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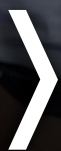
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FRENCH TRANSLATION: La Boîte à mots et associés

COVER PHOTO: Istock Photo



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CSC-Q0315 / FALL

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Dans quelles provinces la profession est-elle réglementée? La denturologie est réglementée dans toutes les provinces et tous les territoires canadiens. Elle l'est aussi dans d'autres pays.

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Combien y a-t-il de denturologistes? Il y a environ 2000 denturologistes au Canada, qui est une figure de proue de la profession. La denturologie est également une profession respectée dans un grand nombre de pays. Pour en savoir plus, rendez-vous à l'adresse www.international-denturists.org.

Où trouver un programme d'études en denturologie? Il existe actuellement quatre écoles de denturologie au Canada. Trois sont agréées par le Comité consultatif des programmes d'études et cautionnées par l'Association des denturologistes du Canada : le George Brown College (www.georgebrown.ca), le Northern Alberta Institute of Technology (www.nait.ca) et le Vancouver Community College (www.vcc.ca). Le Trillium College (www.trilliumcollege.ca) et le Collège Édouard-Montpetit (www.college-em.qc.ca) offrent la formation mais ne sont pas agréés.

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Regina Bike Shop Provides Inner City Youth Skills, Bikes

North Central workshop teaches kids how to tune up bikes, provides safe space

Courtesy of CBC News

Step into the True Wheels' workshop and it looks like any other — covered in tools and parts and plenty of bikes in progress. But it isn't your average bike shop. This one in North Central is aimed at teaching inner city youth how to repair and maintain bicycles, while also teaching them life skills.

"It's so tough to see kids that can't afford to fix a bike, like a flat tire that they have so they're riding a bike that almost isn't safe," said Joel Braun, the program's outreach coordinator and a pastor.

"Then there are the kids who don't have a bike to call their own. They are able to 'buy' bikes and take them home after so many hours of work. It gives them a bit of good self-esteem in order to work towards something and they take a lot of pride out of it, as well, which is good," said Braun.

True Wheels started two years ago. The program was in infancy when Braun began an internship with the faith-based organization Healing Heart Ministries. They built a dedicated bike shop and got the program up and running, a dream come true for Braun.

Passion for cycling, helping others

"I've always had a passion for cycling and working on bikes so I kind of wanted to meld the two together and create a program that would reach out to kids and young adults here in the inner city and give them a chance basically to learn some life skills and basic work skills that they wouldn't normally have."


Braun says the shop typically has 50 kids and young adults, ages 5 to 25, come to True Wheels on a regular basis. They work on their own bikes or on bikes that were either found or donated.

"It's so tough to see kids that can't afford to fix a bike, like a flat tire that they have so they're riding a bike that almost isn't safe."

Braun works at the shop part time, while also working part time as a mentor at Regina's Street Culture Project, another non-profit organization that helps at-risk youth.

That's where he met Denver Magotiaux, who recently finished a bicycle that is now his. "I feel proud of helping out, fixing it up," Magotiaux said. "Now I know how to fix bikes if someone ever comes to me. I'll just need the odd help, but (Braun's) given me that help."

Braun hopes to eventually work in the bike shop full time. He says stories like Magotiaux makes the tougher side of working in North Central, like people struggling with addictions, worth it.

"It's really rewarding because you can see the potential that these kids have and even to mentor these kids for a summer and to see at the end of it the self-respect and all the pride that they get out of working is really neat as well." 



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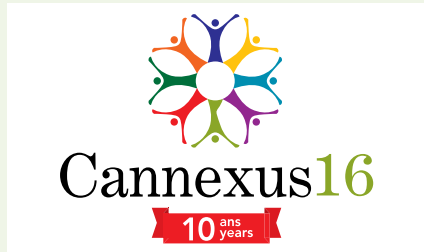
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Cannexus National Career Development Conference turns 10



From January 25-27, 2016, the Canadian Education and Research Institute for Counselling (CERIC) will host the Cannexus 10th anniversary conference in Ottawa. Canada's largest bilingual National Career Development Conference, Cannexus explores innovative approaches in career counselling and career development. Cannexus16 is expected to welcome 800 professionals from education, community, government and private sectors.

The conference will include sessions specifically for school counsellors such as "Career Awareness, Exploration and Planning Model K-11," "Easy-Peasy-Lemon-Squeezy: A Career Intervention for the Elementary School Set," "Engaging Students with Career Development," "Not-Too-Soon! What Children, Parents/Guardians/Teachers Say About Career Development" and "Making Career and Post-Secondary Exploration Fun."

Cannexus will present four notable Canadian keynote speakers: Ratna Omidvar, Executive Director, Global Diversity Exchange; Spencer Niles, Dean & Professor, School of Education, The College of William & Mary; The Honourable Justice Murray Sinclair, Chair, Truth & Reconciliation Commission of Canada (TRC); and Wab Kinew, Writer, Journalist and Honourary TRC Witness.

Past conference attendees say that Cannexus is an excellent opportunity to attend sessions relevant to their work and make valuable connections. "I appreciated finding out what's going on out there!" said Karen Nesbitt, Guidance Counsellor, Lester B. Pearson School Board in Montreal. "We get stuck in the groove of our daily routines, no matter how awesome and inspiring they are."

Delegates can save if they register by the November 2 Early Bird deadline. For more information on Cannexus and to register, visit www.cannexus.ca. 🍁 CSC



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Understanding business can't really be learned just from a textbook; it also needs to be developed through application. The University of Guelph's Bachelor of Commerce program pushes students out of the classroom and into the real-world right from the start. In each of their 9 different majors, Guelph business students are given many opportunities to take business theories and concepts and test them out through hands-on learning.

Starting in first year, as part of Guelph's award winning 'introduction to business' course, students are given the opportunity to create their own business, define their own 'value proposition' and sell their goods. In the Micro-Tyco global challenge, students are encouraged to develop a creative entrepreneurial idea, generate as much revenue as possible within 30 days using just \$1 of seed funding. All revenue is then donated to the WildHearts foundation providing micro-finance for women entrepreneurs in developing countries.

With a little more knowledge and experience, Guelph's business consulting course pairs teams of students with local businesses, usually to provide advice on marketing or another strategic issue. Problem solving is key, and this course allows students to earn course credits through the application of their knowledge with a very tangible impact.

In Guelph's hospitality program (Canada's original hotel and restaurant management degree), students work in teams to manage an on-campus business simulator: PJ's Restaurant. Students experience the ebbs and flows of a real business, managing every aspect of this busy restaurant.

Students with a more entrepreneurial bent can also enroll in Guelph's Applied Business Project, an independent study course where students start their own business. Students participate in a series of entrepreneurial modules and then launch their own business. With regular access to advisors, and eligibility for grant opportunities, students can also kick-start their new venture through their on-campus business incubator program. 

Teens Distressed Over Loss of Cherished Mental Health Counsellors

Delisle Youth Services pulling its beloved mental health counsellors out of all but two TDSB schools this fall because of funding changes.

By: Louise Brown, Toronto Star

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They're cosy drop-in spots in a handful of Toronto high schools with counsellors trained to mend the teenage soul.

But Delisle Youth Services is pulling its beloved mental-health counsellors out of all but two schools this fall because of funding changes, it says, leaving hundreds of students distraught at losing the trusted outside agency.

"It's a crime to take away this resource for students - I'm a completely different person because of the help I got from (Delisle counsellor) Angela (Ebenau)," said Grade 12 student Mark Stephens of North Toronto Collegiate, who said school guidance counsellors aren't trained to do long-term personal counselling.

Delisle has run counselling offices for more than a decade in several Toronto District School Board high schools - North Toronto, Northern, Lawrence Park, Vaughan Road Academy, York Memorial and the City Adult Learning Centre (known as CALC).



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But earlier this spring Delisle notified the TDSB it was closing all but two - the offices in Northern and CALC - which came as a shock to North Toronto Principal Joel Gorenkoff.

"This is a huge loss; Angela has touched the lives of 100 kids this year alone about everything from eating disorders and housing issues to general school issues and some very serious personal problems," said Gorenkoff.

"Mental-health issues have grown exponentially; without this external resource I'm not sure we can support students as well."

Delisle officials said the Ontario government partly funds the agency and has shifted its funding emphasis more toward students with intensive need. As a result, Delisle will switch counsellors from the five high schools to special "Section 23" classrooms in settings such as group homes. The agency also cited less successful fundraising drives as putting it on weaker financial footing.

"This is not a decision we made lightly," said Filomena D'Andrea, Delisle's director of clinical and community services. "We're a




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very small organization and we've had to do a lot of thinking about how to allocate our dwindling resources."

A North Toronto school newspaper report by Grade 12 student Jack Denton - dubbed "Delislegate" - cited rumors that the TDSB's own unionized youth counsellors had nudged the agency out - a charge union president Olga De Melo denied.

"We welcome outside agencies; there's more than enough work to go around," said De Melo, president of the Professional Student Services Personnel.

Likewise, Marcia Powers-Dunlop, the board's interim senior manager of professional support services, said there was no move to replace Delisle's counsellors with board social workers, even though the TDSB's new focus on mental health and well-being has brought funding for some mental-health nurses.

"I was quite surprised that Delisle is leaving," she said. "I'm sorry they're going."

At Vaughan Road Academy, more than 300 students have signed a petition to save Delisle counsellor Kirsti Conway, to whom Grade 12 student Nancy Truong turned when the stresses of life started to "eat away at me. And I felt so much better.

"There's going to be a service gap now and we deserve answers."

As North Toronto Grade 12 student Morgan Stockwell heads to university this fall, she credits Delisle's counsellor with helping her gain the confidence to even think of post-secondary.

"I can't imagine my Grade 9 self walking into North Toronto in September without the Delisle counsellor." 🍁 CSC

Treatment Unit For At-Risk Youth Set To Open In Winnipeg

Facility at Marymount will help youth with addictions, mental health issues.

Courtesy CBC News

At-risk youth with complex needs can soon find the support they need at a safe, secure treatment unit that will open in September in Winnipeg. The stabilization facility at Marymount, located on Scotia Street, will help those in the child welfare system who struggle with addictions and mental health problems, Family Services Minister Kerri Irvin-Ross re-announced Wednesday.

"These complex challenges make it very difficult for them to cope in the community and makes them vulnerable to predators," Irvin-Ross said in a news release. The province originally released the plan in November 2014.

"This new facility and program will help youth in care with complex needs cope with those challenges so they can stabilize their lives, rejoin their families, succeed in school and build hope for a better future."

The unit, which can care for up to six youths at a time, will offer "holistic wrap-around programming" to address their mental health needs, Irvin-Ross added.

The program that's running the facility is jointly developed by the province and Marymount, which works with young people in care and families.

Irvin-Ross was joined by Melanie Wight, minister of children and youth opportunities, and Marymount CEO Jay Rodgers during Wednesday's announcement.

Rodgers said there are always children in the CFS system whose needs challenge the system, and he hopes the new unit will provide them with the resources they need.

Part of Manitoba CFS overhaul


The province's announcement came two days after the one-year anniversary of Tina Fontaine's body being recovered from the Red River in Winnipeg.

The 15-year-old girl's body was found on Aug. 17, 2014, eight days after she was reported missing. She had been in and out of the CFS system in the months prior to her death.

Irvin-Ross said since the Manitoba government announced an overhaul of the province's Child and Family Services system in November, about 120 emergency placement resources have been created for at-risk children and youth.

The province's overhaul aims to apprehend fewer children and keep more of them with their families. It also includes ending the practice of temporarily housing CFS children and youth in Winnipeg hotels.

In addition to the new unit at Marymount, the province is also opening Strong Hearts, a six-bed secured facility for sexually exploited girls that's operated by Project Neechewam.

As well, the government is opening a three-bed facility for adolescent boys with complex needs through REACH Inc. 


Homeless LGBT Youth Canada's Hidden Shame

Canada's first transitional housing dedicated to LGBT youth opened in Toronto

By: Craig Kielburger and Marc Kielburger

For six months, Matt's home was a park in downtown Toronto. In plummeting winter temperatures, he huddled under a bench and took sleeping medication to get through the night rather than brave one of the city's emergency shelters.


