

# Partnership with Canadian Center for Child Protection, Child Abuse Prevention Initiative Thursday, May 30, 2024

00:15

## **Jason Booth**

Hi, good afternoon, everyone. My name is Jason Booth, Engagement specialist with Manitoba Early Learning and Child Care Division. Thank you for joining us for this afternoon's webinar. Partnership with Canadian Center for Child Protection, Child Abuse Prevention Initiative. This afternoon's webinar will be presented by Mario Gordon, Director, Workforce Development. And Shelley Marks.

Workforce curriculum consultant. And will include information regarding on the new training. Throughout the presentation, you were welcome to type your questions into the chat.

Following the formal presentation, Jessica Brasch child care coordinator who will be reading out your questions submitted by the chat and we will try to answer as many of your important questions as we can.

ELCC will be documenting all the questions that are sent to ensure that even questions that are not answered live will be reviewed and considered.

I will add a special note. Today's session may go a little bit longer than the allotted 1 h.

To make additional time for your important questions and I'll pass things over to Mario.

01:36

## **Mario Gordon**

Welcome everyone. Thanks for joining us today. We are here to discuss the partnership. With Canadian Center for Child Protection and Child Abuse Prevention Initiative. So before I begin, I'd like to provide our land acknowledgement.

We recognize that Manitoba is on Treaties 1, 2, 3, 4, 5, 6, and 10 Territories and the ancestral lands of Anishinaabe, Anishinewuk, Dakota Oyate, Denesuline, Ininiwak and Nehethowuk Peoples. We acknowledge Manitoba is located on the Homeland of the Red River Métis. We acknowledge northern Manitoba includes lands that were and are the ancestral lands of the Inuit. We respect the spirit and intent of Treaties and Treaty Making and remain committed to working in partnership with First Nations, Inuit, and Métis people in the spirit of truth, reconciliation, and collaboration.

02:52

**Mario Gordon**

So the agenda that we have for today will go through the background on the child abuse prevention training initiative. We'll also provide a pre recorded information from Noni Klausen.

Who is the Director of Education and Support for Child. Can they send you for child protection? We'll also go through how to access the training.

Implementation details of the training. A bit more information on resource kits that will be mailed out later this summer.

How to register for the training and finally it will take any questions that you may have.

03:37

**Mario Gordon**

The government of Canada and Manitoba, through Manitoba's early learning and childcare division, have partnered with the Canadian Center for Child Protection.

So offer child abuse prevention training to all early childhood education professionals and volunteers in our province. This mandatory training will be made available at no cost.

To all staff and volunteers and licensed infant. Preschool, nursery, school age, and home-based programs.

It will also be made available to early childhood education students enrolled and recognized post secondary programs in Manitoba to help prepare them for entering the workforce.

04:23

**Mario Gordon**

As of May 9th 2024, Childcare professionals, volunteers, and early childhood education students will have access to a variety of online training.

Digital and print resources designed to provide necessary knowledge and tools. To proactively mitigate the risk of child sexual abuse.

ECEs, CCAs. -Based providers will be required to complete the commit to kids foundational information.

For safeguarding children from sexual abuse training. And commit to kids. Child sexual abuse prevention training by March, 31st 2025.

With renewal every 4 years.

05:13

**Mario Gordon**

In addition to providing this new mandatory training, Canada, Manitoba. And the Canadian Centre for Child Protection are also partnering to provide a policy development kits.

And age appropriate curriculum and materials for safeguarding children in child care facilities across Manitoba.

With the implementation of this comprehensive suite of training and resources for early learning and childcare sector. Manitoba will be the leader in the country with regard to child protection.

In early learning and child care.

05:52

**Mario Gordon**

So we'll be presenting a short video from Noni Clawson, as I mentioned, Director of Education and Support.

For the Canadian Center for Child Protection. So this will provide a short overview. Of the Canadian Center for Child Protection.

Our partnership. Case study information. What commit to kids training and child care facilities look like? And then a systems approach to safeguarding children and the committed kids training outcomes.

As an agency number one in terms of our mission is to reduce the instance of missing a sexually exploited children we still work on the missing side to educate the public on child personal safety and sexual exploitation.

06:59

**Noni Classen**

What we do is build awareness in communities to build up capacity to help safeguard children. And then we also do a lot of advocacy.

So we do advocacy where there's gaps in legislation or where we can see that there needs to be some strengthening for better protection of children.

Our programs that we operate, so our national, we break them into 2. 2 separate sections and we look at them as our critical assistance programs and our intervention services.

And then our education and prevention. So our education, our critical assistance services is the tip line that we operate.

So cybertip.ca. And really we learned so much information through the. Information that comes in through cyber tip.

07:45

## **Noni Classen**

So through the reporting that comes in, we are hearing about what's going on and how kids are being harmed online and it is provided a window into the space of child sexual victimization that has been different than we could have ever have imagined.

And what we do with that information is we then turn it into prevention and education and awareness to make sure that we are building capacity with what's going on in really timely fashion as well as reflecting the trends and what we're seeing actually happening to children.

They also have our missing children service, so we're missing children's service. We still operate.

As a critical service and then our prevention education. So our prevention education is commit to kids, which is again not new to the early childhood education.

