aunt, who had studied video production in Ontario, had been recruited to coordinate the month-long stay in the community for the ground-breaking program designed to help Indigenous youth develop the social and technical skills necessary to complete a collaborative video project.

“First time around, I wasn’t doing any film but my cousin made a film and I scored it – I did the music – and I acted in it a bit. It was when I first started playing electric guitar,” Wawatie said, recalling his introduction to the non-profit organization some 12 years ago. Since its launch in 2004, Wapikoni workshops have enabled its participants to share their voice and culture with Canadians and the world. The Montreal-based organization has driven its rolling audiovisual and music creation studio into dozens of Indigenous communities, engaged 4,600 participants and posted more than 1000 short films created by Indigenous teens and young adults to its website. The films can be viewed on the English www.wapikoni.ca/home and French www.wapikoni.ca/ versions of the Wapikoni website.

Emilio Wawatie a fait connaissance avec le Wapikoni au début de l’adolescence. L’arrivée du studio ambulant à l’école de Kitigan Zibi (Québec), réserve algonquine à une heure et demie de voiture d’Ottawa, avait grandement piqué sa curiosité. Sa tante, qui avait étudié en production vidéo en Ontario, avait été recrutée pour coordonner le séjour d’un mois dans la communauté de ce programme avant-gardiste qui vise à donner aux jeunes Autochtones les compétences sociales et techniques nécessaires pour réaliser un projet vidéo collaboratif.

« La première fois, je n’ai pas fait de film, mais j’ai joué dans celui de mon cousin et j’ai aussi fait sa trame sonore. C’est là que j’ai commencé à jouer de la guitare électrique », dit Emilio en se remémorant ses premiers contacts avec l’organisme sans but lucratif il y a une douzaine d’années. Depuis son lancement en 2004, le Wapikoni mobile a permis aux participants de faire résonner leurs voix et de faire connaître leurs cultures aux quatre coins du Canada et ailleurs dans le monde. À ce jour, l’organisme de Montréal a envoyé son studio audiovisuel et musical ambulant dans des dizaines de communautés autochtones, travaillé avec 4600 participants et publié plus de 1000 courts métrages d’adolescents et de jeunes adultes autochtones en anglais (www.wapikoni.ca/home) et en français (www.wapikoni.ca/) sur son site Web.

“It’s helped (young people) share their voice. They always had a voice, but Wapikoni gives them the platform to speak louder and be heard. They have helped a lot of youth come out of their shells, helped a lot of people blossom.”

Wapikoni Mobile serves as interventionist, providing tools for social transformation with a rigorous program that helps to counter isolation, school drop-out, crime, addiction and suicide while boosting self-esteem, perseverance and resilience among its participants. The filmmaking process engenders confidence through empowerment, providing an outlet for youth to talk about difficult issues. Its participants are primarily ages 15 through 30.

The program was recently cited by the national Assembly of First Nations as an example of best practices in Indigenous education. Wawatie says what impresses him most about Wapikoni is that the crew that travels to First Nations makes a sincere effort to understand each community, engage the people and motivate the youth. “It’s helped (young people) share their voice. They always had a voice, but Wapikoni gives them the platform to speak louder and be heard. They have helped a lot of youth come out of their shells, helped a lot of people blossom.” That commendation is appropriate given that Wapikoni means “flower” in the Atikamekw language.

The first week of the program, participants attend afternoon and evening workshops during which they develop their ideas for their

Le Wapikoni mobile est un outil d’intervention et de transformation sociale. Son programme rigoureux offre un rempart contre l’isolement, le décrochage, la criminalité, les dépendances et le suicide tout en renforçant l’estime de soi, la persévérance et la résilience. Le processus de création cinématographique autonomise les jeunes et leur permet de prendre de l’assurance tout en leur offrant une tribune pour aborder des sujets difficiles. Les participants ont généralement entre 15 et 30 ans.

L’Assemblée des Premières Nations a récemment qualifié le Wapikoni de pratique exemplaire en matière d’éducation autochtone. Pour sa part, Emilio se dit surtout impressionné par l’effort sincère de l’équipe ambulante du Wapikoni pour comprendre chaque communauté autochtone qu’elle visite, créer des liens avec les gens et encourager les jeunes à participer. « Ça aide les jeunes à s’exprimer. Ils ont toujours eu une voix, mais le Wapikoni leur donne un moyen de parler plus fort et de se faire entendre. Le programme a aidé beaucoup de jeunes à sortir de leur coquille, à s’épanouir. » Justement, le mot « wapikoni » veut dire « fleur » en langue atikamekw.

