

# SUPPORTING YOUR GENDER DIVERSE CHILD

**A GUIDE TO SUPPORT PARENTS, GUARDIANS, AND CAREGIVERS**  
who advocate for their Trans, Intersex, Two Spirit, and Gender  
Diverse children and youth in the Ontario education system [➤](#)



## COPYRIGHT AND ACKNOWLEDGEMENT

Funded by the Ontario Ministry of Education. Please note that the views expressed in this publication do not necessarily reflect those of the Ontario Ministry of Education.

This information is current to the time of publishing. Please refer to resources or a legal professional for the most current information.

When referencing this document, we recommend the following citation: Egale Canada Human Rights Trust. Supporting your Gender Diverse Child: a guide to support parents, guardians, and caregivers who advocate for their trans, intersex, Two Spirit, and gender diverse children and youth in the Ontario Education System.

©Copyright 2017, Egale Canada Human Rights Trust. All rights reserved, but permission to duplicate freely given upon request.

# TABLE OF CONTENTS

<b>1. WELCOME</b>	4
<b>2. INTRODUCTION TO GENDER IDENTITY DEVELOPMENT</b>	5
Genderbread Person and Glossary	6
Challenging Misconceptions	8
<b>3. RESPONSIBILITIES OF SCHOOL AND RIGHTS OF GENDER DIVERSE STUDENTS</b>	10
Canadian Teachers Federation	11
Ontario Human Rights Commission	11
Ontario Ministry of Education	12
School Boards	13
Individual Schools	15
<b>4. UNDERSTANDING THE ISSUES</b>	16
Gender Segregated Spaces	18
Gender Affirming Name and Pronouns	20
Data Systems and Privacy	22
Discrimination and Harassment: Teacher to Student	24
Discrimination and Harassment: Student to Student	27
Physical Education and Sports	29
Managing Disclosure	32
<b>5. TRANSITION PLANNING</b>	34
Check-List for Next Steps	35
Introduction to Gender Affirming Support Plan	37
Making Decisions Template	39
Assess your School: Gender Diverse Inclusion Report Card	44
<b>6. EXISTING RESOURCES</b>	49
Parents	52
Youth	54
Educators	56



# WELCOME!

## **IF YOU'RE READING THIS GUIDE, YOU'RE AWESOME!**

You are taking a first important step in familiarizing yourself with your child's gender identity and gender expression.

The information you have just received from your child, as well as the information you need to know in relation to supporting your child in the Ontario school system, may seem really overwhelming at times. This news may have surprised you, and you may be feeling some complicated emotions. Fortunately, you are not alone.

This document was designed with the help of parents of trans, intersex, Two Spirit, and gender diverse children and youth from across Ontario, to help you better understand, navigate, and support your child or youth within the school system.

For trans, intersex, Two Spirit and gender diverse children and youth, school can be a complicated and overwhelming place. Along with discovering their own identities, setting goals, and managing the daily stress of school life, trans, intersex,

Two Spirit and gender diverse children and youth are faced with other unique challenges that may not be shared by their peers.

Fortunately, a lot of important work has been done to help improve the lives of trans, intersex, Two Spirit and gender diverse children and youth who are in school. Between Federal and Provincial legislation, as well as internal policies and procedures that guide teachers and administration, there are often systems in place to support your child's transition or gender journey at school. Sometimes, information about this can be frustrating to find; sometimes, the systems that should exist, don't.

This guide will help make it easier to understand the responsibilities of the school's administration and boards, as well as provide insight into best practices that form supportive relationships between school staff, parents and students. This guide will also help you become a proactive change-makers on behalf of your child.

As you read through this document, you will be given many opportunities to educate and, perhaps,

re-educate yourself about how you can work with your child's school. You will also have the opportunity to read about other parents' experiences with navigating a school environment. You will be given tools to assist you in the process of planning your child's transition at school and helping create a safe support system between you and your child as they adjust to living their authentic life at school.

Before we get into specifics, it is important to make sure we are up to speed on some of the basic concepts and terminology when it comes to gender identity and gender expression.



## INTRODUCTION TO GENDER IDENTITY DEVELOPMENT

If the concepts of gender identity and gender expression are new to you, it is important to start by learning about these terms and outlining some common misconceptions.

# INTRODUCTION TO CONCEPTS

THIS SECTION WILL INTRODUCE YOU TO THE GENDERBREAD PERSON TO HELP BUILD YOUR UNDERSTANDING OF SEX/ASSIGNED SEX, GENDER IDENTITY, GENDER EXPRESSION, ATTRACTION (SEXUAL ORIENTATION) AND OTHER RELATED TERMS THAT WILL GIVE CONTEXT TO THE REST OF THE RESOURCE. YOU WILL HAVE AN OPPORTUNITY TO EXPLORE SOME COMMON MISCONCEPTIONS ABOUT SEX, ATTRACTION, SEXUAL ORIENTATION), GENDER IDENTITY AND GENDER EXPRESSION.



## SEX/ASSIGNED SEX

The biological classification of a person as male, female or intersex. Most often, sex is assigned by a medical professional at birth based on a visual assessment of external anatomy.



## GENDER IDENTITY

A person's deeply felt internal and individual experience of gender — their internal sense of being a man, woman, or another gender entirely. A person's gender may or may not correspond with the sex assigned to them at birth. Since gender identity is internal, one's gender identity is not necessarily visible to others.



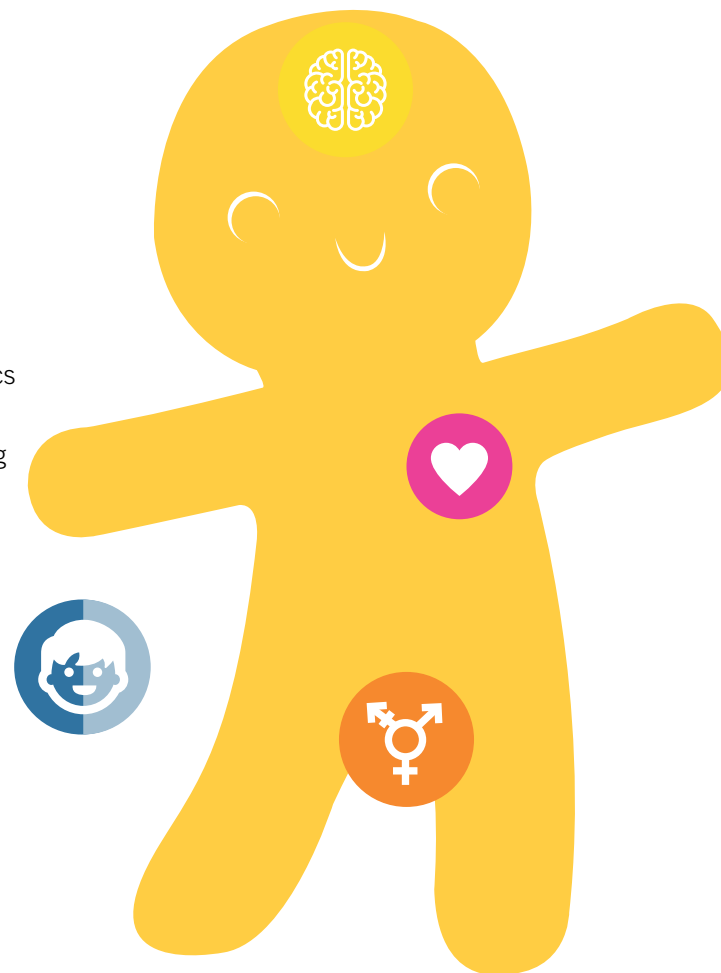
## GENDER EXPRESSION

The way a person presents and communicates gender identity to society, through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours and traits used publicly to express one's gender as masculine or feminine or something else. The traits and behaviours associated with masculinity and femininity are culturally specific and change over time. Gender expression is not an indication of sexual orientation. Also called gender presentation.