Sector, but is something that we are going to banned from and and work together to deepen the understanding and the relationship around how it's used within childcare facilities.

08:43

## **Noni Classen**

And then our Teatree Tells program. So we're commit to kids is more about educating the adults around children to build capacity to protect children and intervene early if there are concerns.

Teatree Tells is a program that is for children. So it's for having conversations with kids in an age-profit way and developmentally appropriate way to build up their safety competence.

And safety confidence so that it gives them a standard of measure for things that are okay, things that are something that they need to come to an adult with because it could be unsafe.

And that is a program that is for 4 and five-year-olds. And then kids in the know extends from there in terms of the prevention education for children and goes from kindergarten all the way to high school to again.

Have opportunities with kids to talk to them to build up their safety competencies and build skills so that they are able to be able to understand and assess situations but even more so also bring forward information that needs to come forward to adults so that they can get the help that they need.

So those are essentially our signature programs.

10:01

## **Noni Classen**

Mario went through the relationship that we're formalizing with early child with early learning childcare in Manitoba and essentially what we're going to be looking at is the training that Mario talked about.

The commit to kids awareness training, which is an online program. As well as in the program that is sent out in the summer that Mario talked about, this is a program that actually includes policies and procedures in it.

So it is a step by step process to walk you through how to augment policies that you already have within your organizations because you already have incredible rigor around safeguarding children.

To do an audit and see are there places that potentially you could strengthen as it relates to the protection of children from preventing child sexual victimization.

So you'll be able to see the great work that you're already doing and is are there gaps anywhere that this would be an opportunity as a tool to help you augment and strengthen areas.

11:01

### **Noni Classen**

You also will be receiving the Teacher retells child sexual abuse prevention program. And that is something that, is going to be sent out in the summer as well.

That will be a paper copy of the program with the auxiliary material that comes with that for children.

I will walk through that a little bit more in the presentation to show you the pieces that are incorporated in that program and it also has training with it online that you have access to as well for watching to see how this has been implemented.

And other places with teachers showing how they've had the conversations with kids to model that. And then also which makes this incredibly robust for Manitoba in in the approach that they're taking around not only building up capacity with adults.

11:50

### **Noni Classen**

And then within the systems of building policies and procedures, but also the conversations with the young children and school age children.

So the kids in the NO program will also be made available. This will be made available electronically for all.

Centers who are serving school age children from kindergarten to grade 6. So this is a program that is well known by Manitoba.

It's well known in Manitoba schools. So it's we're really excited to extend that into the area into the area of childcare centers and facilities.

And and build on that with kids. And teachers.

12:35

### **Noni Classen**

We have a second case where, again, we had an individual who was charged with possession of child pornography as well.

And that's how this individual came to light as well. It was not discovered in the facility. What came to light here is that he was he had been creating and was in possession of child pornography, images, which are child sexual abuse, which is child sexual abuse material.

Child pornography is just the criminal code defense term that is used. When somebody's charged with this. He was a 22 year old and he had been working in child, he was working in a daycare.

He had been in 3 separate facilities where he had been released for boundary transgressions in other facilities, but that information.

Had not moved along with this individual. And it was not something that got shared within a check that was done for like a child use registered check because it didn't hit the threshold of a legal.

So because it didn't hit the threshold of illegal, there was no record of this individual having committed an offense.

And this is where the limitations of the criminal record checks lies is it's important to have those pieces as part of a process, a screening process to safeguard children but really the majority of individuals who become a risk or who act out.

Within the professional facilities where they access children is that, you know, they don't have a criminal record with them.

14:10

### **Noni Classen**

Something that is that hasn't happened. They have been caught. This individual also was a minor hockey league official and also had been acting out within that.

League as well within his role in again showing boundary transgressions that people just didn't realize the seriousness of needing to document some of the boundary transgressions and also the need to be correcting and looking at what happens when the correction takes place is, you know, you're looking at the professional development opportunity to, to question inappropriate behavior.

That is inappropriate based on the standards of expectation for your facility and as an opportunity for somebody to learn from that.

And then see what do they do with that? You know, is it something where it's brought to their attention that they, for example, should be using their own personal device.

To be taking pictures of children. Let's say if that is if that is a policy. And then once it's brought forward to the individual, are they defensive about it?

Does it change or does the behavior continue? Do you start to see a pattern of behaviors of inappropriate or or poor judgment where you know from it could be that the pictures to are using the cameras to when they are working with children.

They are, you know, disrupting contact that they're having with other kids playing. And, and initiating hugs from children because they are sad.

Or because they feel bad and they they need some emotional attention so they're initiating and using children to meet those needs.

As a opposed to responding to the needs of children. If they were sad and instead using it as a reciprocal relationship, which is again a transgression in boundaries.

16:15

### **Noni Classen**

In a violation of the role in terms of how they are working with children. So it's kind of looking at those things that when you see things that is a reasonable observer, you go, oh, this feels a bit uncomfortable.

This seems odd. You know, that someone's, you know, that someone is coming in doing something that, for example, going in and asking a child if they can give them a massage because their back hurts and can they give them a backup.

Where someone watching that would go, that seems kind of, that seems odd, but it's not illegal.

And it's not something where a child needing is in need of protection. So then what happens with that?