La première semaine du programme, les participants assistent à des ateliers en après-midi et en soirée pour développer et préciser leur idée de film. Les deux semaines suivantes, ils déterminent où



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« Ça aide les jeunes à s'exprimer. Ils ont toujours eu une voix, mais le Wapikoni leur donne un moyen de parler plus fort et de se faire entendre. Le programme a aidé beaucoup de jeunes à sortir de leur coquille, à s'épanouir. »

film and bring them into focus. The second and third weeks involve figuring out how and where to shoot their scenes and shooting the video. Editing and post-production happens in the final week which culminates with a screening of the films for community residents.

Wapikoni's participation in various film festivals, cultural events and conferences has provided opportunities for some of the young filmmakers to travel out of their home communities. One of the most important events attended was the United Nations Permanent Forum on Indigenous Issues. "They get to check out places and see there is a world out there, and come back to their communities and motivate others to pursue their dreams," said Wawatie who twice attended the UN Forum.

Wawatie, whose name means "northern lights," wrote and directed his first film at 18 when Wapikoni Mobile arrived in Maniwaki where he was living and enrolled in an adult education program at the time. "Wapikoni let us play with the camera, check out the footage. From there, I got some ideas rolling and showed up that evening with papers and papers of video ideas and images that I had in my head that I wanted to make reality." With that, Wawatie's first short film *Anishnabe Aki* was born.

et comment tourner leurs scènes, puis procèdent au tournage lui-même. Le montage et la postproduction se font la dernière semaine, qui se termine par la projection des films devant les membres de la communauté.

Grâce au Wapikoni, quelques cinéastes en herbe ont eu la chance de sortir de leur patelin pour participer à des festivals de cinéma, événements culturels et conférences d'envergure, comme les sessions de l'Instance permanente des Nations Unies sur les questions autochtones. « Ces jeunes peuvent découvrir de nouveaux endroits et voir le monde, puis, de retour chez eux, encourager les autres à poursuivre leurs rêves », dit Emilio, qui a assisté à deux sessions de l'Instance.

Le jeune homme, dont le nom signifie « lueurs boréales », a écrit et réalisé son premier film à 18 ans lors d'une visite du Wapikoni mobile à Maniwaki, où il habitait et était inscrit à l'éducation des adultes. « Ils nous ont laissés nous amuser avec la caméra et regarder les images. Je me suis mis à avoir plein d'idées. Ce soir-là, je me suis présenté avec des pages et des pages d'idées et d'images qui m'étaient venues et que je voulais concrétiser. » C'était la genèse du premier court métrage d'Emilio, intitulé *Anishnabe Aki*.



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“It sparked more interest in working with videography. I’d been exposed to it because my grandfather, who raised me out in the bush, was a musician and videographer himself. Wapikoni gave me the outlet to explore those skills. That opened the door for me and gave me, I guess you could say, a vaster creative outlet.” A few years later, Wapikoni asked Wawatie to go to New York City to accept an award from the United Nations Alliance of Civilizations as a representative of the organization and its filmmakers. In Wawatie’s words, “that really got the ball rolling.”

He, his cousin and a Mi’gmaq youth were then invited to go to Finland to meet with the Sami people and experience their culture. There, the trio documented the striking similarities they discovered between the Sami experience in Northern Europe and that of Indigenous peoples in Canada with their film *Finding the Light*.

Wapikoni-backed works have won more than 150 awards at prestigious events and film festivals. The program has spawned a new generation of young leaders in education, cultural and community action and politics. Wawatie, now 26, is testament to that. The unique life experiences he has enjoyed thanks to his ongoing relationship with Wapakoni have set the stage for his future ambitions. He intends to work towards creating a culturally-based, yet contemporary post-secondary institution for the protection and practice of Indigenous cultures and languages as the Sami have done in Finland.

Since he began studying music at Concordia University in Montreal, Wawatie has made music his primary focus. His third film *The Music in Me* was inspired by the sights and sounds of nature that he absorbed while growing up “in the bush” near Barriere Lake First Nation.