When a researcher with Toronto's Centre for Addiction and Mental Health (CAMH) asked Matt why he lived this way, he said, "It was



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safer for me to be popping pills and sleeping outside in minus-zero weather than be in the shelter system (because of) transphobia and homophobia."

Matt, 26, (his name has been changed) is transgendered. He's one of thousands of homeless lesbian, gay, bisexual or

transgendered (LGBT) Canadian youth. About 14 per cent of young Canadians identify as LGBT (according to multiple surveys of Canadian high school students), but they make up a disproportionately large number (as many as 40 per cent) of youth living on our streets.

Earlier this summer, Canada's first transitional housing dedicated to LGBT youth opened in Toronto, the YMCA's Sprott House. Reading about this great initiative raised our awareness about an issue that needs to be on the radar of all Canadians.

LGBT youth become homeless for much of the same reasons as other young people; family conflict, abuse, mental health issues and addiction. But according to Alex Abramovich, the CAMH researcher who interviewed Matt, when you add LGBT identity into the mix, the severity of these issues multiplies.

For example, when a young person comes out as LGBT, pre-existing family conflicts are more likely to escalate dangerously, says Abramovich. "I can't tell you how many youth I've spoken to whose parents threatened to kill them when they came out," he says.

LGBT youth also experience higher rates of mental health and addiction issues, Abramovich adds, in large part because of discrimination.

Once on the streets, the researcher says, LGBT young people find they face bullying and risk violence from non-LGBT youth in shelters, and sadly sometimes even from shelter staff.



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Matt finally fled the park to an emergency shelter when the thermometer dropped below -20C. The shelter intake worker looked at Matt's ID, which identified him as female with his former name, and accused him of lying about who he was. When Matt tried to explain he was transitioning genders, the worker stared uncomprehendingly and assigned Matt to the women's dormitory.

"This is not a new problem. We've known about it for over 20 years, but we're only starting to respond to it," says Abramovich.

Alberta, and some cities such as Calgary and Toronto, are developing specific strategies to tackle LGBT youth homelessness. These include initiatives like mandatory training for all shelter staff who work with LGBT youth. One effort we find brilliant is the "Aurora host homes" launched by the Calgary Boys and Girls Club in June. It provides training and financial support for compassionate families willing to take in homeless LGBT youth.

Sprott House manager Jeanette Blair says some of the ways it creates a safe space for LGBT youth include LGBT-positive posters on the walls and eliminating dormitories so each resident has a private bathroom.

No young person should live in fear. Sprott House and the Calgary host program show we can find compassionate solutions to give all LGBT Canadian youth a caring and safe place to live, and the support they need to fulfil their potential.

We need solutions like these in every city across the country if Canada is to remain a world leader in LGBT acceptance and rights.



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FROM Amnesia TO MINDFULNESS

By: Sean Dolan



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By the time you read this article you will be back in the thick of it at your school. Your office will have been converted into a *de facto* sales centre with kids shopping for courses. Parents will have popped by (while a large line of students waited outside your door) wondering if they could just ask a 'quick question.' Teachers will have called you demanding to know why you added another kid to their class – almost accusing you of intentionally making their classes 'huge.' And, at least for a brief moment, you probably stopped to ask yourself, "Where did the summer go?"

Summer for any educator is that period of time where you learn how to breathe again. You manage to slip pretty quickly into a state of amnesia – blissfully forgetting all the people who drove you nuts as the school year raced to the finish. Summer is a mental, emotional, and spiritual oasis where your time belongs to you and you can surrender to a mind numbing state of selfish euphoria. No wonder non-teachers hate teachers. Who wouldn't want this?

That's why it is incumbent upon teachers – and guidance counsellors in particular – to avoid complaining about their job even when all the

things they hate about the profession pop up again in September. People outside education don't understand the complaints for two reasons: July and August. I know, I know – we all hate it when the public throws the summer months in our faces while not so subtly implying that prime vacation time is the only reason any of us went to teachers college in the first place. The simple fact of the matter is we will never be forgiven for having the summer off and the price we pay for this privilege is the obligation to avoid incessantly complain about our job.

I mention this because teachers as a collective tend to complain way too much – and the only thing worse than a teacher complaining is a guidance counsellor complaining.

The complaints that essentially amount to banging your head against the wall include:

- **Difficult kids** – it's true – some kids have a lot of problems. Instead of complaining about them, we need to accept them for who they are and remediate when necessary.
- **Difficult parents** – most, but not all, messed up kids can be directly linked to messed up parents. These kinds of parents need to be challenged. This requires skill, diplomacy and guts. They don't require you to spout off about them to anyone who will listen.
- **Difficult colleagues** – if you find fellow staff members irritating, try to figure out if it is a personality thing. It is pointless to complain about someone's personality because that is the persona they have evolved into. Instead, acknowledge your irritation (internally!) and move on.

All this rhetoric is not designed to discourage observation and discernment – or even venting. It is designed to inspire a little (not to get too Zen on you but...) mindfulness. We should be mindful of the fact that teaching is a vocation. Any thoughtful teacher knows this to be true but sometimes even the best of us get sucked into complaining about kids and parents and colleagues – and sometimes we do this at restaurants with strangers within earshot or at parties with our non-teacher friends. What we aren't mindful of in these situations is that our vocation is quite enviable. We get to take part in meaningful work that involves relationship building, dissemination of profound ideas, and character building. When we complain about kids, parents and colleagues, or even the rigours of the job, we are not being mindful of the privilege inherent in our vocation.

Twice in this column I have mentioned that guidance counsellors have to be especially cautious of overly zealous complaining. As far as I'm concerned, Student Services should be the optimism hub of the school because we spend so much time encouraging kids. In fact, we use optimism and encouragement to help many kids pull themselves back from potentially volatile situations – whether academic or social. If we fall into the cycle of complaining, we can watch our efforts as purveyors of optimism slip into a pessimism pit that will turn the guidance office into a barren wasteland that no one wants to visit.

I share these ideas with you knowing that I am one of the profession's greatest hypocrites. I don't always practice what I preach and need to be mindful of my own tendency to slip into a pattern of incessant complaining. However, as I transition from the amnesia of summer into the routine of work, I hope to be intentional about not descending the slippery slope from expressing frustration and venting to the dangerous sinkhole of constant complaining. 🍁 CSC

THE EVOLUTION OF ONTARIO COLLEGES: AN EDUCATIONAL AND SOCIAL PERSPECTIVE

Courtesy of Durham College

Photo courtesy of Durham College




Of Ontario high school students surveyed, 91 per cent agree that colleges provide training and develop skills in fields where there are available jobs.


It's back to school time for students across the country. As many are preparing to start their post-secondary studies on a college campus, a survey, conducted by Durham College (DC) and hosted on the Angus Reid Forum, found that of the more than 900 students, ages 16 to 18 surveyed, 91 per cent agree that a college education will give them training and skill development in fields where there are jobs available including oil and gas; finance, insurance, real estate and leasing; business, building and other support service and educational services, all of which experienced growth in 2015 according to Statistics Canada.

The educational experience


That ability for college graduates to find jobs after completing their education can be attributed in part, to a well-rounded curriculum. Seven-in-ten (70 per cent) students surveyed indicated that they prefer learning in a hands-on environment. This complements the 91 per cent of survey respondents that agree that the college curriculum has evolved over the past 10 years, and not only provides top-quality technical and hands-on training, but also includes theoretical education that is more commonly attributed to university courses.




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"We are definitely seeing a shift in attitudes about college as a post-secondary education option," said Don Lovisa, president, Durham College. "The growth we've witnessed in enrollment in the past five years speaks to students' desire for an education that combines theory, practical and technical training, which in turn produces well-prepared and highly employable graduates."

Money matters

Headlines frequently highlight the debt problem Ontario students face today. Those in high school are keenly aware of the cost of their education with 67 per cent surveyed anticipating they will need to work while in college/university to pay for tuition. College however, is seen as less expensive than university, with 62 per cent feeling that college is a more affordable option.

As the demands of the workplace change, so too are post-secondary institutions to better meet student needs. Pathway and bridging options see colleges and universities, like DC and the University of Ontario Institute of Technology (UOIT), partner together to help students get the education they want and need in less time and for less money, by offering pathway to degree options for over 60 programs.

Many colleges also give students the chance to extend their studies by offering work/study placements along with volunteer opportunities.

Keeping up

While students are excited about the next chapter in their educational evolution, concerns about grades are common. Of high school students surveyed, 54 per cent are worried their grades will slip when they begin their studies and 60 per cent have concerns about the overall workload. Colleges have responded to this need by putting programs in place to assist students. Whether it's coaching or academic counselling, students have access to expert advice and a suite of learning tools to help them succeed.

The student experience

College isn't just about studying though. 84 per cent of high school students surveyed agreed that colleges offer an exciting and enriching campus experience.

Focusing on the social aspect of the post-secondary experience also means thinking about classmates and friends, which were a consideration amongst the high school students surveyed. In fact, 66 per cent hoped a friend would also be accepted into the same school as them and 50 per cent wanted to attend a post-secondary institution that had an active, fun social scene; 54 per cent wanted to be able to participate in campus clubs and activities.

Colleges across Ontario provide students with chances to get involved with clubs and organizations. Athletics, at both the intramural and varsity level, are also popular options.

There are over 24 colleges across Ontario providing post-secondary education, firmly entrenching it as a post-secondary option. Each institution continue to evolve to meet students' educational needs and interests, both in and out of the classroom while equipping their graduates with the skills required to succeed in today's complex and changing world. ♣ csc



LIFE ON THE EDGE:

TEENAGERS, STRESS AND DEPRESSION By: **Melanie Nimmo**

As summer comes to an end, we all become increasingly aware of the upcoming school year. On the one hand, this means that teens can reunite with friends that they may not have seen over the summer, and they feel excited. Yet on the other hand, the beginning of a new school year is a very stressful time for parents, teachers and guidance counsellors, but particularly for teens. In fact, research suggests that over seventy per cent of teens report intense stress upon entering high school. They now face significant challenges and decisions and intense pressure in many ways.

We all experience stress. There is good stress, a motivator, "fight or flight," but there is also very bad stress. Negative stress leads to depression and anxiety disorders, including aggression and irritability, and many physical effects, such as insomnia, illness, and weight changes, headaches and more. These symptoms of stress can lead to serious and life altering choices. Many stressed out teens turn to substance abuse, gangs, crime, prostitution and running away from home. Other teens isolate and become suicidal.

Sources of stress for teens vary from school difficulties, problems at home, low self-esteem, problems with friends, body image issues, the neighborhood that they live in, concerns about the future; the list is virtually endless. There are particular signs that a guidance counsellor can look for to spot a teen that is having difficulty with stress. Some of these signs include notable changes in behavior, changes in their choice of friends, drops in their grades and/or attendance at school. Guidance counsellors help by paying

attention to changes in behavior and lending an empathetic ear.


In preparation for this article, I questioned a number of teens and young adults about what they think stresses teens out. I also asked them what advice they would give guidance counsellors. Some common themes emerged. First and foremost, all of them spoke of the stress of relationships, be it with males or females. They spoke of the stress and pain of failed relationships, and even just the pressure of trying to maintain a relationship.

The second most common issue that teens noted as a point of stress was schoolwork, and feeling like they didn't measure up. Managing their grades, keeping up with the other kids, family pressure for success, and the need for identity and status and a sense of purpose and acceptance create a toxic state of mind for some teens, making them extremely prone to stress and unhealthy behaviors. From my previous research on gangs, it is also true that marginalized teens feel extremely isolated from mainstream society, and face the judgmental stigma of being 'stupid.' Keeping these children in school and reaching out to them remains a significant challenge, but it is possible.

Peer pressure has been recognized for a long time. The pressure to 'fit in' can make kids do a lot of things that they otherwise wouldn't do. Recall the Reena Virk case. One girl started the fight with Reena and the rest of the girls joined in, inevitably killing Reena. Pack mentality had set in, and teens are especially vulnerable to this as they're trying to figure out their identity and desperate to fit in with the others.