## ATTRACTION (SEXUAL ORIENTATION)

A person's capacity for profound emotional and/or sexual attraction to another person based on their sex and/or gender.



## **CISGENDER (ADJ)**

Refers to someone whose gender identity corresponds with their birth-assigned sex (e.g., a cisgender male is someone whose gender identity is man and was assigned male sex at birth).

## **GENDER DIVERSE (ADJ)**

Refers to a person whose gender identity and/or gender expression differs from cultural or societal expectations based on assigned sex and gender. Those who express their gender in diverse ways may consider themselves Gender Creative, Gender Independent or Gender Nonconforming. Those who identify as gender diverse may or may not identify as trans.

## **TRANSGENDER (ADJ)**

A person who does not identify either fully or in part with the gender associated with their birth-assigned sex — often used as an umbrella term to represent a wide range of gender identities and expressions. Transgender people (just like cisgender people) may identify as straight, gay, etc.

## **TRANS (ADJ)**

A term commonly used to refer to transgender, transsexual and/or gender variant identities and experiences. While it is often used as an umbrella term, some people identify just as trans.

## **INTERSEX (ADJ)**

Refers to a person whose chromosomal, hormonal or anatomical sex characteristics fall

outside the conventional classifications of male or female. Some people may experience the designation of intersex as stigmatizing given the history of medical practitioners imposing the diagnosis and/or non-consensual corrective surgeries on infants, children and young adults (some people may not be identified as intersex until puberty). As with all humans, gender identity for intersex individuals may often be complex.

## **TWO SPIRIT (OR 2-SPIRIT) (ADJ)**

Some Indigenous (First Nations, Inuit, or Métis) people choose to identify as Two Spirit rather than, or in addition to, identifying as lesbian, gay, bisexual, trans or queer. Prior to European colonization, Two Spirit people were respected members of their communities and were often accorded special status based upon their unique abilities to understand both male and female perspectives. Two Spirit persons were often the visionaries, healers and medicine people in their communities. The term Two Spirit affirms the interrelatedness of all aspects of identity — including gender, sexuality, community, culture and spirituality. It is an English term used to stand in for the many Indigenous language words for Two Spirit.

## **ALLY**

An ally is someone who believes in the dignity and respect of all people and takes action by supporting and advocating with groups being targeted by social injustice. An ally does not identify as a member of the group they are supporting (e.g., a straight person can act as an ally for gay people and communities; a cisgender lesbian can act as an ally for trans people and communities).

## **GENDER AFFIRMING (V)**

The practice and process of recognising, supporting and encouraging one's gender identity and gender expression. This can be both interpersonal (between people) and intrapersonal (within one's self), and can occur across all aspects of life including legally, socially, medically, etc.

## **MISGENDERING (V)**

The cissexist practice of either intentionally or unintentionally referring to someone using language which does not correctly reflect their gender identity. This can include using incorrect pronouns (such as they/them/theirs. she/her/hers. he/him/his), using incorrect gendered forms of address (such as sir, ma'am, guys, girls, or ladies), or incorrect gendered titles (such as mister, miss or missus).

## **DEADNAME (N)**

A former name which someone (often a trans, intersex, Two Spirit, or gender diverse person) no longer uses. Also called birth-name or former first name.

## **DEADNAMING (V)**

The practice of intentionally or unintentionally referring to someone (often a trans, intersex, Two Spirit or gender diverse person) by their birth-name, former first name or deadname.

## **MICROAGGRESSION (N)**

The everyday occurrences of subtle and often unintentional discrimination that people who experience marginalization encounter throughout their lives.

# CHALLENGING MISCONCEPTIONS

**NOW THAT YOU HAVE A GENERAL UNDERSTANDING OF SOME OF THE LANGUAGE THAT WILL BE USED THROUGHOUT THIS GUIDE, WE WILL BUILD ON SOME OF THESE TERMS BY EXPLORING SOME COMMON MISCONCEPTIONS AROUND GENDER DIVERSITY.**

## **MISCONCEPTION #1**

**Children who haven't reached puberty do not have a fully developed sense of their own gender identity.**

### **FACT #1**

Whether you are cisgender or trans, research shows that, on average, children's gender identity is developed between the ages of three and five, and that this can begin as early as two years old (Ruble et al., 2007; Boskey, 2014). This research supports that if a child is articulating insistently and consistently "I am a boy" or "I am a girl" or "I am both" or "I am neither" they are old enough to know the intensity at which they feel this as their truth, regardless of if they are cisgender or trans. As such, being trans is part of one's innate sense of self. However, a person may choose whether or not to embrace and affirm their authentic truth based on how safe and supportive their environment is to do so.

That said, no two experiences of gender identity development are alike. Some may know from a very early age. Others may not have the language to articulate their sense of self until much later. There are many environmental factors that will affect how

one's journey of gender identity development will unfold. Trans people all experience their body, their assigned sex, the related social expectations of their gender, and their gender identity differently. These differences will influence the ways in which each transgender person chooses to embrace their identities and move through transition.

## **MISCONCEPTION #2**

**Being trans or gender diverse is the same thing as being gay or lesbian.**

### **FACT #2**

It is a common misconception that attraction or sexual orientation and gender identity are the same because they both fall under the LGBTQI2S umbrella. Attraction and gender identity are two separate and distinct components of human identity and are not necessarily related. Some people may identify as BOTH trans and gay. Other trans people may identify as trans and straight. You cannot and should not jump to conclusions about how your child understands and frames their own attraction identity based solely on how they express or identify their gender.

## **MISCONCEPTION #3**

**Being transgender is a choice.**

### **FACT #3**

Just as being cisgender is not a choice, being transgender is not a choice! Your child is not "doing this" to be trendy, rebellious or to get a reaction from you. All children, both cis and trans, are born with an innate sense of gender identity. Though being trans is not a choice, a person may make choices about the ways and extent to which they will live their true and authentic gender identity.

While it is true that transgender identities and experiences have gained a considerable degree of visibility in the mainstream media in recent years, perhaps more than they ever have before, gender diversity is not a trend nor "an indulgence for millennials". In fact, gender diversity is as ancient and universal as humanity itself. Though transgender identities are not a new invention, the language we now have available to talk about this aspect of human diversity has evolved substantially, owing largely to strides made by trans human rights movements.



# CHALLENGING MISCONCEPTIONS CONT'D

## MISCONCEPTION #4

**Not conforming to dominant gender norms or expressing gender in unique and diverse ways are signs that a child is trans or will identify as trans when they grow up.**

### FACT #4

The degree to which someone conforms to dominant social gender norms reflects a person's gender expression and not necessarily their gender identity. Gender expression is the way a person presents and communicates gender to the world, whereas, gender identity is a person's internal sense of the gender they know themselves to be (gender identity).

A child saying, "I prefer girl clothes" and a child saying, "I am a girl," are very different. A child saying, "can I be a boy today" and a child saying, "I am a boy" are very different. Both transgender and cisgender children can explore clothing and expressions associated with masculinity and femininity. "I prefer boy clothes" may be a preference for any child regardless of their gender identity. However, transgender children are usually consistent and insistent with this need to be recognized for who they are. It is therefore very important to listen closely to what your child is communicating to

you about their gender.