16:53

### **Noni Classen**

And in many cases what we see without the education, the awareness and having some processes in place. In many top many times nothing really happens with that because people aren't sure what to do with it.

A good example I can give you is, where we had an individual, we had a.

A mother call us because an individual was working with her children. He actually was a kindergarten teacher at school.

And she went to pick up her child and which she did is she went and she looked in the window and or she looked at like she went to pick him up but she saw that he was in visit and he was in the middle of an activity so she waited at the door was looking in the window and the activity that was ensuing was all the kids, the five-year-old kids were standing on the middle line of the gym. And the teacher was in the middle line as well and giving instructions and the instructions given were for the kids to run.

As fast as they could to the wall. And then when they got to the wall, they were asked to run.

As fast as they could back. Towards him, but this time to not run back to their spot on the wall on the line, but to come around him as close as they could get to his body.

To come back and surround him and hang on his body, essentially. So all these little five-year-olds were hanging around the midsection between the legs of this individual on the back of the individual all around his body.

And, and he, he proceeded to have the kids do this. Several times. So the parent watching it wasn't comfortable.

18:37

### **Noni Classen**

And thought again that this is odd, this is weird, but was really nervous to bring forward and say, you know, this seems kind of an odd activity.

Comfortable with the kids hanging off your body like that. I would see it's inappropriate because she was worried I don't want to make I don't want to I don't want to question it and him to assume I'm making an allegation that this is somebody who's in a sex offender.

Because there's so much fear around addressing issues that are inappropriate for fear of making an allegation because it's so it can become so emotionally charged, which is that becomes a complete breakdown in having a conversation to address.

Boundary issues that are going to occur because people are working with children. Right? We know that people are going to make quick decisions.

There because we have to when we're working with kids and the demands coming at us, we need to be able to make decisions that sometimes we reflect back and go, oh, maybe that wasn't the best decision.

Maybe I'd do it differently this time. Which is super professional.

We know that from research that we've done is that, you know, our childcare facilities unsafe places, absolutely they're safe places, right?

19:52

### **Noni Classen**

We know childcare facilities are safe places for children to go. And are protective factors for communities. For communities to have available care that parents can access that's local.

Right, and that it is something that incorporates the flavor of the community and that it's it you know it's something that is customized to meet the needs of the community and isn't a cookie cutter.

And all the great expertise that you have in that. We also know that childcare facilities are not invulnerable to attracting individuals.



Who have a sexual interest to children or have a propensity. To take advantage of situations that may arise or poor judgment with emotional, with emotional capacity that could result in harm to children.

So because we know that. It's something where then we have a responsibility. To know how we're purposefully and how we can communicate to each other, putting putting systems in place.

20:58

### **Noni Classen**

To mitigate some of that risk. We have to eradicate it for sure, but to mitigate it purposefully to look at how we're doing that.

And this is, this is what this conversation is about and this is what the programs and the training are about is starting to build the language, build the conversations, build the knowledge and awareness in a process for the purpose of coming together.

So we're all united in understanding how to talk about this. To reach our goal, which is We all have the same goal is to take care of children.

And the safety of the communities. So what we know as part of that is that really safe environments.

They foster a culture of transparency. So that things that are happening are transparent where we can talk about sensitive issues that if we notice, you know, a behavior that seems inappropriate with a child, we can question that and it can be raised and there's a process for that.

That that we are always learning and we realize that we're committed to that this is dynamic in an ongoing process that there's not going to be a 30 min crash course for this and then we can move on but that this kind of these kinds of processes this information needs to start breathing within the culture and then it's something that is incorporated on a data basis.

Of how we operate so that when we go through the training and when you're going through and watching the commit to gets training, you're thinking to yourself, you know, with your hat on as a professional working with children.

22:35

### **Noni Classen**

What does this mean for me working with children? How can I take this information and incorporate it into the work that I do with children?

Like I know that I'm not somebody who's going to harm children. So how is this relevant for me?

Cause I know I'm not gonna hurt anybody. Where it becomes really important is it's so important for people who aren't going to hurt children, to have the information to be aware of how this happens because number one they then you can model the behavior and create the culture.

Because what we know for sure and which the research is really clear on. Is where the culture is created, it makes it really hard for somebody coming in looking for opportunities to be able to get the access.

Because everybody's aware. Transgressions are questioned and they're corrected. Things are documented and there's codes of conduct that have standards of expectations for interactions of expectations for interactions with children that have standards of expectations for interactions with children that everybody adheres to.

23:36

### **Noni Classen**

So when somebody does something different, it's noticed. It doesn't go unnoticed. We know that that environments where they're more at risk to attract individuals to be there looking for opportunities to term children is where there is no transparency where there is no a way of what would cost you safe or unsafe boundaries.

Healthy, unhealthy relationships with children, some standards of measure of boundary standards through codes of conduct that say, you know, we as an as a childcare facility, we do this with children, but we don't do this no matter who you are.

Right? So that it doesn't matter who comes in because remember it's not about the person.

It's about the behavior. So these behaviors we don't do with children. So no matter who it is, if they come in and they engage in that, that will be something that we address.

In facilities where they're more of a risk is those standards don't exist so everybody's doing something different.