The people I interviewed also spoke about family. They wanted high school guidance counsellors to know the negative impact that parents can have. We're not just talking about physical and sexual abuse, but emotional abuse as well. Many spoke of the negative effects that parents can have on their children, and how their parents' habits troubled them. Many identified their parents' substance abuse as something that really influenced them. They also identified "inter-household drama" as creating their chronic anxiety attacks.

The young adults especially spoke about how stressful Grade 12 was, the fear of the future. How would they make a livelihood? The stress of university and future debts was



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very high on their list of triggers for stress. They pointed out that there would be so much more to lose if they chose university. And after, they might only be left with a hefty debt. Would they even find a decent job?

When I asked the young adults about teen stress, a curious term repeatedly emerged from a few of them; they spoke of “psychological impairment and the stress of internal and external interactions.” Unpack this as you will, but clearly adolescence is a challenging time, and can be very depressing. Fights and turmoil cause psychological instability. Counselling is especially important at this time in life.

Social media has exposed teens to the global world, and “adult” concerns and conflicts. This relatively new influence of social media can exacerbate racism, demeaning comments and bullying, targeting youth about their looks, their sexual preference – you name it. And, adults are often unaware of this. The individuals that I spoke with said that the on-line bullying made them very depressed and made them feel useless, useless to the point of suicidal thoughts. Nothing put on-line is truly “safe.” Anonymity and vulnerability increase. In addition, much of the on-line generation does not get proper nutrition and exercise, which are key factors in decreasing stress.

In the last year before he killed himself my sixteen-year-old nephew had become gaunt and pale, reclusive, antisocial and glued to Facebook. The new generation has become addicted to social media; constant contact on Facebook, Twitter and text messaging have practically become mandatory, 24/7; but, in reality, this new social media is not truly social. It fosters anonymity and lends itself to a new form of abuse. Many teen suicides have been traced to on-line bullying.

And, contrary to popular myths, it’s not just neglectful and abusive parents that cause stress. Some of the young adults I questioned stressed the negative effects of parents that were too “heavy and hard,” having unreasonable expectations and standards of achievement. These same individuals that I interviewed also wanted to draw attention to the fact that dogmatic religions caused internal and external problems for them.

One of the keys to helping stressed teens is to offer them resources and information on stress management techniques, such as healthy coping skills. The Internet contains

a number of sites that offer help, advice and more information on teens and stress. Some starters include the National Suicide Prevention Hotline at 1-800-273-TALK (8255), ask.healthline.com, and the Canada Counselling Center. Google search the web with the key words ‘teens and depression’ and you will find many resources. Many of the teens that I spoke with also mentioned that they prefer counsellors who have walked the walk and, therefore, know where they’re coming from.

At the end of the day, teen years are a frightening time. All human beings want to be loved and respected. Guidance counsellors play a critical role in a teens development. Caring and really listening can truly save lives.

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Photo courtesy of COPE

Jane Boake's aha moment struck sometime in 2003.

A few years earlier, Boake, a teacher by profession, had founded COPE – a registered charitable organization that trains service dogs for people with disabilities. After training four dogs herself, she started thinking about how fantastic that work made her feel and about all the kids who needed to feel good about what they do, too.

That summer, Boake sowed the seeds for Canines in the Classroom (CIC), a program that gives students at risk of not graduating high school the opportunity to train dogs for service as part of their studies.

“When I was teaching, I always gravitated to those who were troubled and I thought this would be the perfect thing for kids like them,” she recalls.

Since then, high schools in six communities in the Simcoe and Peel regions of Ontario, have offered select students the option to participate in the course. Students earn credits as they work to teach their dog as many as 90 commands, all the while improving their own literacy, leadership and workplace skills.

“Basically, we are giving these kids a job, and that is to train a dog to become a service dog to a person with a disability. The skills they need to do that can be applied to many situations and to regular life,” says Boake, who now works both as a teacher and special education resource teacher at a high school outside of Barrie, ON. She leads the CIC program at her school.

A DOG'S PLACE

Man's best friend getting pawstitive results for educators. By: Laurie Nealin

LA PLACE D'UN CHIEN

Le meilleur ami de l'homme ravit les éducateurs. Par : Laurie Nealin

En 2003, Jane Boake a eu un éclair de génie.

Quelques années avant, cette enseignante de profession avait fondé COPE : un organisme de bienfaisance enregistré qui entraîne des chiens d'assistance pour des personnes handicapées. Ayant entraîné elle-même quatre chiens, elle savait à quel point ce travail était gratifiant et se disait que pareille gratification ferait aussi grand bien à de nombreux enfants.

Cet été-là, Jane jeta les bases du programme CIC (Canines in the Classroom – des chiens en classe), qui offre à des élèves risquant de ne pas terminer leur secondaire la possibilité d'entraîner des chiens d'assistance dans le cadre de leurs études.¹

« Comme enseignante, je travaillais toujours avec des élèves en difficulté et je me suis dit que ce serait parfait pour des jeunes comme eux », se rappelle-t-elle.

Depuis, des écoles secondaires de six localités des régions ontariennes de Simcoe et de Peel offrent à des élèves triés sur le volet la possibilité de suivre le cours. Ces élèves obtiennent des crédits pour apprendre à leur chien pas moins de 90 commandes, tout en développant leur compétence en lecture et en écriture, leur leadership et leur aptitude au travail.

« Essentiellement, nous donnons à ces jeunes un travail qui consiste à former un chien d'assistance pour une personne handicapée. Les compétences nécessaires à ce genre de travail sont applicables à diverses situations et à la vie courante », explique Jane, qui cumule

désormais les fonctions d'enseignante et d'enseignante ressource auprès d'élèves en difficulté dans une école secondaire en banlieue de Barrie, en Ontario. C'est elle qui dirige le programme CIC à son école.

Fait intéressant, Jane constate des progrès intéressants en lecture-écriture, en communication, en résolution de problèmes et en santé mentale chez les élèves participants. « Les enfants sont détendus. Ils ont hâte de venir à l'école pour voir leur chien. Ils apprennent à bâtir une relation et développent leur confiance en eux à force de faire des démonstrations avec leur chien devant des groupes. C'est excellent pour développer le sens du leadership. »

Une étude réalisée auprès des élèves du programme a révélé que leur capacité d'apprentissage et leurs résultats scolaires s'étaient améliorés, et que le nombre et la durée de leurs suspensions avaient diminué.

Sauter sur l'occasion

Il faut souligner aussi le sentiment de satisfaction, d'accomplissement et de responsabilité que les jeunes retirent à entraîner un chien qui assistera une personne handicapée pendant de nombreuses années.

« Ces élèves ne s'étaient probablement pas fait confier beaucoup de responsabilités avant, alors ils sautent sur l'occasion. Leur potentiel se révèle au grand jour lorsqu'on leur confie un chien », observe Jane.

Pour implanter le programme dans une école, explique Jane, il faut embaucher un instructeur spécialisé et obtenir l'aval du conseil scolaire et de la communauté. Il faut aussi trouver des familles bénévoles

Anecdotally, Boake can report significant gains in literacy, communication, problem-solving skills and mental health for the participating students. "The kids relax. They look forward to coming to school to see their dog. They learn how build a relationship and have increased self-confidence doing demonstrations with their dog for a crowd of people. There are huge gains in leadership skills."

A formal study showed that CIC students' learning skills and grades had improved while suspensions decreased in number and length.

Rise to the occasion

Last but certainly not least is the sense of satisfaction, accomplishment and responsibility the students get from knowing they are training a service dog that will assist a person with a disability for years to come.

"The students have probably not been given much responsibility before and they rise to the occasion. Their potential just shines when they are given the trust with the dog," Boake says.

To implement the program in a school requires a trained instructor and support from the school board and the community, Boake says, including volunteer puppy-raising and boarding families for the dogs being trained at the school.

DOGS DEFINED

Canine-assisted Intervention

(CAI) dog - a trained dog that works with a specially trained handler, such as a counsellor, social worker or police officer, who uses the dog in goal-directed therapy to improve the physical, emotional, social or cognitive function of their clients

Service dog - a trained dog matched with a person with a disability (other than blindness or deafness) to mitigate their disability e.g. people with physical disability, autism, PTSD or prone to seizures

Guide or hearing dog - a trained dog that guides a person who has a visual impairment or alerts a person with a hearing impairment to specific sounds

COPE is now looking to expand its CIC program into the York region near Toronto and is considering remote training for educators in other provinces to enable them to bring CIC to their schools.

What the kids say

A final course assignment for student trainers is to describe their experience. Excerpts from a few of their submissions follow.

Being in COPE class feels almost like a job, so it is teaching us how to represent ourselves in the real world. ~ S

When I first joined COPE class I was nervous because it is a very people-oriented course. You have to talk a lot and do a lot of things involving people. Meeting (my dog) Daisy has helped me drastically with my OCD because she makes me feel comfortable and confident. ~ L

Meeting (my dog) Sky has helped me because she has made me more confident about following my dreams and going after my goals. I can do a lot more now, like doing stuff in front of people. ~ K

I have been involved in COPE for three years. Every bit that I gave to COPE I have got 10 times more back. I enjoyed coming to school more than usual and I work hard to ensure that I did not miss a class. It gave me a sense of accomplishment, an increase in self-confidence and self-esteem and a pride in being involved in something that helps so many worthy people. This program has forever changed my life in more ways than I can express. ~ M, a peer tutor. (Tutors are students who completed the course and subsequently serve as mentors in a beginner class.)



pour élever les chiots et héberger les chiens entraînés à l'école.

COPE souhaite à présent étendre CIC dans la région de York près de Toronto et envisage d'offrir de la formation à distance pour les enseignants d'autres provinces afin qu'ils puissent introduire le programme dans leurs écoles.

Ce qu'en disent les élèves

Comme travail final, les apprentis entraîneurs doivent raconter leur expérience. Voici quelques extraits de leurs récits.

Participer au programme de COPE, c'est comme avoir un vrai travail; ça nous apprend à nous définir dans la vraie vie. ~ S

Au début, j'étais nerveuse parce que le cours de COPE est très tourné vers les gens. On doit parler beaucoup et faire des tas de choses avec d'autres personnes. Daisy (mon chien) m'aide énormément avec mon trouble obsessionnel-compulsif parce qu'elle me fait sentir à l'aise et sûre de moi. ~ L

Sky (mon chien) m'a rendu service parce qu'elle m'a donné de l'assurance pour poursuivre mes rêves et atteindre mes objectifs. Je fais beaucoup plus de choses qu'avant, comme parler en public. ~ K

C'est ma troisième année avec COPE. Tout ce que j'ai donné à COPE m'a rapporté dix fois plus. Je me suis mis à aimer l'école plus que d'habitude et je me forçais à ne pas manquer de cours. J'en retire un sentiment d'accomplissement, et ça m'a apporté plus de confiance en moi et d'estime de moi, sans parler de la fierté de participer à quelque chose qui rendra service à des tas de gens qui le méritent. Les mots me manquent pour dire à quel point ce programme a changé ma vie pour toujours. ~ M, tuteur. (Les tuteurs sont des élèves qui ont réussi le cours et qui servent ensuite de mentors aux élèves qui commencent.)

Un ami dans le besoin

De son côté, l'organisme National Service Dogs (NSD), qui a joué un rôle de précurseur dans l'entraînement de chiens d'assistance pour enfants autistes, a récemment entrepris d'élargir son rayon d'action et de jumeler ses chiens thérapeutiques avec des travailleurs sociaux embauchés par les conseils scolaires ontariens.²

Le chien sécurise l'élève, qui peut se concentrer sur l'animal quand il aborde

GLOSSAIRE CANIN

Chien thérapeutique – Chien entraîné pour travailler avec un maître spécialement formé (p. ex. conseiller, travailleur social, policier) qui se sert de lui dans le contexte d'une thérapie ciblée afin d'améliorer les capacités physiques, émotionnelles, sociales ou cognitives de ses clients.

Chien d'assistance – Chien jumelé avec une personne ayant un handicap (autre que la cécité ou la surdité) pour pallier son handicap (p. ex. personnes ayant une incapacité physique, autistes, personnes souffrant du TSPT, personnes sujettes à des crises d'épilepsie).