## MISCONCEPTION #5

**All transgender people go through a transition process by changing their name, using hormones, and undergoing surgery.**

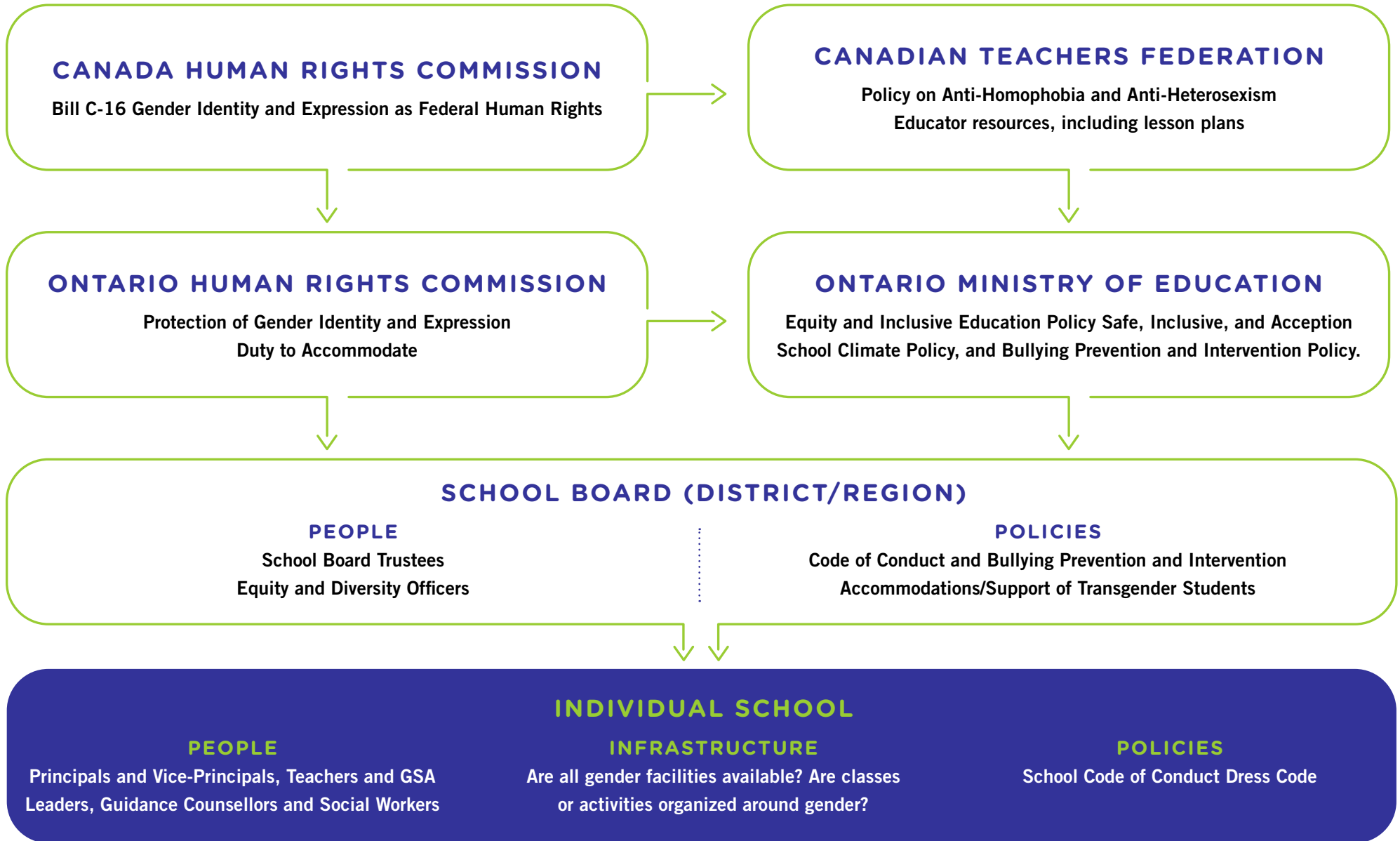
### FACT #5

There is no one way to transition! Transitioning can involve social, legal, and medical processes that are unique to each individual trans person. The transitioning process is an important time for trans folks to determine what they each need to best affirm their gender identity. This journey may include socially coming out as trans, legal changes to identification including name and/or sex designation, and/or accessing gender affirming medical care like hormones or surgery. But it is absolutely not necessary to make legal identification changes or access gender affirming medical care in order to be trans. Engaging in legal or medical transitioning does not make anyone any more or less trans.



## RESPONSIBILITIES OF SCHOOL AND RIGHTS OF GENDER DIVERSE STUDENTS

Educate yourself on  
LGBTQI2S rights and policies.  
Includes educational  
resources and information  
to better understand the  
protection of gender  
identity and expression.



---

## FEDERAL

### BILL C-16

Bill C-16 is a federal bill that amends the Canada Human Rights Act to include gender identity and gender expressions as grounds protected from discrimination.

Bill C-16 also amends the Criminal Code to extend the protection against hate propaganda to include offences based on bias, prejudice or hate based on gender identity or gender expression.

[CLICK HERE TO VIEW BILL16](#)

### CANADIAN TEACHERS FEDERATION

*Policy on Anti-Homophobia and Anti-Heterosexism*

[CLICK HERE TO VIEW PDF](#)

This policy states that students, staff, and parents in educational systems have the right to:

- “Be free from harassment, discrimination and violence;
- Be treated fairly, equitably and with dignity;
- Self-identification and freedom of expression;
- Be included and to be represented and affirmed in a positive and respectful manner;
- Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence;
- Have their cultures and communities valued and affirmed.”

*(Canadian Teachers Federation, 2004)*

---

## PROVINCIAL

### ONTARIO HUMAN RIGHTS COMMISSION

*Policy on preventing discrimination because of gender identity and gender expression*

[CLICK HERE TO VIEW PDF](#)

### ONTARIO MINISTRY OF EDUCATION

*Education Act*

The *Education Act* is a large overarching policy which outlines the standards to which all publicly funded Ontario school must adhere. The policy memorandums which are most applicable to trans, intersex, Two Spirit and gender diverse students are *No. 119: Equity and Inclusive Education Policy*; *No. 128: Safe, Inclusive and Accepting School Climate*; and *No. 144: Bullying Prevention and Intervention*.

---

## PROVINCIAL CONT'D

The protection of gender identity and gender expression under the *Ontario Human Rights Code* means that it is **against the law** to harass or discriminate someone on the basis of gender identity and gender expression (Ontario Human Rights Commission, 2014).

This means that service providers (including schools and educators) have a legal **duty to accommodate** the needs of people because of their gender identity and expression.

“Failure to accommodate may lead to a finding of discrimination under the *Code*” (Ontario Human Rights Commission, 2014, p. 23).

The *Equity and Inclusive Education Policy* (2013) requires that all publicly funded Ontario school boards develop, implement, and monitor an equity and inclusive education policy that considers all protected grounds outlined in the *Ontario Human Rights Code*, giving children and youth the “right to self-identify and express their lived gender identity while accessing education services” (Ontario Human Rights Commission, 2014, p.46). The *Safe, Inclusive and Accepting School Climate Policy* (2012) requires that school boards prevent and address inappropriate behaviour through policy and programs such as Gender-Sexuality Alliances (GSAs). This amendment additionally provides explicit protection for students from bullying because of gender identity and gender expression. The *Bullying Prevention and Intervention* (2012) policy requires that schools intervene in situations of discrimination, harassment and bullying.

---

## SCHOOL BOARD (DISTRICT/REGION)

### SCHOOL BOARD TRUSTEES

[CLICK HERE TO VIEW WEBSITE](#)

School board trustees are local publicly elected officials who function as the community's advocate for education.