« Ça m’a donné encore plus la piqure de la vidéo. Ce n’était pas nouveau pour moi, parce que mon grand-père, qui m’a élevé, était lui-même musicien et vidéaste, mais le Wapikoni m’a donné les moyens d’aller plus loin. Ça m’a ouvert une porte et a offert un plus vaste exutoire, disons, à ma créativité. » Quelques années plus tard, le Wapikoni a délégué Emilio à New York en tant que représentant de l’organisme et de ses cinéastes pour accepter un prix de l’Alliance des civilisations des Nations Unies. À partir de là, comme le dit Emilio, « les choses ont déboulé ».

Son cousin, un jeune Mi’kmaq et lui-même ont ensuite été invités en Finlande pour découvrir la culture des Samis. Après avoir noté des similitudes frappantes entre l’expérience des Samis en Europe du Nord et celle des peuples autochtones du Canada, le trio a réalisé le film *Finding the Light* pour en témoigner.

Les courts métrages du Wapikoni ont remporté plus de 150 prix lors de prestigieux événements et festivals. Le programme a créé une nouvelle génération de leaders en éducation, en action culturelle et communautaire ainsi qu’en politique. Emilio, qui a aujourd’hui 26 ans, en est la preuve vivante. Sa relation de longue date avec le Wapikoni lui a donné accès à des expériences uniques qui ont façonné ses ambitions pour l’avenir. Il aimerait un jour créer un établissement d’enseignement postsecondaire à la fois traditionnel et moderne pour préserver et promouvoir les langues et cultures autochtones, comme l’ont fait les Samis en Finlande.

Aujourd’hui, il se consacre d’abord et avant tout à la musique, discipline qu’il étudie à l’Université Concordia de Montréal. Son troisième court métrage, *The Music in Me*, s’inspire des paysages et des sons qui ont bercé son enfance dans la nature sauvage près de la Première Nation de Lac-Barrière.



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"Now that I'm studying composition and creating music, I have a lot of interesting ideas to combine Indigenous rhythms and melodies and arrange it for classical guitar or string quartets and symphonies. I want to reshape the music – appropriately – because a lot of these melodies are sacred and used for ceremonies," he said.

Until recently, Wapikoni Mobile operated primarily in Quebec, but Canada 150 funding enabled them to travel to First Nations communities in other provinces. The hope is to continue expanding its reach across Canada, resources permitting. The organization is also open to requests from administrators interested in bringing Wapikoni Mobile to Indigenous youth attending schools in urban settings. ♣csc

« Maintenant que j'étudie la composition et que je crée de la musique, j'ai beaucoup d'idées intéressantes pour combiner les rythmes et mélodies autochtones, et les adapter à la guitare classique, à un quatuor à cordes ou à une symphonie, dit-il. Je veux donner une nouvelle forme à la musique, mais de façon respectueuse, car beaucoup de ces mélodies sont sacrées et associées à des cérémonies. »

Jusqu'à tout récemment, le Wapikoni mobile concentrait ses activités au Québec, mais des fonds de Canada 150 lui ont permis de se rendre dans d'autres provinces. L'organisme souhaite élargir la portée de ses activités au Canada, selon les ressources disponibles. Il est également ouvert aux demandes d'écoles urbaines qui souhaiteraient accueillir le Wapikoni mobile pour leurs élèves autochtones. ♣csc

The latest news from **Wapikoni** can be found on its Facebook page www.facebook.com/wapikoni