Chien-guide – Chien entraîné pour guider une personne ayant une déficience visuelle ou alerter

des sujets difficiles. Les chiens ont un effet calmant, ce qui rend les jeunes plus à l'aise de parler », explique Danielle Forbes, qui a cofondé cet organisme de bienfaisance enregistré à Cambridge, en Ontario, il y a 20 ans.

Elle ajoute que les chiens thérapeutiques servent parfois de modèle aux élèves ayant de

Étudiante : Marie-Lou Fournel-Laberge

Photographe : Étienne Ranger

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- Do your due diligence in choosing the organization to supply a dog to meet your specific needs.
- Confirm the supplier's accreditation status.* A facility accredited by Assistance Dogs International (ADI), for example, must be a registered charity and provide their service and CAI dogs at no charge to end users and not-for-profit organizations.
- Confirm the organization carries sufficient liability insurance.
- Ask for and call references from clients.

*A list of training schools accredited by Assistance Dogs International or International Guide Dog Federation is on the Canadian Association of Guide and Assistance Dog Schools website. <http://cagads.com/>

A friend in need

Meanwhile, National Service Dogs (NSD), an organization that pioneered training service dogs to help children with autism, recently

broadened its reach, pairing its canine assisted intervention (CAI) dogs with school board-employed social workers in Ontario?

"A dog gives a student comfort, something to focus their attention on for difficult conversations. The dogs have a calming effect, making the kids more available for discussion," says Danielle Forbes, who co-founded the registered charity in Cambridge, ON 20 years ago.

Forbes explains that CAI dogs can be used to model behaviour with students with severe behavioural issues. The child sees that the dog is calm and relaxed even in a stressful situation. The social worker can relate that to the child's behaviour in a particular situation and help a child to self-regulate and manage their anger. Comparing the consequences for the student who is bullying or hitting others to the consequences for the dog if it bit someone is also an effective strategy.

Laura Donelan, a school social worker in London, ON, spends her days working with both high school and elementary school students who have experienced or are experiencing trauma, are dealing with mental health issues or having social difficulties.

NSD-trained dog, Holly, works alongside her, providing comfort to the students.

"Just having Holly in my office changes how students look at me -- from being an authority in the school to being the nice lady with that dog," says Donelan who cares for Holly in her own home in their off hours.

How Holly helps

Holly often serves as the bridge to adult support for troubled students who are reluctant to talk to anyone. "With the dog in the room, somehow that makes it okay for them to share their thoughts with me.

"When a student sits in a bean bag chair in my office, they know Holly will come over to them. When they sit in a regular chair, Holly stays under the desk, taking her clues from the kids"

Holly can de-escalate emotions or change a student's mood, making an angry student laugh and comforting someone who is sad by licking, nuzzling or just sitting close.

High school students will drop by her office or bring a friend for some 'Holly therapy,' Donelan reports.

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graves troubles de comportement. L'enfant voit que le chien est calme et détendu même dans des situations stressantes. Le travailleur social peut alors faire la comparaison avec le comportement de l'enfant dans une situation précise et ainsi l'aider à s'autoréguler et à gérer sa colère. Comparer les conséquences pour un élève qui intimide ou frappe les autres aux conséquences pour un chien qui mordrait quelqu'un est aussi une stratégie efficace.

Laura Donelan, travailleuse sociale dans une école à London, travaille avec des élèves de l'élémentaire et du secondaire qui ont vécu ou vivent un traumatisme, qui ont un trouble de santé mentale ou qui éprouvent des difficultés d'ordre social.

Holly, une chienne entraînée par NSD, l'aide dans son travail en réconfortant les élèves.

« Le simple fait d'avoir Holly dans mon bureau modifie la perception des élèves à mon égard; la chienne me fait passer de figure d'autorité à l'école à celui de gentille dame », explique Laura, qui s'occupe aussi de Holly chez elle en dehors du travail.

La magie de Holly

La chienne sert souvent de passerelle vers l'aide d'un adulte pour les élèves tourmentés qui hésitent à se confier. « La seule présence de Holly à mes côtés fait en sorte qu'ils deviennent à l'aise d'exprimer ce qu'ils vivent. »

« Si l'élève s'assoit dans un fauteuil poire dans mon bureau, il sait que Holly viendra vers lui. S'il s'assoit dans un fauteuil ordinaire, Holly reste sous mon bureau et attend qu'il lui fasse signe. »

Holly a le don de faire baisser la tension émotive ou de faire changer les élèves d'humeur; elle réussit à faire rire des élèves en colère et à réconforter ceux qui sont tristes en les léchant, en frottant son nez contre eux ou simplement en s'assoiant près d'eux.

Des élèves passent à son bureau ou y amènent un ami pour une petite dose de « Hollythérapie », raconte Laura Donelan.

Holly est aussi très bonne pour réconforter un élève affecté par exemple par le décès d'un membre de sa famille ou d'un ami.

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- Vérifiez que l'organisme dispose d'une assurance responsabilité civile suffisante.
- Obtenez des références de clients et vérifiez-les.

*Le site internet de l'Association Canadienne des Écoles de Chiens-Guides et d'Assistance (<http://cagads.com/fr/>) dresse une liste d'écoles agréées par Assistance Dogs International ou International Guide Dog Federation.

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Making the dog available after a student has suffered a loss, such as the death of a family member or fellow student, is also valuable. The dog can be used around discussions of grief or just to cuddle with in the social worker's office.

When Donelan heard about NSD's plans to introduce CAI dogs in schools, she thought it was a great idea, did some research and submitted a proposal to her school board. She got the green light to get her dog in 2013.

Donelan received training from NSD staff in handling the dog and learned how to use Holly to reach the goals she set for her students. She also took an online course to obtain a certificate in animal assisted intervention and human health.

To spread the word about the value of CAI in schools, Donelan has written a children's book aptly titled "Holly's Pawsitive Life Lessons."

Next April, she and a colleague, who also works with a CAI dog, will deliver a two-day workshop at Wilfrid Laurier University in Kitchener for professionals interested in learning about this topic.

Having confirmed the benefits of partnering CAI dogs with professionals in schools, Forbes says NSD is now working with a school board in Alberta to establish a program there and accepting applications for CAI dogs across Alberta and Ontario. 🌱 CSC

¹<http://copedogs.org/programs/canines-in-the-classroom/>

²<http://www.nsd.on.ca/programs/canine-assisted-intervention/>

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Elle facilite les discussions entourant le deuil et se prête volontiers aux câlins réconfortants dans le bureau de la travailleuse sociale.

Dès qu'elle a entendu parler de l'intention de NSD d'introduire les chiens thérapeutiques dans les écoles, Laura a tout de suite trouvé l'idée excellente. Après quelques recherches, elle a présenté une proposition à son conseil scolaire. Elle a obtenu le feu vert pour amener son chien en 2013.

Laura a reçu du personnel de NSD une formation sur le maniement du chien et sur la façon de l'utiliser afin d'atteindre ses objectifs pour chacun des élèves. Elle a aussi suivi un cours en ligne pour obtenir un certificat en thérapie animale et santé humaine.

Pour faire connaître les bienfaits d'un chien thérapeutique en milieu scolaire, elle a également publié un livre pour enfants intitulé Holly's Pawsitive Life Lessons (Les leçons de vie positives de Holly). En avril prochain, elle ira donner un atelier de deux jours à des professionnels à l'Université Wilfrid- Laurier à Kitchener avec travaillant aussi avec un chien thérapeutique.

Désormais convaincue des bienfaits du jumelage entre les chiens thérapeutiques et les professionnels dans les écoles, Danielle Forbes précise que NSD travaille en ce moment avec un conseil scolaire albertain à l'adoption d'un programme dans cette province et accepte les demandes de chiens thérapeutiques de l'Alberta et de l'Ontario. 🐾csc

¹<http://copedogs.org/programs/canines-in-the-classroom/>
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SHAD

Summer Experience for Exceptional Youth

Bright minded students pursuing their uncommon purpose

By: **Alison Zenisek**

“SHAD was a tremendously enriching experience and broadened my view on topics of a vast variety of domains from academics to the arts to athleticism to cultural diversity. It was a very empowering experience and it was a true privilege to become a part of the SHAD community.” ~ **Victoria Jackman, SHAD '15.**

The SHAD experience which starts with the summer program challenges high achievers to pursue their uncommon purpose.

The program is centered on science, technology, engineering, maths, and is hosted at 13 host universities across Canada in July 2016. SHAD empowers exceptional students to look at things outside of the box, as they work together to solve real world problems. Spending the month of July in a university environment, they discover new ways to learn, challenge, engage, experiment, and excel as part of a team. Interacting with like minded students, corporate leaders

and university faculty inspires participants to see their potential to make a difference in the world. Within this rich pedagogical environment they can stretch their wings and gain a glimpse of their future.

Only 600+ high school students will have the privilege to spend July of 2016 immersed in the rigors and rewards of higher learning. The young adults who will compete for these coveted placements will be evaluated beyond just academic achievement. The application process is rigorous. Community volunteer work, extra-curricular participation, as well as academic achievements are all

considered. The program seeks well rounded emerging leaders who demonstrate initiative, creativity, and entrepreneurial skills. These students are often involved in music, art, and sports as well as demonstrating academic excellence.

SHAD's 'Uncommon Purpose' is defined as "when someone truly remarkable pursues their own potential to change the world." SHAD's intention is to assist top secondary school students to develop confidence in their innovative capabilities. Intellectual gifts alone are not a guarantee of personal or professional success. The investment of

time and resource into these future leaders is intended to assist Canada to compete on the world stage. The benefits of such investment are evident in the individual success and achievement of the many SHAD alumni since its inception in 1980.

The program attracts students from all socio-economic backgrounds. SHAD believes that there should be no barriers for exceptional youth to pursue excellence and believes that every student offered a place in the program, regardless of their financial circumstances, will attend the program. Information regarding fees can be found on the website.¹ It costs nothing to apply and for students who might hesitate to apply due to financial circumstances SHAD offers support through various channels.

The purpose of the program is to provide students, who perhaps have not been challenged in their secondary education, an opportunity to think deeply about solutions to problems Canadians face. According to Barry Bisson, SHAD president, the program exposes bright students to advanced topics and moves them out of their comfort zones. SHAD is about supporting future leaders by providing an environment of excellence and creativity in a community that collaborates with like-minded students and challenges them to be their best.

For students in the IB program, the SHAD program incorporates three key aspects of the IB diploma program: CAS (creativity, action, service), Theory of Knowledge, and the Extended Essay. SHAD shares their goal of developing inquiring, knowledgeable and caring youth who aspire to create a better world and is therefore a natural extension of the IB program experience. SHAD provides the students with many different types of enrichment experiences. Students are given the opportunity to explore a university campus and to participate in activities beyond the lecture hall. Through workshops, projects and various off campus encounters intended to bring to life the students' knowledge of technology, engineering, science, and mathematics; they are introduced to a multi-disciplinary approach to the world around them. The experience is often transformative. "It's about stringing ideas together," says Dr. Chad Harvey, Co-Director of SHAD McMaster. "We apply chemistry to explain biology, or math to explain music."

The SHAD experience extends beyond the July session. Each year the program has a specific theme and the students collaborate to simulate a start-up venture that must be based on a product or service that addresses this particular theme. Groups create their marketing and business plan, a promotional strategy, a roadmap of external resources, a website, and a working prototype of their product or service. Students can also compete for a summer volunteer internship in a real-world work experience in August, immediately following the July in-residence

university program. Without a doubt this program provides the opportunity for exceptional students to grow and broaden their horizons.

The application deadline for the program is in late November and are open to students in Grades 10, 11, and 12 (Secondaire IV, V, or CEGEP I in Quebec). The online application for the summer of 2016 program will be available starting in mid-September 2015. Their e-mail is info@shad.ca. International students are also invited to apply. 🍁csc

¹www.shad.ca/fees-and-financial-support.