### POLICIES

At the school board level, each board is required to develop, implement and monitor policies based on the policies outlined in the *Education Act*. These policies, at minimum, must include, a Code of Conduct and a Bullying Prevention and Intervention Policy. Additionally, your school board may have a policy around the accommodation or support of trans and gender diverse students and staff.

## SCHOOL BOARD (DISTRICT/REGION) CONT'D

“A trustee’s role is to maintain a focus on student achievement and well-being and to participate in making decisions that benefit the entire board district while representing the interests of his or her constituents. Trustees must also communicate the views and decisions of the board back to their constituents” (Ontario Public School Boards’ Association, 2014).

### EQUITY AND DIVERSITY OFFICERS

[CLICK HERE TO VIEW WEBSITE](#)

Some school boards have positions for officials who function to promote and maintain equity, diversity and inclusion in their schools. It is often the role of this person to implement the strategic goals outlined in the Ontario Ministry’s *Equity and Inclusive Education Policy*. Additionally, some school boards will have special offices or positions for the promotion of gender-based violence prevention or the inclusion of gender diversity. For example, the Toronto District School Board has the *Gender-Based Violence Prevention Office*.

### EXAMPLES OF THESE POLICIES INCLUDE:

- Toronto District School Board: Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff

[CLICK HERE TO VIEW PDF](#)

- Durham District School Board: Supporting Our Transgender Students

[CLICK HERE TO VIEW PDF](#)

- Thames Valley District School Board: Guidelines for the Accommodation of Gender Diverse and Trans Students and Staff

[CLICK HERE TO VIEW PDF](#)

- Lakehead District School Board: Sexual Orientation and Gender Identity Policy

[CLICK HERE TO VIEW PDF](#)

## INDIVIDUAL SCHOOLS

### PEOPLE

Across each individual school there are staff in positions of power who influence the attitudes and behaviours of the school climate around inclusion and acceptance of trans, intersex, Two Spirit and gender diverse students. These staff members have a high level of authority in the context of a school environment, and have the potential to be some of the most powerful allies for students.

This could include:

- Principals and Vice-Principals
- Teachers (current or past) or GSA Leaders
- Guidance Counsellors and Social Workers

### INFRASTRUCTURE

Gendered infrastructure such as washrooms and change rooms are often determined by a combination of school attitudes, pre-existing infrastructure, and financial resources. This means that each individual school will have a different capacity to accommodate all-gender spaces that have traditionally been segregated by gender, such as: washrooms, change rooms, physical education classes, and extracurricular activities like sports teams.

### POLICIES:

Each individual school is required to develop, implement and monitor policies based on the *Education Act* and the policies outlined by the school board that the school falls under. At a minimum, these policies must include a Dress Code, a Bullying Prevention and Intervention Plan, and a School Code of Conduct; but the contents of these policies can differ greatly between schools. Having a Dress Code that does not police gender expression, and a School Code of Conduct and Bullying Prevention and Intervention Plan that makes explicit mention of protection of gender identity and expression can add a layer of protection for trans, intersex, Two Spirit and gender diverse students.

### EXAMPLES OF INCLUSIVE INDIVIDUAL SCHOOL POLICIES INCLUDE:

- Keith Wightman Public School Code of Conduct

[CLICK HERE TO VIEW WEBSITE](#)

- Elora Public School Code of Conduct

[CLICK HERE TO VIEW PDF](#)

- Milliken Public School Code of Conduct

[CLICK HERE TO VIEW WEBSITE](#)

- Jean Little Public School Bullying Prevention and Intervention Plan

[CLICK HERE TO VIEW PDF](#)

- Howick Central Public School Bullying Prevention and Intervention Plan

[CLICK HERE TO VIEW PDF](#)



## UNDERSTANDING THE ISSUES

Now that you have some understanding of the different bodies and policies that inform the rights your child has in their school, we will explore some aspects of school which other parents have highlighted as potentially challenging scenarios to navigate.



# TABLE OF CONTENTS

**THIS SECTION WILL EXPLAIN SCENARIOS, CONNECT THEM TO YOUR CHILD’S RIGHTS IN THE EDUCATION SYSTEM, OFFER EXPERIENCE OR ADVICE FROM OTHER PARENTS, AND OFFER SUGGESTIONS TO HELP NAVIGATE THESE SCENARIOS.**

It’s important to keep in mind that some of these issues may not apply to your child, because the way that each gender diverse person navigates school and the world is unique to their own experience. Feel free to skip any sections that may not be of concern to your child.

In this section, we will explore potential issues related to:

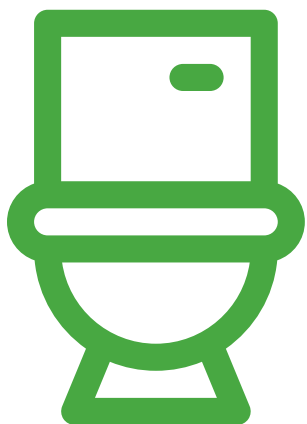
<b>1. GENDER SEGREGATED SPACES</b>	Skip to Page 18
<b>2. GENDER AFFIRMING NAME AND PRONOUNS</b>	Skip to Page 20
<b>3. DATA SYSTEMS AND PRIVACY</b>	Skip to Page 22
<b>4. DISCRIMINATION AND HARASSMENT: TEACHER TO STUDENT</b>	Skip to Page 24
<b>5. DISCRIMINATION AND HARASSMENT: STUDENT TO STUDENT</b>	Skip to Page 27
<b>6. HEALTH AND PHYSICAL EDUCATION AND SPORTS</b>	Skip to Page 29
<b>7. MANAGING DISCLOSURE</b>	Skip to Page 32

# GENDER SEGREGATED SPACES

## THE ISSUE

Schools and other institutions often segregate spaces like washrooms or change-rooms by the gender binary – offering an option for boys and girls. Some schools have recognized the need for all-gender washrooms and change-room facilities for students who are gender diverse or who have other access needs.

Accessing spaces that are segregated by the gender-binary can be anxiety provoking for someone who doesn't fit neatly into this binary (because neither option is gender affirming) or for someone in the process of transitioning (who would like to have added discretion or privacy). Because of this, it can be problematic if students don't have access to all-gender facilities. The Ontario Human Rights Commission recognizes that “access to washrooms is a basic physical need at the core of human dignity for everyone” (Ontario Human Rights Commission, 2014, p. 38).



## FROM OTHER PARENTS:

“It took a long time (18 months) to get a universal washroom at my child's school.”

“Unfortunately, our home school's principal wasn't familiar with the transgender accommodation policy and wasn't clear on how long it would take to ensure access to an all-gender or single stall bathroom for our child. So when school registration came around, we lotteried to register at another school outside our catchment that didn't flinch at our request for accommodations and already had a single-stall washroom in place for student use. Thankfully, there was a space for our child there.”

“We need to have many more gender neutral washrooms (we currently have 1 for a massive building housing 2 elementary schools and a middle school).”

“Washrooms [are] an issue – only “boy” or “girl” bathrooms available. Would be nice to have [a] neutral choice.”

“[The school] made it clear that whatever he wanted for washrooms was up to him.”

# GENDER SEGREGATED SPACES CONT'D

## POLICY AND LEGISLATION

- The Canadian Teachers Federation *Policy on Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “self-identification and freedom of expression” and to “be included and to be represented and affirmed in a positive and respectful manner.”
- Because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate to the needs of students based on their gender identity and expression.
- *The Equity and Inclusive Education Policy* gives students the right to self-identify their gender identity and **access gender segregated spaces based on their lived gender identity, rather than their sex assigned at birth.**
- At the school board level, there may be a policy that speaks to accommodation of trans and gender diverse students which would further detail your child’s rights
- Based on the individual school's attitude and capacity, access to all-gender facilities in Ontario schools differs greatly across the province.