24:40

### **Noni Classen**

So it's really hard to identify then when there's an issue or what needs to be raised and for children especially and parents if everybody's doing different things where for children and parents everybody's doing the same thing and then one person does something different.

It becomes more it becomes easier. And increases the likelihood that that would be noticed and then brought forward and addressed because the remember through the grooming is that the distortion and the normalizing of behaviors that actually aren't okay is harder in environments that are transparent and where there are standardized and safeguarding procedures and structures in place.

So, you know, and I think that this is a, this is a really key piece is that it's the safe people around children that need the training.

It's the safe people around children that need to model the boundaries. For the children to normalize actually what's okay and what isn't to put in the barrier for individuals who potentially are going, who potentially transgress.

So that's really what The, you know, from what the research shows from working with survivors and families shows.

Through the tip line and what we see through the reports coming in and also through the conversations that are ensuing between offenders online with how we see them counseling one another to get access to go into organizations to where they can work with children to access, how to groom people around them.

Who work with children from all of those pieces of information is really what has been used. Materials and the resources for you.

26:28

### **Noni Classen**

So to look at what needs to be in the education and awareness. For, your wards and your staff, your volunteers, for the children and the families.

For what? What needs to be considered in the structures, the policies and procedures. So what you will receive in the step by step manual, this is something that was created.

By our agency leading the development of it, but with a whole, with a whole committing and a working group.

That was involved in that of experts who work in the field of forensic psych psychiatrists, forensic psychologists who have expertise with offenders and offending behavior.

All with child welfare and all the authorities in Manitoba with law enforcement. Both our C and P, and Winnipeg police.

With the Department of Families. With a healthy child. Our healthy families. With safe schools.

All everybody came together to look at this to feed into what is really important for organizations to have and child serving organizations and early child care facilities being one of those.

27:44

### **Noni Classen**

As tools that you could pick up. And trust that this information is given from a place where people understand this and then Weave it into your expertise for what you know about how you deliver your services to keep kids safe within your areas and then customize it to fit for for your use and everything's been created for your own templates and check lists and audits that you'll receive around that and then how to implement that and

and put forward reporting processes within your organization for having people breathe forward. Boundary transgressions or behaviors that are inappropriate that aren't something that are going to go to law enforcement.

I want to show you what basically the outcomes are and what you go through within the training. So with the modules we have for the training that are again 8 modules, but these can be taken at, you know, they have to take it all at once.

This could be taken in a phased way, you one module at a time. People can vary how they, how they want to go through the content because it's saved.

It will keep their spot for them to be able to come back in and track that so they can do it over an extended period of time.

But what they're going to be learning is the scope of the problem of child sexual abuse for why this is really important, that especially for people working with children that we understand this area because it's such a prevalent problem.

And because part of it is too is that, you know, not only do we want to be modeling and, and providing safe places for children to come.

29:31

### **Noni Classen**

And to be making sure that our employees are people seeking employment through. Through our facilities that they are the right people to be there and they're not misusing that access.

Is that we also want to make sure that we recognize if children are coming in where they're being harmed potentially outside.

Of the facility, right? That somebody in their circle of trust in their families or within somebody who's known to their families who is entrusted by the family has potentially harmed the child.

That they are coming to our facilities that we would notice. We would maybe we would maybe listen differently to what is child was saying because we have a different level of awareness and understanding.

And that we would, we be able to intervene if something was going on for a child.

30:20

### **Noni Classen**

So it's not just about looking at, again, protecting, making sure we have safe facilities inside, but it's also being there to be safe adults for children for whatever potentially they're going is going on for them or their families outside.

The child care facility. So the scope of the problem, recognizing what constitutes high risk situations of behavior.

So I've gotten into some of them today, but this is will give you a much better measure and standard of measure for how to incorporate this practically, how to teach it practically, how to conversations about it practically, with your staff and to keep that in an ongoing way, that again is objective.

It isn't emotionally charged. But in fact, it can be it can just be really helpful to create professional relationships among staff and families and children.

How to implement accountability structures like what does that look like how can I have a conversation about it to save someone asks me what do you do to safeguard children from sexual victimization in your childcare facility if even a parent has that.

Oh, well, these are the things that we do. You'll be able to name those things that are really, again, research and evidence-based.

And also practically based in working with children and families who have experienced this as well as organizations where somebody has come in and access children through their facilities.

You'll be able to say exactly how you do this in a comprehensive way. What it means to engage in healthy relationships with children.

You know, what does that look like and how does how do we talk about that explicitly as opposed to thinking that people might just vicariously pick that up or we have people who have better kind of social skills or pragmatic skills and others.

32:03

### **Noni Classen**

This is actually something where it's explicitly discussed. And knowing the importance of how professional boundaries are tied to the protection of children.

And how personal boundaries are tied to the protection of children outside of how we have traditionally looked at boundaries.

And how to avoid boundary violations. How can we do that as people working with children and understanding that even when that happens that people are going to make mistakes.

That even if mistakes are made. It still needs to be corrected, right? So even if I mistake is made, so for example we had an individual who was working with children and he created a game where kids would go around outside the facility in the playground and they would go around and pick up garbage and they would be given money for picking up garbage when they would give their bags to the individual.