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HUMAN TRAFFICKING

A Horror Hidden in Plain Sight

By: Alison Zenisek

In the Spring of 2015, a report by Reuters out of Kuala Lumpur stated that the mass graves of hundreds of people had been discovered by Malaysian police in northern towns and villages bordering Thailand. According to media reports the graves contained the bodies of trafficked victims from Myanmar and Bangladesh. Desperate migrants fleeing persecution and political and economic turmoil had fallen victim to age old exploitation of human lives. "They have been there for quite some time. I suspect the camps have been operating for at least five years," said one Malaysian official.

Closer to home, in some of the nail salons that are popping up across Canada and the United States, young Asian women of indeterminate age are being labor trafficked into providing manicures and pedicures by day, and then pulled into sex trafficking at night. They are hiding in plain sight. There is often a thin line between labor trafficking and sex trafficking. Some owners of these shops engage in illicit activities that can include money laundering, coercing women to work without pay, or to work in prostitution while the owners collect the fees. "Wherever you have immigrants, you have the potential for

LES HORREURS DE LA TRAITE DES PERSONNES

Un crime caché en pleine vue

Par : Alison Zenisek

Au printemps 2015, le bureau de Reuters à Kuala Lumpur a rapporté la découverte par la police malaisienne de centaines de corps empilés dans des fosses communes localisées dans le nord du pays, le long de la frontière avec la Thaïlande. D'après les médias, ces fosses contenaient les corps de victimes de la traite des personnes venant du Myanmar et du Bangladesh. Il s'agissait de migrants désespérés qui, voulant fuir la persécution et les troubles politiques et économiques, sont tombés

dans les griffes des exploiters de vies humaines qui sévissent depuis la nuit des temps. « Ça fait un bout de temps qu'ils sont là. Je dirais que les camps sont en activité depuis au moins cinq ans », soupçonne un responsable malaisien.

Plus près de nous, les ongleries qui se multiplient au Canada et aux États-Unis sont parfois utilisées par les trafiquants de main-d'œuvre pour placer des jeunes femmes asiatiques d'un âge indéterminé. Le jour, elles donnent des soins de manucure et de pédicure, et le soir,

» Cover Story: Human Trafficking

human trafficking,” says Tom Perez, assistant attorney general for civil rights in the U.S. Justice Department. “People can be brought in and forced to work in a number of different employment settings. And the settings range from nail salons to sweatshops.”

Human smuggling should not be confused with human trafficking, although there is often a correlation between these two illegal activities. Trafficking includes an additional element of exploitation in the form of human servitude with the threat or use of force. Human trafficking involves the recruitment, transportation, harbouring or exercising control, direction, or influence over the movements of a person in order to exploit that person, typically through the sex trade or forced labour. The United Nations estimates there are more than 2.5 million victims of human trafficking around the world. Many are women and children from Asia, Eastern Europe and South America. A recent UN report indicated that human traffickers in Europe alone are amassing more than \$2.5 billion US annually and the problem is only getting more pervasive.

There is a reluctance to believe that this is happening in our communities and that is especially true of affluent ones. In Canada, human trafficking is connected with a number of industries, including construction, farm labour, the sex trade, the service sector and child care. The Domotor crime group, which is Canada’s largest human trafficking ring, preys on vulnerable men from Eastern Europe. Promising them jobs in Canada, they instead force them to work long days in construction without pay, holding them in the basements of suburban homes and feeding them table scraps. Many believe that the Domotor group is just one of many organized crime rings operating in Canada. According to Timea Nagy, a survivor of human trafficking, the Domotor case is “only the tip of the iceberg.”

Canada is also confronting a serious problem of domestic human trafficking which involves Canadians recruiting other vulnerable Canadians into slavery. To human traffickers, runaway and homeless youth are easy targets. In Toronto, on any given night, there are approximately 2000 homeless youth vulnerable to being trafficked.



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elles se font embarquer dans le trafic sexuel. Elles se cachent en pleine vue. Le trafic de main-d'œuvre et le trafic sexuel sont des activités souvent très rapprochées. Certains propriétaires d'ongleries se livrent à des activités illégales comme le blanchiment d'argent; ils forcent des femmes à travailler sans salaire ou à se prostituer et gardent l'argent pour eux. « La présence de migrants crée toujours des conditions propices à la traite des personnes, observe Tom Perez, procureur général adjoint aux droits civils du Département de la Justice des États-Unis. On les emmène ici et on les force à travailler dans des ongleries, des ateliers de misère et toutes sortes d'endroits. »

Il ne faut pas confondre le passage de clandestins avec la traite des personnes, bien qu'il y a souvent corrélation entre ces deux activités illégales. La traite des personnes comporte un élément d'exploitation où les victimes sont maintenues dans la servitude par des menaces ou par l'usage de la force. Elle consiste à recruter, à transporter et à abriter des personnes ou à contrôler, à diriger ou à influencer leurs mouvements afin de les exploiter, habituellement par l'exploitation sexuelle ou le travail forcé. Les Nations Unies chiffrent à plus de 2,5 millions le nombre de victimes de la traite des personnes à l'échelle mondiale. Beaucoup sont des femmes et des enfants originaires d'Asie, d'Europe de l'Est et d'Amérique du Sud. Un récent rapport des Nations Unies révèle que les trafiquants européens empochent à eux seuls plus de 2,5 milliards de dollars américains par année et que le fléau se répand de plus en plus.

On voudrait croire que nos villes sont à l'abri, surtout lorsqu'on habite en milieu aisé. Au Canada, la traite des personnes est liée à plusieurs secteurs, dont ceux de la construction, du travail agricole, du commerce du sexe, des services et des garderies. Le réseau criminel

Domotor – le plus grand réseau de traite des personnes au Canada – cible des hommes d'Europe de l'Est en situation de vulnérabilité. Les trafiquants les attirent avec la promesse d'un emploi au Canada, mais ils les forcent plutôt à travailler de longues journées sans rémunération, les détiennent dans des sous-sols de banlieue et les nourrissent de restes de table. Beaucoup croient que le réseau Domotor ne serait qu'une des nombreuses organisations criminelles en activité au Canada. Selon Timea Nagy, une survivante de la traite des personnes, l'affaire Domotor n'est que « la pointe de l'iceberg ».

Le Canada fait face également à un sérieux problème de traite intérieure, où des Canadiens recrutent des compatriotes vulnérables et les réduisent à l'esclavage. Pour les trafiquants, les fugueurs et les jeunes sans-abri sont des cibles faciles. Tous les soirs à Toronto, environ 2 000 jeunes sans-abri sont vulnérables à la traite des personnes. Cette activité s'avère extrêmement lucrative tout en étant difficile à prouver, d'où son attrait pour le crime organisé. Au Canada, la moitié des victimes sont des autochtones. La majorité des femmes et des filles trafiquées sont des personnes marginalisées issues de réserves et de groupes d'immigrants et de réfugiés. Les personnes de couleur ainsi que les femmes et les enfants vivant dans la pauvreté sont également ciblés. Leur désespoir fait souvent d'elles des victimes consentantes.

Plus de 90 per cent des condamnations au Canada sont liées à la traite intérieure; les autres cas concernent des personnes qui ont été emmenées ici dans le même dessein. Pour Benjamin Perrin, spécialiste de la question, cet écart est « extrêmement inquiétant ». Ses recherches démontrent que les victimes étrangères venues d'Europe de l'Est et d'Asie sont très nombreuses au Canada. « Leurs trafiquants n'ont jamais été traduits en justice et tenus responsables, explique M. Perrin.



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Human trafficking is extremely lucrative and at the same time difficult to prove, which makes it attractive to organized crime. In Canada fifty per cent of all trafficked persons are aboriginal. The majority of women and girls that are trafficked are marginalized and therefore come from reserves, as well as from immigrant and refugee populations. Persons of colour, as well as women and children living in poverty are also targeted. Their desperation often makes them willing victims.

More than 90 per cent of the convictions in Canada involve domestic human trafficking; the rest of the cases involve people that have been brought into Canada for the same purpose. This gap is “deeply concerning” according to trafficking expert Benjamin Perrin. His research shows that there are a large number of international victims in Canada from Eastern Europe and Asia. “Their traffickers have never been prosecuted and held accountable,” says Perrin. “This suggests that the criminals behind these enterprises are acting with impunity...” Perrin asserts that too few questions are being asked as to how women and girls get into sex-related industries and who is controlling them. Many are caught in the web of debt bondage which forces new arrivals to Canada into the sex industry with no way out until they pay the trafficker and inflated debt.

Human trafficking is a relatively a new criminal offence in Canada and was only introduced into the criminal code in 2005. According to the Department of Justice, trafficking involves slavery or practices similar to slavery: forced labour services, forcible confinement, and the transportation or harbouring of persons. These practices are typically used in the sex industry or for unpaid labour. Traffickers often threaten

the lives of loved ones and as a result victims struggle with feelings of fear and shame. More shocking still is the fact that human traffickers have recruited girls as young as 15 from group homes, dance halls, and schools according to Toronto Police’s sex crimes unit. Toronto has been identified as one of the ‘principle destinations’ or ‘transit points’ for individuals, both foreign nationals and domestic residents, who have been trafficked.

“I think too many are getting away with it,” says Winnipeg Conservative MP Joy Smith. “Basically because it was under the public radar screen, police weren’t trained for human trafficking.” She is not satisfied with the current amount of funding and education being aimed at combating human trafficking. Smith says that the situation is changing, and that the police are receiving more training. She wants to see the courts follow through on cases brought before them. It would seem that judges need further education on this issue as well. Too many traffickers are released back into the community with little more than a slap on the wrist.

It is difficult to imagine a more horrific crime than the buying and selling of other human beings, especially children. Many of us think of slavery as part of history. Yet every year in North America thousands of children are bought and sold for sex. Many of these young people are homeless or have run away from untenable situations. In every major city they are the forgotten ones fighting to stay alive on the streets. To traffickers they are easy prey. Thirty nine per cent of the homeless population in the United States is under 18. According to the National Network for Youth the average age at which a teen first becomes homeless is 14.7 years. The population of homeless youth has doubled



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since 2007. Sadly, many kids are on the street because of physical or sexual abuse in their family of origin or because their parents have rejected them.

Jayne Bigelsen directs anti-trafficking initiatives at The Covenant House, which serves 56,000 young people in 27 cities throughout the United States, Canada, Mexico, Honduras, Guatemala, and Nicaragua. A 2013 study by this organization found that 1 in 4 homeless teens became a victim of sex trafficking or was forced to provide sex for survival needs, such as food or a place to sleep. Of these victims roughly half reported that the number one reason they had been drawn into commercial sex was because they did not have a safe place to sleep. A greater awareness is needed in all communities across North America that this is happening to our youth. Human traffickers view them as walking prey. "To prevent trafficking, we must understand the pipeline between homelessness and the commercial exploitation of young people," says Bigelsen.

In the U.S. there is a bi-partisan bill before the Senate that supports housing, education, and job training for homeless youth. It insures that no child is turned away from services because of her or his sexual

orientation or gender identity, and offers training to service providers who are working on the front lines to protect homeless teens. Recently the Royal Canadian Mounted Police conducted Canada's first Human Trafficking Threat Assessment which confirmed that the vulnerable, economically challenged, and socially dislocated are most at risk. This would include the most vulnerable of all, our youth. Diverting teens from a lifetime of victimization will save lives and encourage the development of successful adults. Lawmakers, advocates, and survivors must stand together with these vulnerable youth on our city streets and protect them from being trafficked. Underage victims are usually so paralyzed by fear that they are unwilling to come forward. Whether they have been brought in from other countries and can't speak the language, or are Canadian citizens, they are often completely controlled by their captors. The public is the best resource for identifying human trafficking. Reporting suspicious activity in your community is an invaluable tool for law enforcement. [csc](#)

If you think someone you know is a victim of human trafficking, contact your local police or call Crime Stoppers at 1-800-222-TIPS (8477).

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Cela permet de croire que les criminels derrière ces entreprises agissent en toute impunité [...] » M. Perrin affirme qu'on ne cherche pas assez à savoir comment des femmes et des filles se retrouvent dans les industries du sexe et qui sont ceux qui les contrôlent. Beaucoup se font prendre au piège de la servitude pour dettes, qui force les nouveaux arrivants au Canada à se livrer à l'industrie du sexe sans possibilité de s'en sortir avant d'avoir payé leur dette gonflée envers leur trafiquant.