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Are there already all-gender facilities?
- Are staff washrooms an option?
- Are there single-stall washrooms where a sign could be changed to make it accessible for all genders?
- Is it possible to change the sign on facilities that are gendered to make them accessible for all genders?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans and gender diverse students? Does it include anything about ensuring access to all-gender facilities?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

## RESOURCES

The Peel District School Board recently announced that they will include all-gender washrooms in every high school in their district

[CLICK HERE TO VIEW WEBSITE](#)

# GENDER AFFIRMING NAME AND PRONOUNS

## THE ISSUE

Some trans, intersex, Two Spirit and gender diverse children and youth assert a name and pronoun that is different than what they were assigned at birth, to affirm and reflect their gender identity. This shift in name and/or pronoun can take others some time to get used to, and along the way there will be mistakes. How these mistakes are addressed will impact how your child feels about the support that they have in affirming their gender.

## FROM OTHER PARENTS:

“It’s an uphill battle if there’s not somebody on board who will have your back, but that policy is in place so the battle is winnable, even though it’s going to be a battle.”

“Teachers using wrong pronouns repeatedly has been an issue. Also one teacher made a huge deal and called everyone’s attention to my child. She didn’t want to go back to school after that. [We] switched schools.”

“School was very accepting, immediately discussed proper name and pronouns with the teachers, arranged [a] separate bathroom for my son to use, organized [a] meeting with [the] LGBTQ liaison as well as a social worker.”

“Throughout high school, when my child was out, name changes and pronouns were a challenge for the teachers but they did try hard.”



“The gender options on school registration forms never had an “other” or third option so we had to make our own line and write [it] in.”

# GENDER AFFIRMING NAME AND PRONOUNS CONT'D

## POLICY AND LEGISLATION

- The Canadian Teachers Federation *Policy on Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “self-identification and freedom of expression” and to “be included and to be represented and affirmed in a positive and respectful manner”.
- Because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate to the needs of students based on their gender identity and expression. An important aspect of this policy is the recognition of lived gender identity by respecting gender affirming name and pronouns.

The policy states that “regardless of what is recorded on a person’s identity documents, a trans person should be addressed in person by their chosen name and gender” (*Ontario Human Rights Commission*, 2014, p. 37).

- The *Equity and Inclusive Education Policy* gives students in Ontario schools the right to self-identify and express their lived gender identity while accessing education services. This policy further requires that school boards develop and



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Has the school undergone training for educators?
- Have you or your child identified a staff ally who can help facilitate conversations with school administration?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans and gender diverse students? Does it include anything about ensuring access to all-gender facilities?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

implement education policies that address all forms of discrimination and harassment based on protected grounds in the *Ontario Human Rights Code*.

- At the school board level, there may be a policy that speaks to the accommodation of trans and gender diverse students which would further detail the procedures around implementing your child’s rights.

## RESOURCES

For more information, refer to Transition Planning Resource on page 32, to help guide your discussion with your child.

For resources to support educator learning, refer to page 56.

# DATA SYSTEMS AND PRIVACY

## THE ISSUE

Your child may have socially asserted their name, but their school records (including attendance, report cards, EQAO tests, honor roll, etc.) refer to them by their dead-name and incorrect gender marker. This lack of coordination may lead to your child being deadnamed or misgendered, which can diminish their sense of belonging and compromise their privacy.



## FROM OTHER PARENTS:

“Odd, they change name on one thing and not another (ie. school lists have birth name even though student card issued with preferred) so they call the birth name in front of class at start of year/semester.”

“For the most part we have received the support we’ve asked

for when the request has been made individually. Big systemic things are harder — provincial tests (Gr. 9 EQAO, Gr. 10 literacy test) get posted by birth name, report cards get printed by birth name, even when the teacher comments reflect the preferred name. It always takes an individual thinking ahead for us, for example, to change the envelope for our son’s report card to a blank one. One year the birth name on the envelope was called out to hand out report cards — the teacher was great, immediately recognizing his mistake, and played it off really well for our kid. We complained about lists being posted by birth name, but for exams or provincial testing, it

is harder to get a systemic change, so again, it takes someone else to think about it and offer a specific modification. We don’t always know when something like this will happen — when we do, we can be proactive, but it’s a problem of not knowing what we don’t know.”

“Policies are really helpful for guiding discussions with school administrators and writing out accommodation requests for the OSR [Ontario Student Record]. They helped provide a good framework.”

# DATA SYSTEMS AND PRIVACY CONT'D

## FROM OTHER PARENTS CONT'D:

“My son’s school was so on board with things. They had his name changed on all the official lists. He went home in June after having told them. He came back in September as himself and everything was already changed.”



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Has the school undergone training for educators?
- Have you or your child identified a staff ally who can help facilitate conversations with school administration?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans or gender diverse students? Does it include any processes or procedures for implementing a student’s preferred name and pronouns?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

## POLICY AND LEGISLATION

- The Canadian Teachers Federation Policy on *Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “self-identification and freedom of expression” and to “be included and to be represented and affirmed in a positive and respectful manner”.
- Because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate to the needs of students based on their gender identity and expression.
- The Equity and Inclusive Education Policy requires that school boards develop and implement education policies that address all forms of discrimination and harassment

based on protected grounds in the Ontario Human Rights Code. This includes developing and implementing policies and procedures to recognize: that trans students have a right to be addressed by their chosen name and pronoun; official records should reflect a student’s lived gender, chosen name and pronoun as much as possible; and that students have a right to privacy and schools must keep a student’s transgender status confidential.

- At the school board level, there may be an accommodation of trans and gender diverse students policy which would further detail

the procedures around accessing your child’s rights. If this policy exists it may give schools guidance around how to navigate making changes to a student’s record or transcript.

## RESOURCES

The Toronto District School Board: Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff includes the process that is used in this school board to navigate changing information in a student’s record and transcript.

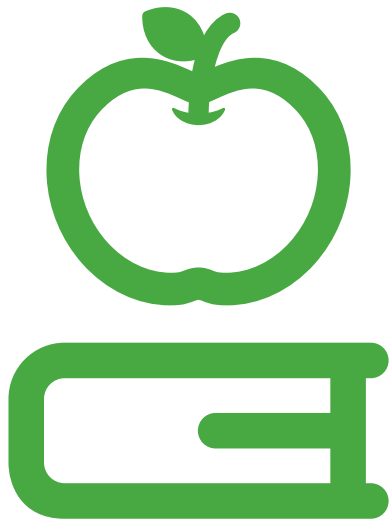
[CLICK HERE TO VIEW WEBSITE](#)

# DISCRIMINATION AND HARASSMENT: TEACHER TO STUDENT

## THE ISSUE

Some teachers and school staff may be resistant to implementing your child's accommodations. Because teachers and school staff hold a position of authority, their resistance to affirming your child's gender identity can contribute to a culturally transphobic environment for your child.

A national survey assessing the inclusivity of Canadian school environments found that 23% of trans students reported hearing teachers use transphobic language daily or weekly (Taylor & Peter, et al., 2011).



## FROM OTHER PARENTS:

- “Teachers not using correct pronouns, administration protecting teachers rather than students when this is called out.”
- “When my transgender daughter’s cheerleading coach returned after maternity leave she was disrespectful and non-supportive.”
- “The principal said, ‘well, we can’t accommodate for just one child.’”
- “Some of the teachers just couldn’t manage to wrap their heads around it.”
- “[The school] has been extremely supportive, although have had a few transphobic teachers and coaches.”
- “[The school] sometimes forgets to tell supply teachers that go in. And so supply teachers go in and then misgender them. And that’s really hard for them.”