So, all the kids that wanted to do this because it was not for much money was for change is were the little children.

So it was all very young children who were coming to get the bags to go around and pick up the garbage and give him their bags back and again in terms of legitimizing what was going on around this grooming aspect.

This individual had the kids going and doing a legitimate purpose again. I guess not even like a game but also community service going legitimately around picking it up getting their bags giving them their banks banks and legitimately having his hands full but all the kids saying we want our change, we want our change.

So he said yes, but my hands are full. But had all the kids going into his front pockets of his pants.

To pull out their change and anybody is a reasonable observer going oh that feels uncomfortable but in this space knowing this individual we're saying which is something that can happen as a protective mechanism for ourselves because they know the person.

They can't believe that there would be any mal and tension behind that. Is that I'm sure this person is, his hands are full, he doesn't mean anything by it.

34:08

### **Noni Classen**

Where this takes that away from that, from that meeting to look at attention because we'll never know intention and because everything will always be legitimized when we're looking at these cases of grooming.

Is that it's more so about saying as a reasonable observer, is that? Okay, or is it not okay?

Is that? In the best interest of children or not? Is it appropriate or inappropriate? And if the answer is it's inappropriate.

Then it gets corrected regardless of the intent. And that gives the language to be able to come forward and say, you know what, not there's that's creepy or that was weird.

When something happened, but be able to come forward and say, you know what, I witnessed this behavior that happened to whoever it is that is responsible for correcting employees behavior and be able to say it.

Where I think it was an inappropriate boundary. I think it was an inappropriate behavior what happened with those children.

And and then it can be it can be dealt with from an objective standpoint. Again, going back to re-establishing what the expectations are and then also if there is an inappropriate or resistant response or normalizing rationalizing all of those things that is met with in trying to correct the behavior and that doesn't seem to be any insight.

35:26

### **Noni Classen**

Or responsibility taken for the inappropriate action, it gives you more information of where you need to go with that.

And in most instances, people say, I didn't even think of what I was doing. I could totally see why someone would see that as an appropriate and it's a learning opportunity and you can move on.

And if it isn't and there's more egregious intentions going on that you wouldn't know about until after it's potentially disruption of what's going on.

So that's just an example of how to avoid boundary violations and also how to address them, how to take action in these gray zones if something should happen.

36:00

### **Noni Classen**

You know, again, the importance of this comprehensive aspect of education for adults, education for children. Opportunities to practice and then having structures in place.

In our organizations to sustain the program to sustain the expectations and standardize that and give us teeth to communicate and also have expectations around how we're intersecting with children and the kids in the NO program, will is also available and that's just the education program that goes from kindergarten to grades 6 in this purpose for early childhood education.

Actually goes to grade 12. Schools are familiar with it. Kids are also, will be familiar with it.

But they will really enjoy you going to the lessons. Kids love the lessons. Kids love the lessons and we want to assist in any way that we can.

And thank you for your time.

36:57

### **Mario Gordon**

Alright, so thank you for enjoying that video. Hopefully you learned some good information. To continue. As you take the training.

So if you can go to the next slide where where I think we're good there. Okay. So the commit to kids foundational.

Information for safeguarding children from sexual abuse is for individuals. Who work with children looking for foundational information on child sexual abuse.

Or those looking to refresh their knowledge on the topic. This is also really valid for parents who have children and child serving organizations.

They probably find this relevant. So this training itself is 23 min in length. And it is mandatory for all staff working within license facilities.

As well as all volunteers within license facilities. It is available but not mandatory for early childhood education students enrolled in approved post-secondary programs.

38:13

### **Mario Gordon**

The commit to kids online training, is. Is available for individuals who work with children either through employment or on a voluntary basis.

It is recommended that individuals who take the training have a copy of the full commit to kids program available for reference.

So this full training. Is 8 modules which takes approximately 3 h. It can be completed in one or multiple settings.

Multiple settings. It can be completed individually or as a group. And this is mandatory. For all staff working in a licensed childcare facility.

It is available but not mandatory for early childhood education students. Enrolled in an ECE program in Manitoba.

We also then have the commit to kids program kits. And so the kits includes training manual.

Videos which are videos that provide information called conduct as well as sample policies and procedures. Steps for reporting inappropriate conduct and staff for reporting child abuse.

39:39

### **Mario Gordon**

The resource kits are available in English and French and will be distributed to all licensed child care facilities.

This summer. So stay tuned for more information. We will elect everyone know once those kids, begin to be mailed out.

There's also the Teatree Tells child abuse prevention kit. So the lessons are age appropriate, fun.

And include an animated character that teaches them how to be safe. Topics include lessons on identifying a safe adult, identifying feelings.

Naming body parts, establishing personal boundaries, and okay and not okay touching. And so this kit will also be mailed out in the summer.

40:36

### **Mario Gordon**

We also have the kids in the know and so this is lessons for individuals from K to 6 or school age kids.

So talked in numerous school divisions across Canada. Kids to know used as interactive lessons.

To build a personal safety confidence by teaching critical problem solving skills. Designed for kindergarten to high school.

The program allows educators to adapt the lessons plans and activities to meet. The individual needs of each child.