La traite des personnes est une infraction relativement nouvelle au Canada : elle n'a été inscrite au *Code criminel* qu'en 2005. Selon le ministère de la Justice, la traite des personnes comprend l'esclavage ou les pratiques analogues à l'esclavage (travail forcé, séquestration et transport ou hébergement de personnes). Ces pratiques s'utilisent couramment dans l'industrie du sexe ou pour le travail non rémunéré. Les trafiquants menacent souvent de s'en prendre aux proches et enfants de leurs victimes, qui sont alors envahies par la peur et la honte. Il est d'autant plus scandaleux de savoir que les trafiquants recrutent des filles aussi jeunes que 15 ans dans des foyers de groupe, des salles de danse et des écoles, selon l'escouade des crimes sexuels de la Police de Toronto. La Ville Reine est considérée comme l'une des « principales destinations » ou un « point de transit » pour la traite de personnes venant autant de l'étranger que du Canada.

« Il y a trop de gens qui s'en tirent à bon compte, prétend la députée conservatrice de Winnipeg, Joy Smith. Comme le dossier de la traite des personnes ne faisait pas les manchettes, les forces policières n'avaient aucune formation en la matière. » À son avis, les efforts de financement et de formation pour lutter contre la traite des personnes sont insuffisants, mais les choses sont en train de changer, et les forces policières reçoivent plus de formation. Elle veut que justice soit rendue. Il semblerait que les juges ne soient pas suffisamment renseignés sur le dossier. Trop de trafiquants retrouvent la liberté après guère plus qu'une simple réprimande.

On peut difficilement concevoir un crime plus abject que l'achat et la vente d'êtres humains, surtout lorsqu'il s'agit d'enfants. Beaucoup de gens pensent que l'esclavage est chose du passé. Et pourtant, chaque année, des milliers d'enfants sont achetés et vendus à des fins sexuelles en Amérique du Nord. Il s'agit souvent de jeunes qui sont sans abri ou qui ont fui une situation intenable. Dans toutes les villes d'importance, ces oubliés luttent pour survivre dans la rue. Pour les trafiquants, ce sont des cibles faciles. Aux États-Unis, 39 per cent des sans-abri ont moins de 18 ans. Selon le National Network for Youth, c'est à 14,7 ans en moyenne que les ados joignent pour la première fois les rangs de sans-abri. Le nombre de jeunes sans-abri a doublé depuis 2007. Hélas, beaucoup d'enfants se retrouvent dans la rue après avoir subi des abus physiques ou sexuels dans leur famille d'origine ou parce que leurs parents les ont rejetés.

Jayne Bigelsen dirige les efforts de lutte contre la traite des personnes à Covenant House, qui s'occupe de 56 000 jeunes dans 27 villes aux États-Unis, au Canada, au Mexique, au Honduras, au Guatemala et au Nicaragua. En 2013, une étude dévoilée par cet organisme révélait qu'un ado sur quatre était tombé dans les griffes du trafic sexuel ou avait été forcé de se soumettre à des actes sexuels pour survivre, par exemple pour manger ou avoir une place pour dormir. De ce nombre, environ la moitié ont indiqué que c'était principalement le besoin d'un endroit sûr pour dormir qui les avait entraînés dans le commerce du sexe. Il y a de la sensibilisation à faire dans toutes les villes de l'Amérique du Nord; les gens doivent savoir que nos jeunes sont confrontés à

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» Les horreurs de la traite des personnes

cette réalité. Les trafiquants les voient comme des proies faciles. « Pour les protéger de ce trafic, il faut comprendre le lien entre l'itinérance et l'exploitation commerciale des jeunes », explique M^{me} Bigelsen.

Le Sénat américain étudie un projet de loi bipartisan sur le logement, l'éducation et la formation professionnelle pour les jeunes sans-abri. L'objectif est de faire en sorte qu'aucun enfant ne soit privé de services à cause de son orientation sexuelle ou de son identité sexuelle, et de former les intervenants sur le terrain pour protéger les ados sans abri. Récemment, la Gendarmerie royale du Canada a mené la première évaluation de la menace relative à la traite de personnes au Canada. Elle a ainsi pu confirmer que ce sont les personnes vulnérables et socioéconomiquement désavantagées qui sont les plus à risque.

Les plus vulnérables de tous – nos jeunes – font partie du lot. Il faut éviter aux ados d'avoir à vivre une vie de victime; cela permettra de sauver des vies et aidera les jeunes à devenir des adultes accomplis. Les législateurs, les défenseurs de la cause et les survivants doivent être solidaires de ces jeunes en situation de vulnérabilité dans les rues de nos villes et les protéger contre les trafiquants. Les victimes d'âge mineur sont habituellement si paralysées par la peur qu'elles refusent de se manifester. Certaines viennent de l'étranger et ne connaissent pas notre langue, d'autres sont de citoyenneté canadienne, mais dans un cas comme dans l'autre, elles sont souvent sous l'emprise absolue de leurs ravisseurs. Les citoyens sont les mieux placés pour détecter la traite des personnes. Les forces policières comptent sur vous pour signaler toute activité suspecte dans votre milieu. [csc](#)

Si vous pensez connaître une victime de la traite des personnes, communiquez avec votre service de police ou appelez Échec au crime, au 1 800 222-TIPS (8477).



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The Urban and Regional Planning Profession

By: **Barbara Myers** BA MCP MCIP MPPI RPP

The profession of Urban Planning is not widely known or clearly understood. Planners work in the private and public sector and are responsible for ensuring communities and cities are developed according to established Official Plans, Secondary Plans and accompanying By-laws. Planners work with allied professionals including architects, engineers, economists, landscape architects, realtors, contractors and quantity surveyors. The profession is multi-faceted and includes both public policy and urban design.

Planning is broad and varied and requires the ability to establish a wide community vision and at the same time, be attentive to urban detail. Most planners come to the profession with a background in economics and geography and an interest in policy; or a background

in environmental design which prepares them for a career in urban design. The urban planning schools across Canada focus on either policy or design and at the undergraduate and graduate levels. The Canadian Institute of Planners has a full listing of universities across Canada that offer planning programs.¹

The university study of planning can begin at the undergraduate or graduate level. Much depends on a student's choice of university or program. Many students begin with an undergraduate in the Arts or Environmental Studies and then proceed to graduate work in Planning. Others, do an undergraduate in planning and move directly into the workforce. It depends on a student's appetite for study and resources.

Individuals best suited to this career include those with a genuine interest in urban and rural issues and those who understand the principles of growth and development. These students typically come from geography, economics or any sort of high school design program. Many of these individuals might also have been fortunate to be exposed to the work of a general contractor, architect, real estate professional or developer. Each of these professions inter-twines with planning and relies on the thorough research and analytical skills of a planner.

Opportunities abound in this field. There are planners in small and large cities and towns across Canada. There are also planning firms in all Canadian cities that are single purpose planning firms, and also those that are integrated with architectural and/or engineering practices. There is room for students who are keen and work hard and have a genuine interest in the issues. There are also good opportunities for students interested in technology and planning tools. There is a constant development of planning computer technologies and programs that add to the depth of planning research and analysis. This is an emerging area.

Planners work in both the private and public sector. Those who work for municipalities, large or small, are responsible for understanding and applying the planning regulations and approvals with community stakeholders and city authorities. Planners in the private sector have clients that include architectural firms, city planning departments, developers, real estate professionals and others. The skills of a planner are necessary in all kinds of city building and urban and rural development.

The Secondary Plan – An Example

The development of a Secondary Plan is a good example of the work of a Planner in the private or public sector. Planners will focus on identifying appropriate built form and typologies, delineating a cohesive and integrated network of local streets and pathways, and crafting blocks and lots that optimize the development potential of a neighborhood.

They will begin with a preliminary understanding of the existing site context and conditions including: parcel boundaries, topography, access, as well as existing buildings or structures. This will be followed by a comprehensive inventory of land uses and existing buildings to better understand the potential opportunities and constraints to future development.

With input from engineering and architectural disciplines, Planners will proceed to develop a set of evaluation criteria to assist in determining which of the preliminary concept plans best achieves the specific development goals for a proposed neighborhood. Some of the key criteria will include: appropriate mix of land uses (residential,



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commercial, open space) and unit types; optimal unit yield; market demand and supply; affordable housing goals; servicing and transportation matters; as well as overall design and layout.

Based on the outcomes of the community engagement process, the Planner will work with a project team to identify a Preferred Concept for the neighborhood. Once a Preferred Concept has been selected, the team will prepare three-dimensional massing models, site layouts and renderings for illustration.

The District Plan – Urban Design

A District Plan is a second example of a planning document that identifies a structure of local roads, pedestrian / bicycle connections, appropriate size and orientation of blocks and lots, the general built form criteria and the location of recreation amenities. Planners prepare illustrative Urban Design Guidelines that guide development, infrastructure design, and public realm improvements. These Guidelines are used to inform the preparation of a Draft Plan of Subdivision and Zoning By-law Amendment. Some of the key considerations in the Urban Design Guidelines can be: streetscape designs and cross-sections, building heights and forms, as well as the relationship between the built environment and natural heritage features.

Implementation

In addition to drafting plans, Planners are responsible for their implementation. The Implementation of a District Plan and Urban Design Guidelines is conducted through the preparation of applications

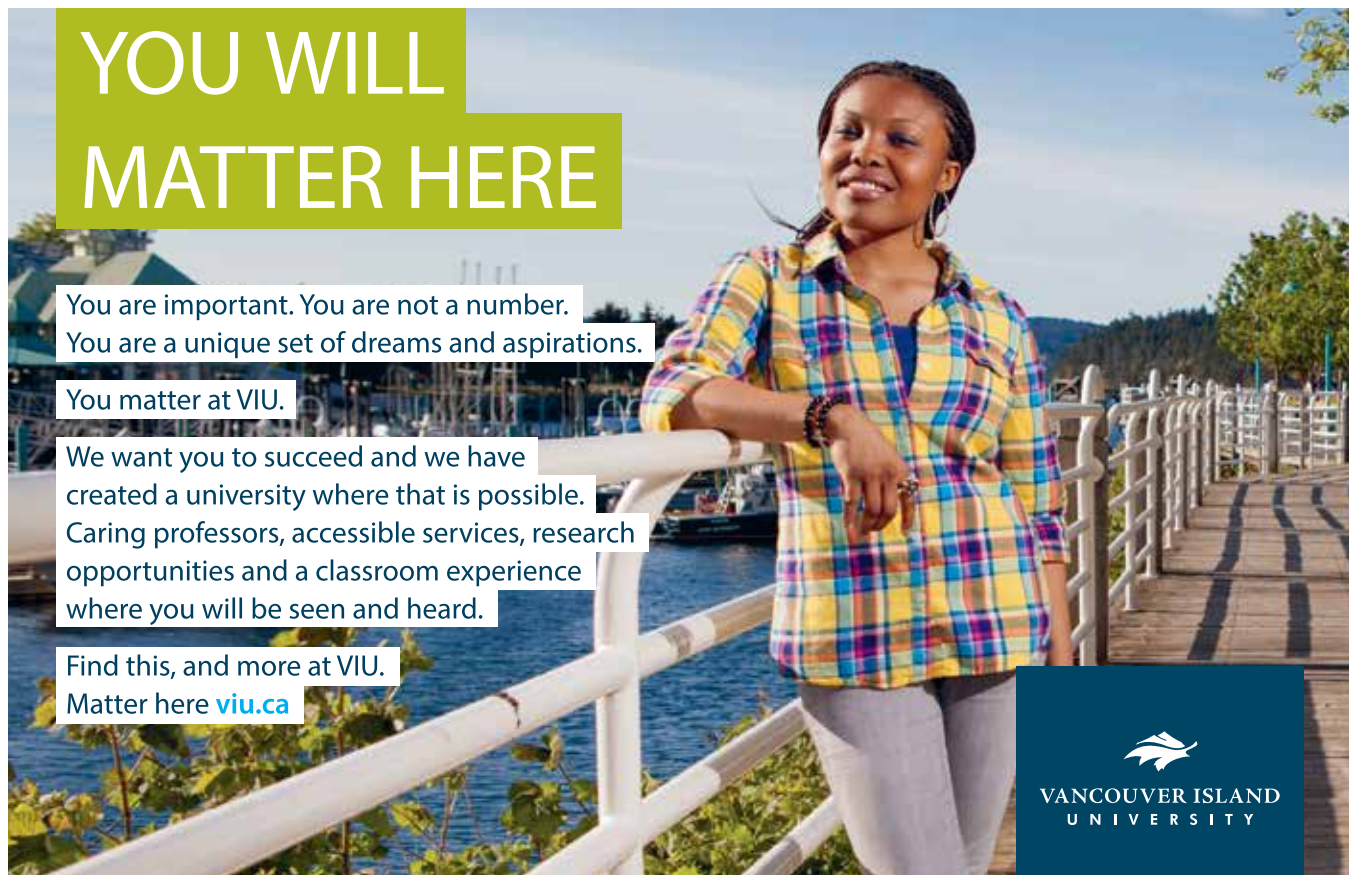
for planning approvals, including a Draft Plan of Subdivision and Zoning By-law Amendment. Planners work in accordance with the requirements of the Planning Act .