# DISCRIMINATION AND HARASSMENT: TEACHER TO STUDENT CONT'D

## POLICY AND LEGISLATION

- The Canadian Teachers Federation Policy on *Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “be free from harassment, discrimination and violence” and “have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence.”
- Remember, because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate the needs of students based on their gender identity and expression.
- The *Bullying Prevention and Intervention Policy* requires that each school board have its own bullying prevention and intervention policy. It additionally requires that all staff that become aware of incidents of bullying respond to them and report the incident to the principal.



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Has the school undergone training for educators?
- Have you or your child identified a staff ally who can help facilitate conversations with school administration?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans or gender diverse students? Does it include any processes or procedures for addressing harassment and discrimination from educators?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

Principals are required to investigate all reports, contact the parents of involved parties (unless they are 18 years of age or older), determine disciplinary action, provide support for involved parties, and report externally when necessary (for example, to police or Children’s Aid Services)

- The *Equity and Inclusive Education Policy* requires school boards to develop and implement education policies that address all forms of discrimination and harassment based on the protected grounds in the Ontario Human Rights Code, including gender identity and gender expression.

# DISCRIMINATION AND HARASSMENT: TEACHER TO STUDENT CONT'D

## RESOURCES

The following resources may be helpful:

Educator resources (listed at the end of the guide):

- Safer Spaces Training with Egale for teachers and school staff in Ontario schools
- Canadian Teachers Federation Guide
- Welcoming Schools Guide
- Webinar
- Teachers in Ontario are registered with the *Ontario College of Teachers*, so if there is an issue with a particular teacher, you may file a complaint against them with the *College*. For more information about the process of filing a formal complaint, visit:

[CLICK HERE TO VIEW WEBSITE](#)

- Schools and school boards function under provincial jurisdiction, so if there is an issue with a school or school board granting your child their human rights, you may file a complaint against them with the *Human Rights Tribunal of Ontario*. For more information about the process of filing a formal complaint, visit:

[CLICK HERE TO VIEW WEBSITE](#)

# DISCRIMINATION AND HARASSMENT: STUDENT TO STUDENT

## THE ISSUE

Unfortunately, LGBTQI2S students can be at an increased risk for experiencing discrimination and harassment compared to other students. It is possible that there may be other students who engage in discriminatory, harassing or bullying behaviour towards your child.

A national survey assessing the inclusivity of Canadian schools found that:

- 90% of trans students reported hearing transphobic comments daily or weekly from other students,
- 74% of trans students reported being verbally harassed about their gender expression,
- 78% of trans students indicated feeling unsafe in some way at school
- 44% of trans students reported being likely to miss school because of feeling unsafe

(Taylor & Peter et al., 2011).



## FROM OTHER PARENTS:

“My son knew that if he ever did come to have any issues, he could go to this guidance counsellor — and he not only knew he could go to her, he knew she would fix it. He had complete confidence that she would make it right.”

“Supply teachers never actually control the room as well as their classroom teacher. There’s one bully in the class, and we joke that the bully is not [their] bully, it’s everybody’s bully. It’s that kid who is struggling and just fights with everyone. And so when that happens, that child really spins within the classroom.”

“Schools have wanted to provide support. We never felt that they were dismissing our concerns lightly.”

“Microaggressions (often unintentional) in the context of a hostile world have seriously eroded my kid’s sense of belonging.”

# DISCRIMINATION AND HARASSMENT: STUDENT TO STUDENT CONT'D

## POLICY AND LEGISLATION

- The Canadian Teachers Federation Policy on *Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “be free from harassment, discrimination and violence” and “have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence.”
- Remember, because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate to the needs of students based on their gender identity and expression.
- The *Equity and Inclusive Education Policy* requires school boards to develop and implement education policies that address all forms of discrimination and harassment based on the protected grounds in the *Ontario Human Rights Code*, including gender identity and gender expression.
- The *Bullying Prevention and Intervention Policy* requires that each school board have its own bullying prevention and intervention policy.



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Has the school undergone training for educators?
- Have you or your child identified a staff ally who can help facilitate conversations with school administration?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans or gender diverse students? Does it include any processes or procedures for addressing transphobic bullying?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the Equity and Inclusive Education Strategy? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer

It additionally requires that all staff that become aware of incidents of bullying respond to them (if they witness it occur) and report the incident to the principal. Principals are required to investigate all reports, contact the parents of involved parties (unless they are 18 years of age or older), determine disciplinary action, provide support for involved parties, and report externally when necessary (for example, to police or Children’s Aid Services)

- Each school should have both a *Bullying Prevention and Intervention Policy* and a Code of Conduct that applies to behaviour in the school

environment which may further detail procedures for reporting and mediating incidents of bullying and harassment. These policies may or may not make explicit mention of protecting gender identity and gender expression.

## RESOURCES

Take a look at this, it might be helpful.

### For Teachers:

- Preparing Students for the Transition of a Transgender or Gender Diverse Peer

[CLICK HERE TO VIEW WEBSITE](#)

# HEALTH AND PHYSICAL EDUCATION AND SPORTS

## THE ISSUE

Because of the often gendered organization of health & physical education classes and athletic activities, some trans, intersex, Two Spirit and gender diverse children and youth may experience some difficulty while navigating these activities and spaces. Within the health and physical education curriculum, health classes are required to address topics that are often gendered in nature and can be exclusionary for students with diverse genders and attractions (sexual orientation), including topics like healthy relationships, puberty, and sexual and reproductive health. These subjects can be problematic and exclude the experiences of trans, intersex, Two Spirit and gender diverse students when body parts are attributed to gender rather than sex and when attraction (sexual orientation) and sexual health is only discussed in the context of cisgender and heterosexual bodies.

Additionally, rigorous physical activity may lead to issues in children and youth who bind their chest, as their breathing can be restricted. A recent community-based study highlights that over 97% of participants experienced negative outcomes associated with chest binding, including respiratory issues like shortness of breath, respiratory infections and pneumothoraces in severe cases (Peitzmeier, Gardner, Weinand, Corbet & Acevedo, 2017).

## FROM OTHER PARENTS:

“When my trans son came out at the end of Gr. 8, the high school shifted his schedule so that he did not need to take gym in Gr. 9 (he will be taking a co-ed open gym in Gr. 11) and feels better about that and has had time to adapt to being in high school, asserting a male identity.”

“My son went to his favorite gym teacher and set up an individual study course, so he could do his own program. And what he got to do was, she helped him develop a weight lifting training program that helped him develop a male musculature that he really needed and wanted. And he worked really hard at it.”

“[My child] had to drop phys-ed, didn’t want to be in a class full of males.”

“Gender-based classes were a struggle for a non-binary student!! A new Gender Studies class was an uncomfortable experience because the teacher seemed to approach the idea of transgender identity as a novelty — it felt very “othering” to my child.”

# HEALTH AND PHYSICAL EDUCATION AND SPORTS CONT'D

## FROM OTHER PARENTS CONT'D:

**“The biggest challenge that we faced – even with everybody wanting to do the right thing was around gym class. There’s the issue of changing, some gym classes are split gendered – so especially when first starting out, when do you switch from one to the other? But the biggest issue for my son was he was binding, and exercising when you’re binding is just a bad idea.”**



## POLICY AND LEGISLATION

It is not required at the federal, provincial, or school board level to mandate gendered or non-gendered health and physical education classes. It is determined by the individual school (often based on its enrollment demographics and capacity) how physical education classes are offered.

Whereas with competitive sports (extra-curricular activities), students and youth are separated by gender across the country, based on the sport.