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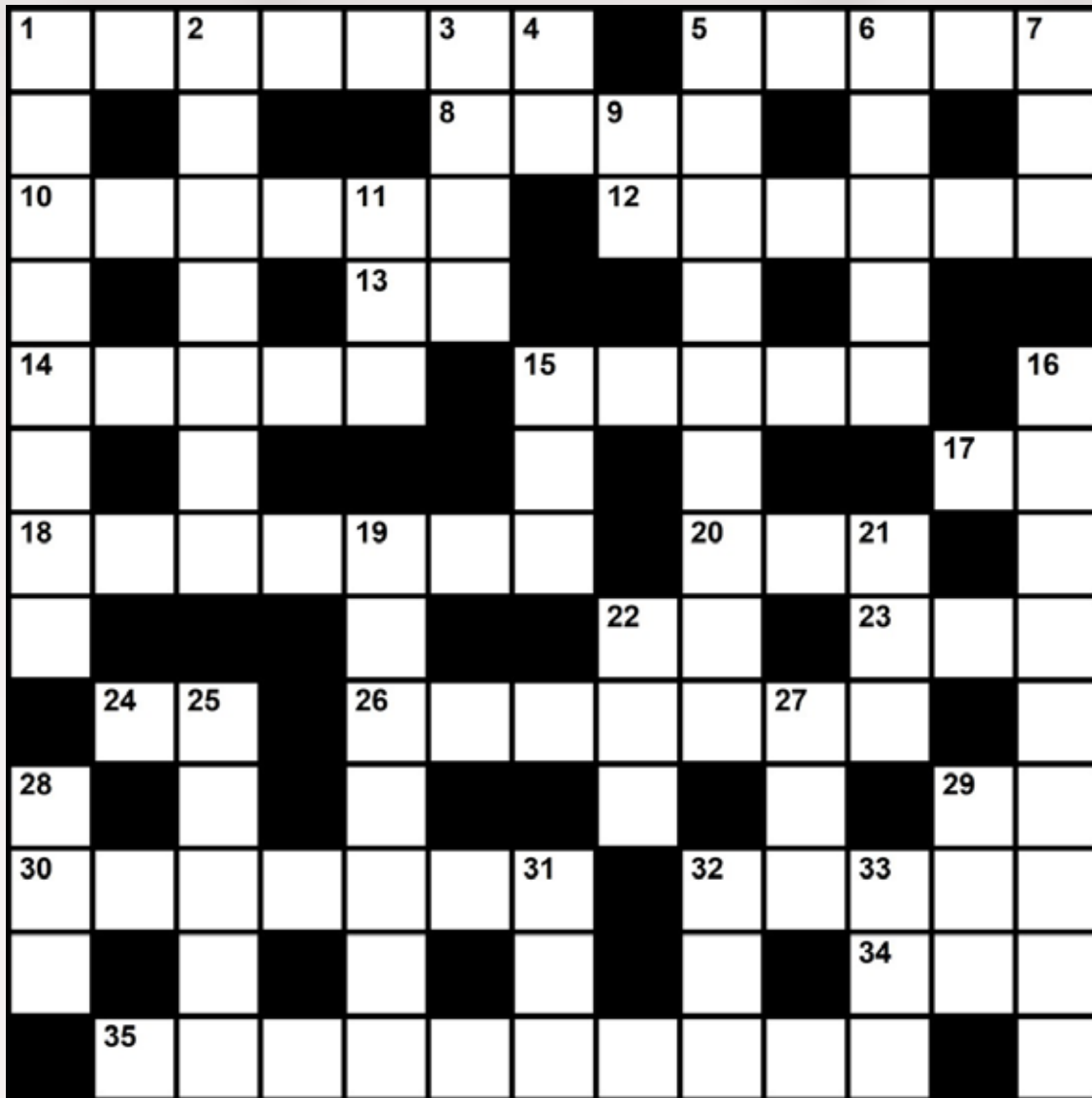
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crossword solution on page 54

Across

- 1 Addictive class of prescription drugs
- 5 Having an ethical framework
- 8 Reverse, in a way
- 10 Earnest attempt
- 12 A good school counsellor can put a student's mind _____ (2 words)
- 13 Expression of dismay
- 14 Having an attitude
- 15 Smart
- 17 You and me
- 18 Solutions to problems
- 20 Piece of advice
- 22 Exist
- 23 Elementary school trio
- 24 People person, for short
- 26 Candidness, a much admired quality in a school counsellor
- 29 Computer department, for short
- 30 Advise
- 32 One of the roles of a school counsellor
- 34 Signal
- 35 Readiness to act on new programs or opportunities

Down

- 1 Where globetrotting volunteers go
- 2 Teaches and impresses, in a way
- 3 Responsibility
- 4 Tin symbol
- 5 Inspires to achieve goals
- 6 Prepared
- 7 Not be honest and straight
- 9 Leonardo's middle name
- 11 Bit of sunshine
- 15 Cry for help
- 16 Short course reviewing or updating previous studies or training
- 19 Use up all available resources
- 21 Be too curious
- 22 Spelling test
- 25 Quarrel, 2 words
- 27 Couple
- 28 Make a move
- 29 Hosp. section
- 31 Mad Hatter's drink
- 32 Taoist energy
- 33 Breeze through, as an exam

a
PLACE
ON THE WAY

WE ARE ALL ON A JOURNEY TO
FIND OURSELVES, OUR PATH, OUR VOICE,
BUT SOMETIMES WE JUST NEED
A SAFE PLACE ON THE WAY.