Planners must also initiate an application process, and the Team will coordinate a formal Pre-Application Consultation meeting with the appropriate City and/or Agency staff. The purpose of this meeting will be to receive comments on the proposed planning approvals, identify the required technical studies, understand the requirements for community consultation, review approval timelines, and prepare the full requirements for the submission of complete applications.

Planners will finally prepare a Draft Land Use Planning Rationale and Community Services and Facilities Study to accompany the applications for planning approvals. At a minimum, these studies will evaluate a proposed development in light of the existing planning framework, provide justification for the proposed Draft Plan and re-zoning, summarize the findings of the relevant technical studies, and synthesize the analysis of existing and future community service needs.

Urban and Regional Planning is an exciting and dynamic field. There are numerous opportunities and the challenges are endless. Monetary compensation can vary from moderate entry position with government and private practice to senior government and Partner positions with private firms. There is a career path and opportunity for growth and development. ♣ CSC

¹ <http://acupp-apucu.uwaterloo.ca/members/>




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Over the last year, I have spoken to more than 100 Guidance Counsellors across Canada. I have learned two important truths:

Truth #1: Most Guidance Counsellors only have 1-2 students per year who apply to U.S. universities.

Truth #2: Because of Truth #1, most Guidance Counsellors do not receive additional training or resources to support students applying to U.S. universities.

Enter EducationUSA to help you navigate the U.S. university admission process. EducationUSA, a program of the U.S. Department of State, provides accurate, comprehensive, and current information to students and counsellors about accredited U.S. universities and colleges. We care about helping students find their best fit – financially as well as academically. The best part is, all of our resources are free. Check out the end of this article for EducationUSA's contact information.

Fall 2016 U.S. Application Deadlines

If you have students who are planning to apply for Early Action or Early Decision, you may see due dates as early as November 1. You should be prepared as soon as school begins to discuss U.S. applications with Grade 12 students.

Because some U.S. universities are state-funded and some are privately funded, and every state works differently, you will find that each university has its own deadlines and requirements. Check the website for each university to know its deadlines. (See Table 1).



SUPPORTING STUDENTS APPLYING TO

US UNIVERSITIES

By: **Jenika Heim**, **EducationUSA** Advisor Canada

Table 1

Term	Deadline	Definition
Early Decision (ED)	~ November 1st	Only apply to one school ED Admission decision in December Agreement to attend university if accepted Must withdraw other applications if accepted ED
Early Action (EA)	~ November 1st	Only apply to one school EA Admissions decision December-February May apply to other schools Regular Decision
Regular Decision	Varies; November-January	Most universities have a Regular Decision deadline Must submit application by this date
Rolling Admissions	Before Fall term begins	No deadline for admissions Admission cycle ends when Fall class is full Beneficial to submit application by Priority Deadline

Application Requirements

Each university has a unique application process, but many of the requirements are similar. Here is the basic Grade 12 student timeline for the Regular Decision deadline.

Completed by September

- Researched financial aid and created a budget
- Finalized list of 5-8 universities, ordered from #1 choice to last choice
- Standardized tests completed– either SAT or ACT, SAT II Subject Tests (some universities), TOEFL (only if attended non-English high school)
- Created a Common Application account

September-October

- Ask teachers/counsellor/supervisors for Letters of Recommendation
- Write and re-write admissions essays, have an adult review
- Plan to take standardized tests one more time, if needed

November

- Perfect résumé of extracurricular activities and achievements
- Receive final Letters of Recommendation
- Finalize admissions essays

Deadline

- Submit application, essays, and letters
- Send standardized test scores from testing agencies
- Guidance Counsellors send current official transcripts

Where Guidance Counsellors Help


You can make a big difference in whether students are admitted to U.S. universities. International students come from countries with diverse education systems. Help Admissions Officers decipher transcripts, familiarize them with your school's strengths, and explain your student's grades and course load. Facilitating the application process greatly assists the Admissions Officer, and will ease the way for future students interested in the same school.

Create a School Profile

A School Profile gives the demographic background of your school, highlights your school's strengths, and explains the course offerings and grading system. This document familiarizes Admissions Officers with your school so they can better assess how your student performed. You should treat this as a marketing document, so take the time to make it look good. If you need advice on where to begin, reach out to EducationUSA Canada.

Write a Letter of Recommendation

Many universities require that one of the Letters of Recommendation come from the Guidance Counsellor. You need to spend time with your student so that you have plenty of material to write a strong letter. The teacher letter will highlight in-class strengths. The counsellor letter should highlight the student's overall contribution to the school, including out-of-class activities. You should describe how the student compares to others in the class and highlight the areas where the student really shines (such as leadership, volunteering, school pride).



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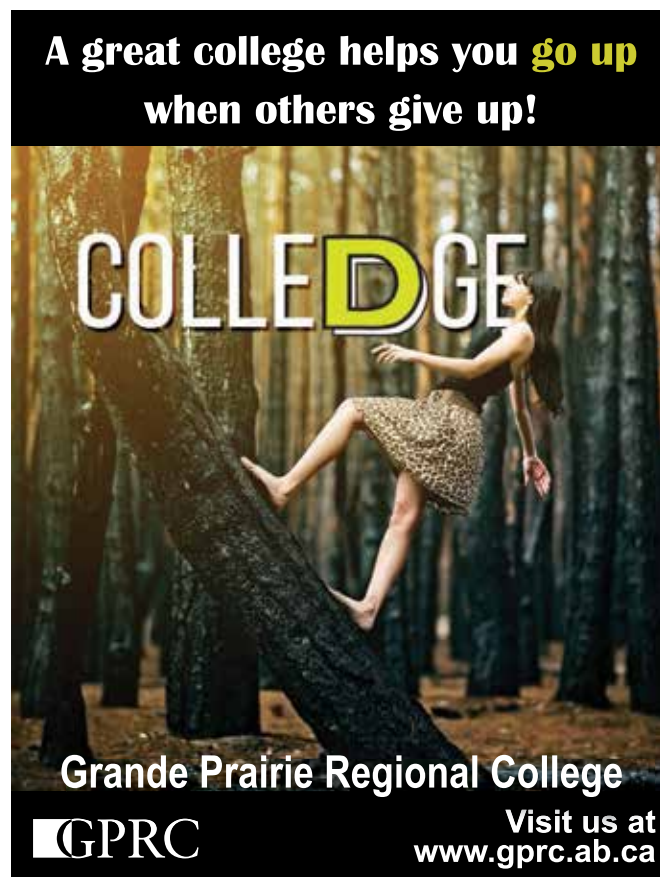
“I think doing the first couple of years at a college is a good way to enter the post-secondary world, not only because it is less expensive, but also because the quality of education is excellent. It really makes a huge difference to have one-on-one help available often.”

– Dr. Jasmine Osiowy, University Studies graduate.

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Write a Supplemental Letter of Clarification

If there are any ambiguities in the application, write a supplement to explain them. For example, CÉGEPs (college d'enseignement general et professionnel) in Quebec have a unique system that is unfamiliar to many U.S. universities. Including a letter to describe CÉGEP is a great idea!

Provide Grades and Ranking

Guidance Counsellors are essential for providing official transcripts, grade point averages (GPA), and class ranking. You will need to provide official transcripts during the application process, and a final transcript at the end of the year to the university the student enrolls in.

Most universities do not want you to convert Canadian grades to a weighted GPA, as they prefer to do so themselves. If you must provide a 4.0 scaled GPA, use an online weighted GPA calculator to assist you.

Many U.S. high schools do not use ranking systems, so, it is okay to explain that your school does not use one. Include this information in your School Profile and either in the Letter of Recommendation or a supplemental letter. If a ranking is mandatory, do your best to ballpark if the student is in the top 5 per cent, top 10 per cent, etc.

Most Important, Support Your Student

The college application process can feel daunting, and a counsellor can make it much easier by helping students stick to their deadlines and pushing them to do just one more draft on their essay. Your students may be applying to some of the most competitive schools in the world. Be the last one to read the application to ensure the student tells a complete story and highlights their strongest assets.

Remember to reach out to EducationUSA Canada for help and advice. We look forward to assisting you as your students pursue their dreams to attend university in the United States! 🇨🇦 CSC

As the EducationUSA Advisor to Canada, Jenika Heim assists Canadian students and Guidance Counsellors with their questions on studying in the United States. Although the EducationUSA office is co-located at Fulbright Canada and the U.S. Embassy in Ottawa, the seven U.S. Consulates assist with events across Canada.



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Photo courtesy of Anthony Mark



Photo courtesy of Crystal Costello

From inspired to
inspiration

**CALLIE COSTELLO'S HEARTFELT CAMPAIGN
TO HELP THE HOMELESS.**

By: **Laurie Nealin**

**"You're never too young, you're never too old to
start something you've always wanted to do."**

That rallying cry comes from Callie Costello, a 12-year-old whose heartfelt campaign to help Winnipeg's homeless people and raise awareness about homelessness even caught the attention of fellow inspirer and YouTube sensation Kid President.

Callie's concern about homelessness began when she was just six years old after seeing people lining up for food and shelter. At 10, she decided to take action to help people who live on the streets. Inspiration for her project stemmed from watching the docudrama "Little Red Wagon." The film told the story of Zach Bonner, a pre-teen, Florida boy who established a foundation to help

homeless adolescents. One of its projects — distributing "zachpacks" filled with food, hygiene items, candy and toys — resonated with Callie. She decided she could do that, too.

After convincing her mom Crystal to help, Callie's Backpacks for Winnipeg's Homeless was born in early 2014.

Crystal figured that they could realistically collect 25 to 30 backpacks and fill them with toiletries, snacks, reusable water bottles and coffee mugs, mitts and tuques. Callie had bigger plans.

"My mom called some shelters and they said they could use 400 to 500 backpacks," recalls Callie, now a Grade 7 student.



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"My mom didn't think we could get that many, but I said, 'We gotta try.' I started buying some backpacks from second-hand stores with my allowance, and toiletries and snacks and stuff from other stores. Then, our friends suggested we make a Facebook page."

Callie's own school and others and church and community groups got behind the effort and organized donation drives. Then, businesses like Perkins restaurants and a local garden centre got involved as donation drop-off locations. After a few months, some 300 backpacks were filled and donated to a local agency.

In the 18 months since launching the project, Callie and friends have collected, packed and donated 1,400 backpacks.


"The demand for backpacks is endless. They only last about three months," Crystal says, citing the extreme wear and tear on them from constant use and the elements.

"The homeless use the backpacks as pillows and to carry things from where they lived before, even things from their childhood," Callie explains.

"Some people have broken into tears when they got their backpack," she says, noting that one of the most important things for the people she helps is knowing someone cares.


Last fall, Callie participated in Winnipeg's CEO Sleep-out, a fundraiser to provide services to homeless people. She painted rocks and made bracelets, raising \$1,100. The night of the sleep-out she distributed 100 backpacks to the homeless people who came to the event and listened to their stories. (Callie will sleep out again this fall.)