- The *Ontario Human Rights Commission* and *Human Rights Tribunal of Ontario* recognizes that “for legal and social purposes, a person whose gender identity is different from their birth-assigned sex should be treated according to their lived gender identity” (Ontario Human Rights Commission, 2014, p. 14). This means that students have a right to access gendered spaces based on their lived gender identity, rather than their sex assigned at birth. In relation to education systems in Ontario, the policy further states that “trans students have the right to access washrooms and other facilities and take part in physical education and other classes in accordance to their lived gender identity” (Ontario Human Rights Commission, 2014, p. 46).

- The Ministry of Education in Ontario determines the physical education curriculum for students in kindergarten to grade twelve, but does not mandate how these classes are organized around gender.
- Each school individually determines how they organize their physical education classes around gender. This is often based on the individual school’s resources, capacity and enrollment demographics.

## RESOURCES

For more information about healthy binding, take a look at:

- The Binding Health Project

[CLICK HERE TO VIEW WEBSITE](#)

- I Heart My Chest: A chest health resource for trans\* folk

[CLICK HERE TO VIEW PDF](#)

# HEALTH AND PHYSICAL EDUCATION AND SPORTS CONT'D



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Are health & physical education classes segregated by gender?  
If they are, your child should be able to decide which class they would prefer. Remember that students have a right to access classes and spaces (such as washrooms and change rooms) in accordance to their lived gender identity rather than their sex assigned at birth, including gender neutral spaces.
- Are there non-gendered credits available?  
You may be able to switch into a different kind of physical education class that could serve as a substitute credit, like dance classes, fitness, nutrition, or credits intended for different grades which may not be segregated by gender.

- Is there a place to safely and comfortably change for physical activity or sporting events?  
This does not necessarily have to align with the way that the class or activity is organized. For example, a student may decide that they are most comfortable in a girl's physical education class and an all-gender changing space.

- Is it possible to take the credit online instead?  
Some school boards make certain credits available online which may create additional options.

### HOW CAN THE SCHOOL BOARD HELP?

- Does the school board have a policy to support or accommodate trans or gender diverse students?  
Does it include any processes or procedures for accommodating health & physical education classes or sports?

- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*?  
This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

# MANAGING DISCLOSURE

## THE ISSUE

It can be complicated to navigate or manage who you or your child discloses their gender identity and accommodations to, and figure out who should be told what. On one hand, broadly disclosing to all staff, students and parents in the school ensures that everyone is aware of your child's identity, name and pronouns. But on the other hand, disclosing your child's identity to everyone compromises any privacy that your child wishes to maintain.

The reality is that there is no 'right answer' because this will be unique to each student and school environment. It's important to remember that different groups of people (school staff, students and other parents) can all be informed with different information and in different ways. It may be necessary for teachers and staff to have more information than students and other parents, because their positions of power in the school context give them access to potentially sensitive information in your child's record and transcript.

## FROM OTHER PARENTS:

“The atmosphere in middle school was culturally transphobic. At that time my child was not out, and would not have felt comfortable being out. Had we asked for support, I'm sure the school would have tried but the reality was that they perpetuated a transphobic environment based on the (incorrect) assumption they didn't have any trans kids enrolled.”

“This wonderful school that he was at, he's not there anymore. Because, even though they were absolutely wonderful, and the kids were wonderful, and the staff were wonderful, and it was just a great place, everyone knew him as 'the kid who used to be...So he decided he wanted to change schools to a new place where nobody knew. And he's at a new school now where he's just a guy — he's not a trans guy — he's just a guy.’”

“School administration is not trans positive. I have been treated differently for asking for the accommodations and for supporting my trans child”

“Accommodations have been hit and miss, largely depending on the whims of individual school administrative staff.”

“My child would like as few people to know as possible, but I feel I have to explain the need for privacy to gym teachers, etc.”



# MANAGING DISCLOSURE CONT'D

## POLICY AND LEGISLATION

- The Canadian Teachers Federation Policy on *Anti-Homophobia and Anti-Heterosexism* states that students in Canadian schools have the right to “self-identification and freedom of expression” and to “be included and to be represented and affirmed in a positive and respectful manner.”
- Because gender identity and expression are protected grounds in the *Ontario Human Rights Code*, schools have a legal duty to accommodate to the needs of students based on their gender identity and expression, including needs around privacy and discretion. Stating that “students have a right to privacy, and schools must keep a student’s transgender status confidential. It should not be communicated to others unless they have a “need to know” to fulfill a specific accommodation need, or if the student requests it,” (Ontario Human Rights Commission, 2014, p. 46).
- The *Equity and Inclusive Education Policy* requires school boards to develop and implement education policies that address all forms of discrimination and harassment based on the protected grounds in the *Ontario Human Rights Code*, including gender identity and



## TIPS FOR REQUESTING ACCOMMODATIONS

### SCHOOL: WHAT OPTIONS EXIST?

- Has the school undergone training for educators?
- Have you or your child identified a staff ally who can help facilitate conversations with school administration?

### SCHOOL BOARD: HOW CAN THE BOARD HELP?

- Does the school board have a policy to support or accommodate trans or gender diverse students? Does it include any processes or procedures for implementing a student’s preferred name and pronouns?
- Does the school board have an LGBTQ advocate or anyone responsible for implementing the *Equity and Inclusive Education Strategy*? This could include an LGBTQ liaison, gender-based violence prevention office, or Equity and Diversity Officer.

gender expression. This includes developing policies and procedures to recognize and support students’ right to privacy and discretion.

- At the school board level, there may be a policy that speaks to accommodation of trans and gender diverse students which would further detail the procedures around implementing your child’s rights.

## RESOURCES

**Take a look at this, it might be helpful.**

Refer to the communication and disclosure plan on page 33.

With this template, you have the opportunity to plan with your child who at their school will be told what, how, by whom, and when.



## TRANSITION PLANNING

Starting the process of coming out and requesting accommodations at school can be confusing and difficult to navigate. This section provides practical planning tools and support for parents, teachers and youth.

# CHECK-LIST FOR NEXT STEPS

## GETTING STARTED:

The following list includes suggestions from other parents. It's important to remember that there is not one process to transition, so some steps may not be applicable.

- Talk to your child
- Know your options – Look to see if your child's school or school board has their own policy around supporting or accommodating trans, intersex, Two Spirit or gender diverse students
- Make decisions together – Go through the template for the Accommodation and Disclosure Plans
- Identify your allies in the school – These will be members of your child's Gender Affirming Support Team
- Book a meeting to start the conversation with identified allies or Gender Affirming Support Team
- If necessary, book an appointment with the teachers or staff who directly interact with your child. If you anticipate any challenges occurring, you can reach out to any identified allies to help facilitate this discussion. In this meeting, you should discuss or communicate:
  - Your child's accommodations and needs
  - Your expectations of them in implementing these accommodations or needs
  - How to accommodate or prepare for guest educators like supply teachers and field trips
- Follow up with your child and maintain an ongoing discussion – Use the Gender Diverse Inclusion Report Card to evaluate how well the school is implementing the accommodations
- Get your own support if you need it

# CHECK-LIST FOR **NEXT STEPS** CONT'D

## FROM OTHER PARENTS:

“Listen to your kid and believe them. Believe your kid. They are telling the truth. They are trying to express this as best they can. Just follow their lead and believe them.”

“There is not one timeline. There is not one right way to do this.”

“It was very isolating and confusing at first, we had no idea how to proceed and support our kid and were desperately looking for information and community. Meeting others who have already/ or are currently navigating similar things is really helpful. You feel you have allies and advocates to help you in supporting your kid.”