So I think there's a example here. Billy brings his buddies. In a personal safety program design to help educators and parents teach.



6 and 7 year old children about one of the most important safety habits and the buddy system. Another example is Zoli and Molly.

Online is an interactive series that give kids ages 8. To 10 an opportunity to have some fun exploring what it means to be safe while playing games online.

The Be smart, strong and safe activity book teaches children ages 11 to 12. Healthy boundaries, healthy behaviors, and identifying feelings.

42:02

**Mario Gordon**

So this, kids in no program is, electronic. And will be available online through the login that you'll be provided for.

The Commit Kits program. So training is mandatory for all paid positions in license early learning and childcare facilities. So this includes all staff.

In the facilities. So this is ECs, CCAs, administrators. Housekeeping, cooking positions. As well as home based providers.

Training is mandatory for all volunteers. So those volunteers, there will be more information later in the webinar.

And open the questions to discuss exactly. Which volunteers would be required to take the training.

And as mentioned before, the training is available to early childhood education students in approved ECE programs.

43:15

**Mario Gordon**

So to provide a bit more information on how to access the training, I will pass this off to Shelly Marques, who is the curriculum consultant and the workforce development area?

43:25

**Shelly Marques**

Okay, thank you Mario. The training can be accessed through the online virtual training academy with C3P.

The information was provided in the circular that was sent out and all facilities would have received a Getting Started tip sheet, titled How to Access Your Account.

So there are steps in there that can be to staff in the facility. So you would follow the link to create an account, verify your email, and then you can log on to the account.

And you recommend bookmarking the link so that you can access it for the future use.

44:13

**Shelly Marques**

So all staff, as we mentioned, are required to complete the following 2 online trainings by March 31st 2025 and every 4 years thereafter.

Staff include directors, administrators, ECs, and CCAs, support positions and substitutes. So it's basically all positions that are listed on your record of childcare employees. Steph, as the training is completed, those who complete the foundational training will receive a record of participation upon completion of the final quiz and that's that training is 25 min.

The child sexual abuse prevention training is 3 h over 8 modules. And staff will receive the certificate of completion for that training. Volunteers are required to complete the foundational training as well by March 31st 2025 and every 4 years thereafter.

And again, this is 25 min training and they will receive the record of participation upon final completion of the quest.

45:33

**Shelly Marques**

Staff are expected to complete the training by March 31st 2025. Staff are expected to retain their certificate for their records, although it can be accessed through the virtual training academy.

If it does get misplaced and they shall provide a copy of their training certificate to their director for record keeping purposes.

Directors again are also required to complete the training and ensure that their staff complete the training by March, the 31st 2025.

Director shall retain all copies of certificates provided to them by staff and volunteers. And provide that information to the childcare coordinator at the annual licensing visit.

And it's important to note that we will be doing updates to childcare online. So this information will be able to be entered into the system once those updates are complete.

46:29

**Shelly Marques**

The volunteers will be expected to complete the foundational training. And they shall complete it before participating in activities with children.

Home-based providers, again, shall complete the training by March 31st 2025.

And ensure that volunteers within their program have also completed the training. The home base provider should record the names and dates of the volunteers that have been in their program.

And provide that information to the child care coordinator at the annual licensing visit. So it is recommended that this information be included, sorry, in the policy development for your facility. This training is mandatory and as we've indicated, all facilities are required to come into compliance.

So we've provided a few suggestions on how you can include this into your policies. So 1st is the the personnel policies or personal manuals.

Consider including the training requirements for staff as well as the link if you include the link in a safe place. Such as this, then staff will always have access to the training. Onboarding practices, consider having a senior staff.

47:56

### **Shelly Marques**

Speak to new staff and orient them with the use of the training materials and how they're incorporated into the curriculum.

Employee review. You can consider checking in with staff during your regular employee. Meetings. See how the training is going and if they have any questions.

About the material and how it's applied in the daily program.

Another option for volunteers is to consider having a volunteer information sheet which includes training about the program as well as a link if this is provided to volunteers in advance it would allow them to complete the foundational training.

Before their volunteer session or it can be recommended that they attend the childcare facility 30 min before they're scheduled volunteer sessions to complete the training at that time.

One thing that's really important for all educators and directors is to keep in mind that this training can be highly sensitive and we really want to ensure a psychologically safe environment for all of the staff.

49:05

### **Shelly Marques**

This training as it was indicated in the video that Nomi shared this training has been developed in consultation with psychologists and is to be considered safe for staff.

However, it may be triggering for some people when we just really ask that you're very mindful and considerate of that.

So there are a few different ways that we can make this training more comfortable for staff. One is group training.

If it's more comfortable for staff to participate in this training together with their peers, it can be done in that way.

The only consideration would be that staff would still need to log on individually to complete the training. So that they can have their own individual certificates.

49:48

**Shelly Marques**

The training can also be completed in multiple sitting so staff can pause the training if it's difficult, they can speak to somebody, reach out for support, and then also resume the training at a later date.

So there are some ways to be flexible. We also have we have been provided with, safety sheets regarding sensitive topic considerations from the Canadian Center for Child Protection and this information she can be sent out to childcare facilities with the information that was just shared regarding psychological safety and also to provide some additional information on how to support staff during the training.