*Stanley had a sinking feeling,
he knew that he had run out of excuses.*

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crossword solution





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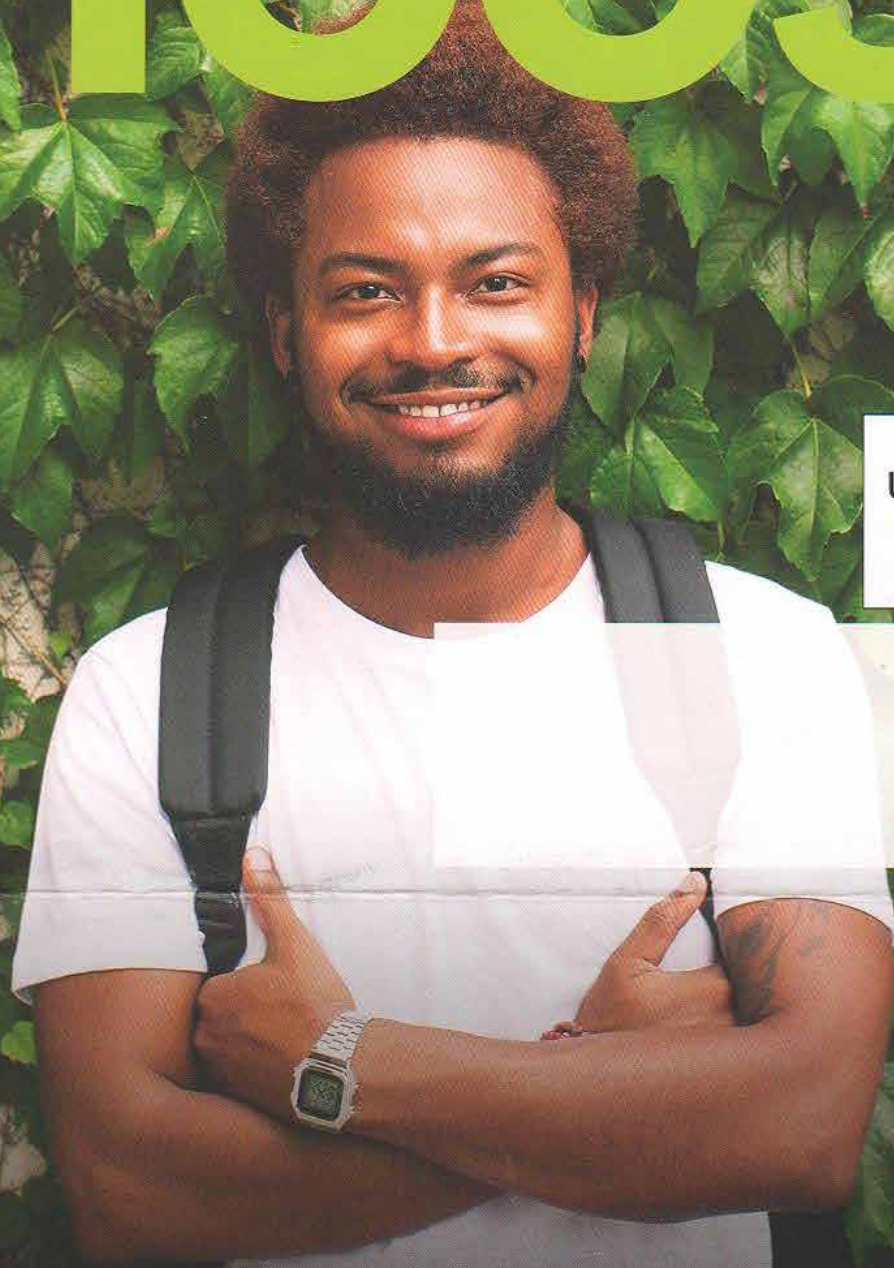
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