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Callie also got a team together and raised \$3,000 for a fundraising walk specifically for homeless youth.

Thursday nights in the non-winter months, Callie and Crystal head downtown to help serve food to hungry people through a charitable organization that was also a recipient of her backpacks.

Inspiration to help is spread by word-of-mouth, Callie says — teachers talking to kids and kids talking to kids. Her efforts have inspired others across Canada and even in the Philippines to start their own backpack projects.

Robby Novak — aka Kid President — who rose to fame with his YouTube pep talks urging other kids and adults “to make the world more awesome”² started following Callie on Twitter.³ “Awesome” was the only way to describe that validation from one of her heroes, Callie says.

In addition to helping hundreds of people, Callie has reaped rewards in her personal development — from honing the math skills needed to shop for supplies and learning how to handle the prejudices she encounters about people who are homeless to gaining confidence in her abilities to help others.

Mom Crystal admits she initially underestimated what a kid could accomplish. She knows now that when a child puts their mind and passion into something the sky really can be the limit. [csc](#)

¹<https://www.facebook.com/calliesbackpacks>

²<http://www.kidpresident.com/>

³<https://twitter.com/calliesbackpack>

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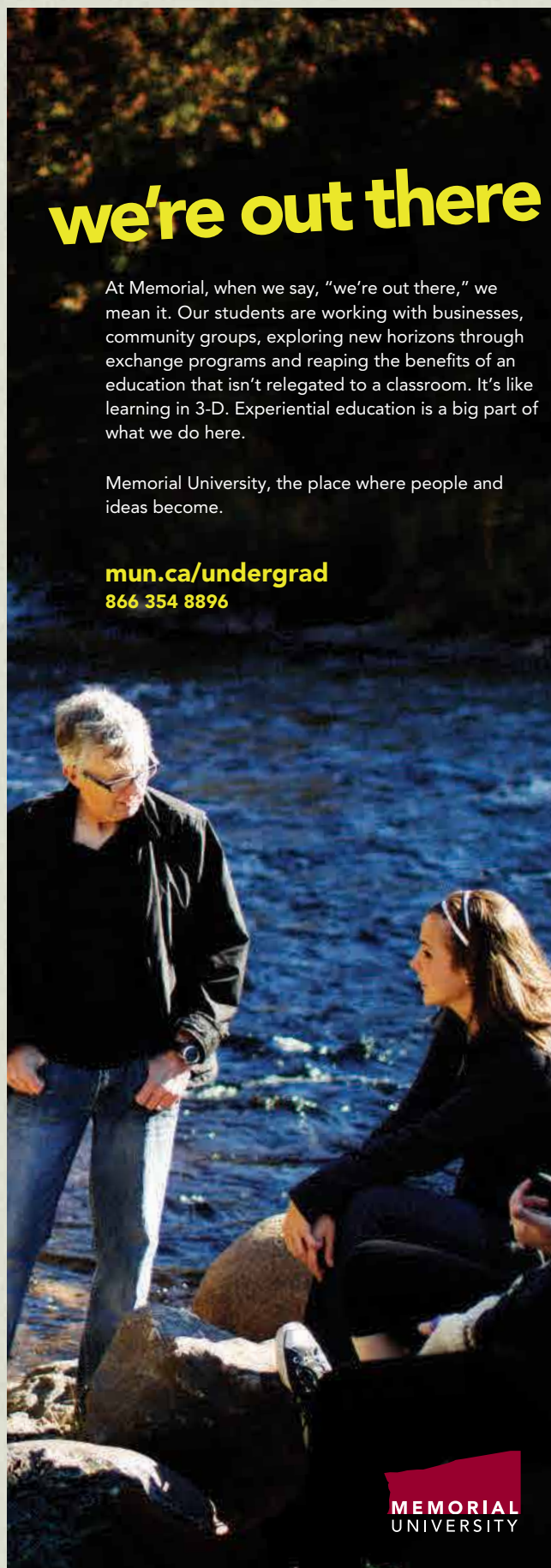
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Teachers will also be pleased to know that a new! **Teacher's Activity Guide** (right list) accompanies **Careers in Culture Online**. This AG provides educators with suggestions on how to encourage the students to take their own initiative and engage students with the material. To download the activity guide, contact with all six related teachers in PDF format, please email info@culturalhrc.ca

Cultural Human Resources Council
Cultural Human Resources Council

This program is funded by the Government of Canada's Sector Council Program. **Canada**



we're out there

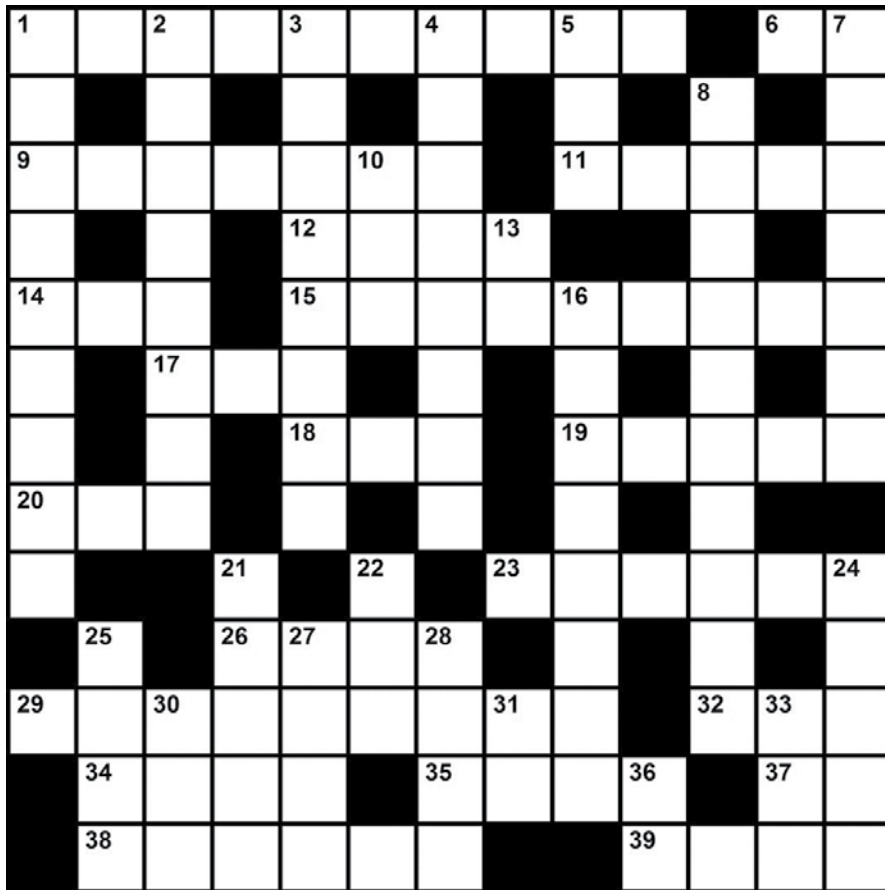
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Crossword answers on page 54

Across

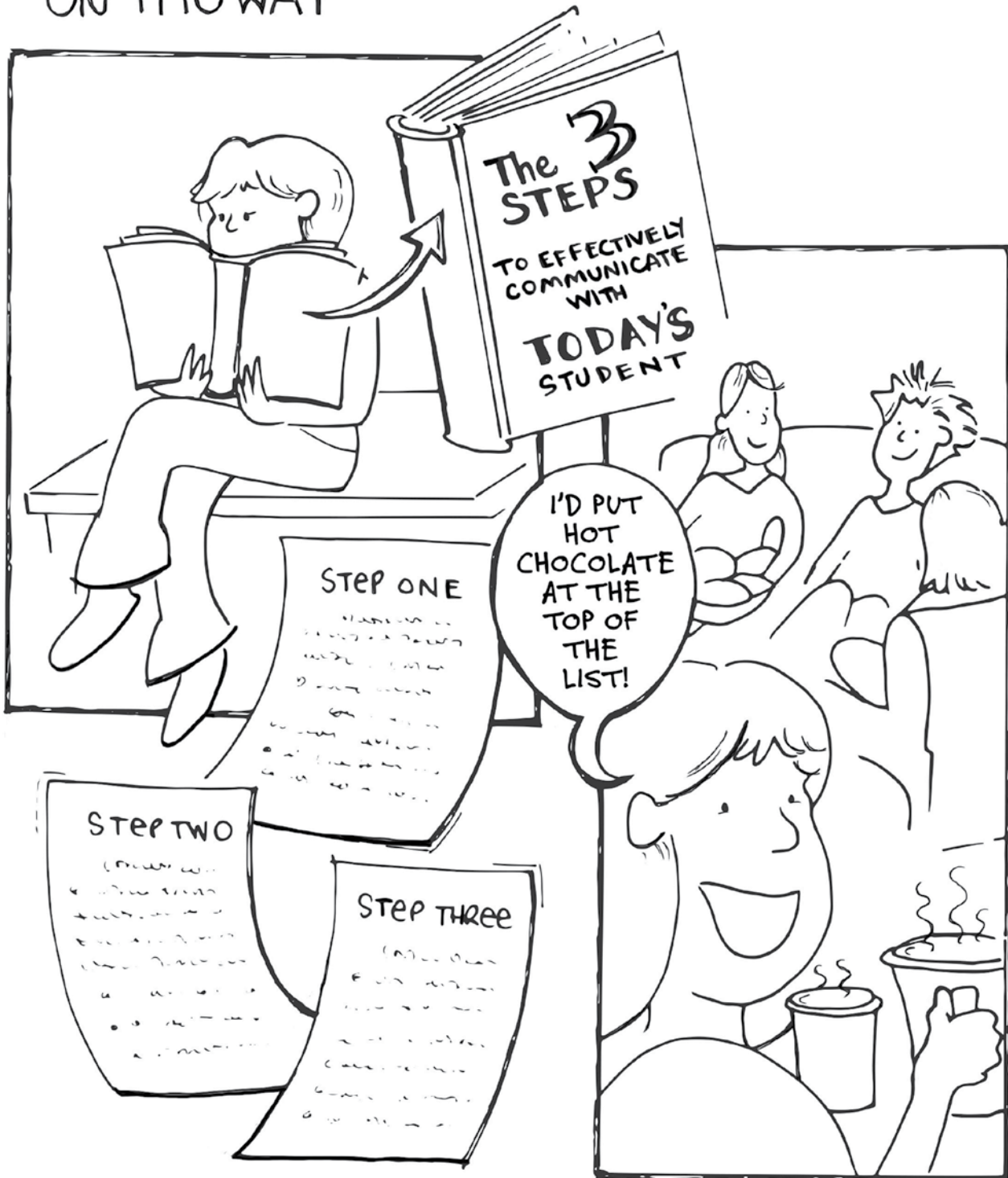
- 1 Susceptible to criticism or temptation
- 6 Passport, license, e.g.
- 9 Storage areas for students
- 11 Text ____
- 12 Career in the kitchen
- 14 Edward's nickname
- 15 Lengthy essay, 2 words
- 17 ____ Wan Kenobi
- 18 Victory symbol
- 19 Finals, e.g.
- 20 Geological time division
- 23 Think up
- 26 Cabinet department, for short
- 29 Relating to the medical care of children
- 32 Doze off
- 34 ____ Tremblant
- 35 Equally matched
- 37 Disapproval word
- 38 Kind of interview for a starting student
- 39 Think obsessively

Down

- 1 Offer to help a charity
- 2 Act of confining kids and teachers to school buildings, in case of threats
- 3 Course that a student can take, among other alternatives
- 4 Engrossed, very interested
- 5 Science class facility, for short
- 7 Wins over
- 8 Empathy, important quality in a counsellor
- 10 Type of deer
- 13 Distance measure, for short
- 16 Good natured tolerance, another fine quality for a counsellor
- 21 Tricky move by a fencer
- 22 Same old, same old
- 24 Be a benefactor
- 25 It means "half"
- 27 Computer information
- 28 Native Canadian
- 30 Oxford teacher
- 31 Roman 4
- 33 Late lunch time
- 36 Province initials

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.





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