So we will send those resources out. They're available in English and French. Additionally, we have the circular that was sent out May 9th 2024 so that can be found on our website for more fulsome review with this information.

50:48

**Shelly Marques**

If you have any questions from, for early learning and child care, you can contact us at CDC info at. Or by phone, 249-45-0776.

Please include C3P training in the subject line so that we can answer your questions are directed to the right team.

Info sheet on how to access your accounts. There is also contact there for technical support through C3P, through the C3P organization.

So if that's what you need, you can find that in the tip sheet.

51:26

**Jessica Brosch**

Thank you. Okay, we have some questions So our 1st question is from Shauna. So she's asking if their staff is also an EA in the school and they've completed some training already through the school division.

Do they need to repeat the training? Is it the same that the school division offered? Or do they need just need to provide their certificate of composition?

51:54

**Mario Gordon**

So they should confirm the training that was taken within the school division. So while some school divisions do offer training by the Canadian Centre for Child Protection.

52:18

**Jessica Brosch**

Thank you. And could you just, repeat that, is the material available in French and English?

52:26

**Shelly Marques**

Yes, the training and all the resource kits are available in French and English. Thank you.

52:36

**Jessica Brosch**

Just this training, sorry, this question's from Kathy. Does this training also cover support for children with communication and cognitive struggles.

Such as like autistic children. Will it help with that?

52:46

**Shelly Marques**

So the training is designed for adults and caregivers.

And as we saw in the video, it's designed the Teatree Tells is for the youngest age group, which is for children age 4 to 6.

So the materials would be designed to support some of those concepts around safety for children of that age level. So I'm not sure based on a question the age of the child if they are at that 4 to 6 age range or if they would be a little bit older.

But it's up to the educators to assess the understanding of their children and develop the or deliver the material in a way that's developmentally appropriate.

So there are a lot of resources in the information package. And so I'm sure there's something in there that the educator can share.

53:38

**Jessica Brosch**

Thank you. We have a few questions regarding training as a group from Marja, Susanna, and Susan.

So can they do the training together as a team? And still get individual certificates or do educators have to do it separately.

53:53

**Shelly Marques**

Yeah, that's a great question. They can absolutely do it together. If that is a way that works best for them, they would just have to log on individually to complete the assessment individually so that they can get individuals certificates.

And it can be done on your ECE or the professional development training date. You can use those days as well.

54:16

**Jessica Brosch**

Thank you. We have a question from Sherry. Would a board member be considered a volunteer?

54:26

**Mario Gordon**

That's a very good question. A board member would be considered a volunteer. And would be required to take the training.

54:37

**Jessica Brosch**

Thank you, Mario. So we have a couple questions from. Okay, and Glennis. Will the kits be available for free?

54:44

**Mario Gordon**

Yes, the kits will be available for free and as I mentioned they should be start to be mailed out in the next month or so.

54:57

**Jessica Brosch**

Thank you. And we also have a question from Linda. Will all staff receive a manual when they're made mailed out to the center.

55:07

**Mario Gordon**

No. So the kits that are mailed out, to the center. So for the commit to kids programming and resource package, that kit will be for the leadership within the facilities to help.

Develop different policies, and procedures. And the Teatree Tells that program being on how to educate children on child sexual abuse.

There will just be one kit available for each facility.

55:41

**Jessica Brosch**

Thank you. A question from Barb regarding high school students who do their work experience at facilities. Are they considered the same as ECE students, will they have to complete the training?

55:53

**Mario Gordon**

ECE students are considered students enrolled in an approved ECE programming. So if they're high school students, they would be considered volunteers and we require a volunteer program.

56:07

**Jessica Brosch**

Thank you. And a couple questions regarding substitutes from Melissa and Tracy. Will, will substitutes be required to complete the training and in family childcare homes if they use substitutes will they be required to do the training.

And will they need to take the full 3 h or the 25 min?

56:23

**Mario Gordon**

Yes, substitutes will be required to take the training.

They will be required to take the full 3 h and the 25 min training as well.

56:41

**Jessica Brosch**

Thank you. So Donna asked. In the future. It looks like the information will be able to go on the record of child care employees online.

Will there be a way to print this report when the training is completed?

57:06

**Mario Gordon**

We're still working on developing the system for childcare online.

So we don't specifically know right now how that will be rolled out. So I'd say stay tuned for more information in terms of.

How that information will be entered and the record keeping required once it's available.

57:21

**Jessica Brosch**

Thank you. So Chelsea asked just for clarification, when you have EC students doing their They're applied learning at your centre. Do they have to take the training?

57:31

**Mario Gordon**

Yes, they will be required to take the training. And so what we recommend for ECE students is once they have taken the training to print off their certificates.

And to be able to bring those certificates to future placements.

58:01

**Jessica Brosch**

Okay. Thank you. We have a couple questions from Terra and Tracy regarding parent volunteers.

So would parents who are volunteering for a field trip or the volunteer for let's say 8 HA month or less would they still be required to do the training if they're just joining on a field trip or an outing with the program would they be required to

58:33

**Mario Gordon**

And we would strongly recommend that those parents do complete the training.



I think having the foundation on understanding of child sexual abuse but also how to mitigate those risks and be able to see some of those risks are really important.

