

Preuve et attestation de développement professionnel

Sexto response kit 2 – Architecte



Description:

For legal reasons, the use of the SEXTO kit is reserved exclusively for Quebec's education sector personnel. In addition, its use must be the subject of a prior agreement between the police force that serves the territory where the school is located and the Director of Criminal and Penal Prosecutions (DCPP). Please note that an attestation badge will only be attributed to personnel at education institutions in a territory where such an agreement has been concluded. Before completing the training program, it is therefore recommended that you validate this information with your superiors or your police force. This training program is designed to equip education sector personnel to act quickly and efficiently with the students in their institution who are involved in a sexting situation. Sexting among teenagers can be defined as the shared production, distribution, and redistribution of sexual content (photos, videos, etc.) via information and communication technologies. At the end of the Explorer level of this training program, you will be able to understand the phenomenon and guide those involved in the management of cases that could be brought to their attention through an intervention tool, namely the Sexto kit. At the Architect level, through interactive organized activities, you will be presented with three fictional cases of sexting in order to consolidate new learning and validate your interventions. The creation of the Sexto kit was made possible thanks to the collaboration of the City of Saint-Jérôme (Quebec), the Director of Criminal and Penal Prosecutions (DCPP), the Canadian Centre for Child Protection, the Crime Victims Assistance Centre (CAVAC), Commission scolaire de la Rivière-du-Nord, and Académie Lafontaine. The Sexto Kit training program was developed by CADRE21 and carried out thanks to the participation of Fédération des établissements d'enseignements privés (FEEP) and funding from the ministère de l'Éducation et de l'enseignement supérieur (Quebec ministry of education and higher education, or MÉES).

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Question 1 - How can I summarize the steps of the Sexto method?

School intervention -gathering information about situation from person who came forward, initiate Sexto protocol -completing incident evaluation grid to understand situation with person who came forward. After understanding the situation determining if it is a legal type of issue then continue with sexto protocol if not legal continue with education institution protocol. Legal issue continue with Sexto protocol confirming information with other students involved and completing an information grid with each of them, meeting with the instigator and gaining information of whether it was impulsive or malicious. If believed to be malicious, confiscate device and contact police. If believe it was impulsive (not malicious) complete the incident evaluation grid and confiscate device and contact the police to then take over. The DPCP will then determine if it can be a sexto education meeting or follow a judicial process. If education meeting, this will involve the students meeting police at police station with parents, signing agreement and then discarding any child pornography on device.

Question 2 - What have I learned from the three situations presented?

-One key thing in the third scenario that I learned is that the school intervener would need to interview all implicated students and fill out a incident evaluation grid with all of them prior to meeting the instigator.

-Also that it could mean confiscating multiple devices from different persons the image may have spread to.

-The situations also confirmed that if there is a lack of collaboration and we believe there may be a concern that images/ child pornography may be on devices that we can contact the police immediately to take over.

-Another point is that if a parent brings something forward that it is only if the student themselves come forward we may intervene, otherwise needing to refer to the police.

Question 3 - Which step do I find the most delicate when applying the Sexto method?

I obviously haven't applied it to a real life situation yet but in theory there are a few spots that could be delicate. First ensuring the non judgemental approach and collaboration without ther person denying or becoming defensive. Also it will be tricky and delicate when confiscating devices due to the strong attachment adolescents have with their devices, they are very sensitive and concerned when asked to give in their phone for even menial concerns/issues. How to express and explain that it is for their own wellbeing, safety and the situation will be a delicate dance. I wonder how often they consent or how often it ends in a police call due to non cooperation.

I imagine it'll also be delicate dealing with repeat offenses and ensuring the ability to be objective in trying to assess intent.