So we strongly recommend that those volunteers do complete the training.

58:53

**Jessica Brosch**

Thank you. Piet asked if summer students will have to do the training.

58:59

**Mario Gordon**

The summer students once again if they are enrolled in a post-secondary program and EC program.

If they are not currently working in a facility, the training is available and optional. Once an individual is enrolled and starts working at a facility.

It is then mandatory and required. So if they are enrolled in the ECE program and, they are going to be required to take the 3 h training.

If it is a high school student, if they're just volunteering. It is will be the 25 min training.

I think the distinction being paid employees are required to take the full training program kit where volunteers are required to the 25 min train.

59:54

**Jessica Brosch**

Thank you, Mario. So in regarding to the training being free or paid, let's say for a board members. Who pays for for them to take it is it paid for staff to take pay time.

01:00:11

**Mario Gordon**

The training is available for you for volunteers. As well as staff. So the link will be shared to each facility and that facility is able to share the registration link with both their volunteers and their staff, to be able to complete the training.

01:00:32

**Jessica Brosch**

Thank you. So Lauren, just for clarification, how long does the training take in all?

01:00:38

**Mario Gordon**

So there are 2 trainings, so we have the commit to kids foundational information for safeguarding children.

And so this training is 25 min. We then have the commit to kids. Sexual abuse prevention training for those working, I guess, more directly with kids.

And this training takes approximately 3 h. With over 8 modules.

01:01:13

**Jessica Brosch**

Thank you. We have a question from. Kids. Sorry, if I'm saying that wrong. Oh, sorry. From, Maria. So If the person is only there for like a volunteer program, say helping out in the kitchen, not working directly with the children. Would they have to complete the training?

01:01:43

**Shelly Marques**

Yes. The training is required by all staff. Who are employed by the facilities. So another way to look at it is all staff listed on your record of childcare employees.

**Mario Gordon**

I think once again to consider that the training is designed to equip individuals the knowledge and tools to mitigate the risk of child sexual abuse.

So while they may not work directly with Kit, and being in the facility and the setting, they may be in a place to help mitigate some of those risks.

01:02:18

**Jessica Brosch**

Thank you. Couple questions from Carly and Laura. So after the compliance state of March 31st 2025. Newly hired employees would they be required to complete the training before they start their 1st day of employment or can they be left alone with children if they haven't completed the training already?

01:02:40

**Mario Gordon**

So maybe, give me that question again.

**Jessica Brosch**

So with the compliance state being March 31st 2025 after that date a newly hired employee would they be required to complete the training before their 1st day of employment and could they be left alone with children if they haven't completed it yet?

**Mario Gordon**

The expectation is that new employees would take that training within the 1st day or 2. Of starting their employment.

So part of the reason why the commit to kids program kits will be sent out is to help develop policies regarding onboarding.

So I would think that it is something actually built onto the onboarding where an individual takes the training within the 1st day or 2 of an individual takes the training within the 1st day or 2 of starting working on facilities.

We've also made this available to post secondary students for that reason. So the hope is that post-secondary students are able to take that training now.

So when they do graduate and they start working, they are then able to bring their certificates with them.

Individuals that are currently working at a facility right now and take the training, they would be encouraged to print off that certificate to bring to their new employer as well.

01:03:59

**Jessica Brosch**

Thank you for that clarification, Mario. So we have a question from Glennis regarding training.

Will we be sending out the link for the training?

01:04:11

**Mario Gordon**

The link for the training has already been sent out in the circular that was distributed May 9<sup>th</sup>.

And so, we circular should be available to you right now.

01:04:28

**Jessica Brosch**

Thank you. And just for some clarification, we had a few questions from Maria and Linda Glennis, Sharon, Jen and Laura to confirm. Do board members or volunteers need to complete the 25 Minute session if they're not working directly with children?

01:04:45

**Mario Gordon**

We're strongly encouraging that volunteers at facilities complete the training. Once again, it is a tool to help mitigate the risk of child sexual abuse taking place. And enhancing safeguarding and practices within structures.

If we think of someone who is on a board while they may not be working directly with kids. They do have the ability to affect policies and practices within those facilities.

01:05:18

**Jessica Brosch**

Thank you. We have time for one more question. This question is from Alison. So she's asking if the, if this is an updated version of commit to kids. That the staff and center of take and training before. So is this an updated version of it?

01:05:39

**Mario Gordon**

This is an updated version of the Commit to Kids program.

So although individuals may have taken it in the past, And even if you've taken it within the last year, once again, would strongly encourage those individuals to take it again.

It is once again a tool. That will make each facility a safer place for the kids that we care for.

01:06:04

**Jessica Brosch**

Thank you.

01:06:06

**Jason Booth**

Excellent. Thanks so much, Mario. Shelley, Jessica, and to our colleagues at C3P who made today possible.

Thank you for joining us for this presentation. Partnership with Canadian Center for Child Protection. Child abuse prevention initiative.

Again, ELCC will be documenting all the questions that are sent today to ensure that even questions not answered live will be reviewed and considered a copy of this webinar will be available on our website at [Manitoba.ca/childcare](http://Manitoba.ca/childcare) and the next few business days. Thanks again and have a great afternoon.