“It’s not a kid’s responsibility to care-take their parents’ struggle.”

“There is not one timeline. There is not one right way to do this.”

“It’s helpful to feel that I’m not the only person trying to support my child.”

“Currently many parents struggle on their own to figure out how to handle the many challenges with schools that we all have in common.”

# INTRODUCTION TO GENDER AFFIRMING SUPPORT PLAN

**NOW THAT YOU HAVE SOME UNDERSTANDING OF THE POTENTIAL ISSUES THAT YOUR CHILD WILL ENCOUNTER IN THEIR SCHOOL ENVIRONMENT, YOU WILL HAVE THE OPPORTUNITY TO WORK WITH YOUR CHILD TO DETERMINE WHAT ACCOMMODATIONS THEY WOULD LIKE TO PURSUE, IDENTIFY POTENTIAL ALLIES WITHIN THE SCHOOL, DETERMINE THEIR PLANS FOR COMMUNICATION OR DISCLOSURE IN THE SCHOOL ENVIRONMENT, BEGIN PROACTIVE SAFETY PLANNING FOR YOUR CHILD, AND DEVELOP A PLAN TO MONITOR AND REVIEW THE SCHOOL'S CLIMATE OF INCLUSION.**

Identifying the allies that your child has in their school is a crucial component of a gender affirming support plan. Allies should be people within the school system who have a trusting relationship with your child and are supportive and understanding of their gender identity and expression. This could include current or past teachers, guidance counsellors, GSA leader or supervisors, coaches, principal or vice-principals.

The following template will ask you to identify both a Primary Staff Ally who will act as the first person that your child approaches when a concern arises at school, and a Gender Affirming Support Team

who will be responsible for implementing the Gender Affirming Support Plan. The Primary Staff Ally should be someone who is readily available to your child while they are at school and whom your child is comfortable discussing their concerns with. Both the Primary Staff Ally and members of the Gender Affirming Support Team should be staff members whom you and your child trusts to assert their Allyship.

In addition to identifying allies, the template will ask you to identify what your needs are from the school, both before the Gender Affirming Support Plan is implemented and ongoing needs while it is active. These needs can include a broad range of

requests, including infrastructure needs like all-gender washrooms and changing options, policy updates like including gender identity and gender expression into the school code of conduct or bullying prevention and intervention strategy, training or education for school staff, other students or parents, or support navigating disclosure to school staff, other students or parents.

# INTRODUCTION TO GENDER AFFIRMING SUPPORT PLAN CONT'D

## FROM OTHER PARENTS:

“Getting people on your side is the first step”

“A lot of parents when they first are realizing that they will have to go and talk to the schools think ‘well obviously I’m going to have to talk to the principal.’ But the principal is not necessarily your best ally. If you know who your best ally is, you can start with them and they can set the scene for the principal in the way that the principal is likely to be most responsive to.”

“My son knew that if he ever did come to have any issues, he could go to this guidance counsellor - and he not only knew he could go to her, he knew she would fix it. He had complete confidence that she would make it right.”

# MAKING DECISIONS TEMPLATE

## GENDER AFFIRMING SUPPORT PLAN

Student Name (Preferred): \_\_\_\_\_

Legal Name: \_\_\_\_\_

Pronoun: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Primary Staff Ally: \_\_\_\_\_

\_\_\_\_\_

Identified Staff for Gender Affirming Support Team: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MAKING DECISIONS TEMPLATE CONT'D

## GENDER AFFIRMING SUPPORT PLAN

ACCOMMODATION AREA	WHAT? What is the accommodation need?	WHEN? When will the accommodation begin or occur?	PRIOR NEEDS What preparation is necessary before the accommodation begins? (Policy Updates? Training/Education? Infrastructure?)	ONGOING NEEDS What needs to happen now that the accommodations have begun? (Policy Updates? Training/Education? Infrastructure?)
GENDER AFFIRMING NAME AND PRONOUNS	IN REFERENCE TO STUDENT			
	DATA SYSTEMS (Attendance/Class Lists, Report Card, EQAO testing)			
ACCESS TO GENDER SEGREGATED SPACES — such as washrooms or change rooms				
HEALTH AND PHYSICAL EDUCATION				



# MAKING DECISIONS TEMPLATE CONT'D

## COMMUNICATION PLAN

ADDITIONAL ACCOMMODATION						
<b>WHO?</b> Who will be told? Who will NOT be told?	<b>WHO?</b> Who will be told? Who will NOT be told?	<b>WHO?</b> Who will communicate? (Student? Parent? Ally? Principal? Teacher? Gender Affirming Support Team Member?)	<b>WHAT?</b> What will be communicated? (Name change? New pronouns? Expectations? Accommodations?)	<b>HOW?</b> How will it be communicated? (In person discussion or announcement, through email or letter)	<b>WHEN?</b> When will it be communicated?	<b>PRESENT</b> Will the student be present? (If student is not disclosing)
<b>STAFF</b> Which staff will be informed? (All staff? Only teachers which interact with the student?)	<b>DIRECT INTERACTION</b> Work directly with student					
	<b>INDIRECT INTERACTION</b> Don't work directly with student					
<b>PEERS</b> Which peers will be informed? (Only peers in student's class? Only in student's grade? Only friends? All students?)						
<b>PARENTS</b> Which parents will be informed? (No parents? Only parents of classmates? Only parents of peers in the same grade? All parents?)						

# MAKING DECISIONS TEMPLATE CONT'D

## COMMUNICATION PLAN CONT'D

<p><b>EXTRA-CURRICULAR</b> Activities that will be impacted</p>					
<p><b>SUPPLY TEACHERS</b> Navigating disclosure to supply teachers</p>					
<p><b>FIELD TRIPS</b> Disclosure in the context of field trips</p>					

## SAFETY PLANNING PROACTIVE STUDENT

The student's primary ally is: \_\_\_\_\_

If an incorrect name or pronoun is used, it is expected that staff will: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the expectation if the student's privacy is compromised?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MAKING DECISIONS TEMPLATE CONT'D

## SAFETY PLANNING PROACTIVE STUDENT CONT'D

ARE THERE ANY SOCIAL DYNAMICS (WITH PEERS, STAFF, OR OTHER PARENTS) WHERE A CHALLENGE IS ANTICIPATED? HOW CAN THIS BE ADDRESSED?:

---

---

## OTHER CONSIDERATIONS

Does the student have any sibling(s) at school? \_\_\_\_\_

Any considerations regarding sibling(s)? \_\_\_\_\_

---

## MONITORING AND REVIEW

How will this plan be monitored? \_\_\_\_\_

---

When will this plan be reviewed? \_\_\_\_\_

---


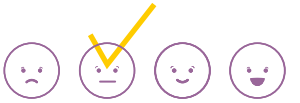
# GENDER DIVERSE INCLUSION REPORT CARD

HERE IS YOUR OPPORTUNITY TO EVALUATE YOUR SCHOOL ON THEIR INCLUSION OF TRANS, INTERSEX, TWO SPIRIT AND GENDER DIVERSE STUDENTS.

In the table below are subjects that you can grade your teachers, classmates and school environment. It's important to remember that answers are based on your experiences and feelings about being safe, comfortable and included in your school.

Think about each subject and give your school a grade along the scale below. Some subjects may not apply to your situation, so feel free to skip over them. If something isn't mentioned in the chart below, there is space to add your own subjects at the end. After you have graded your school, take a look at your answers and decide which subjects your school needs to work on the most, then think about steps you can take to make improvements in these areas.







## FOR EXAMPLE:

SUBJECT	GRADE	WHY?	NEXT STEPS
There is a washroom that I feel safe and comfortable using		<ul style="list-style-type: none"> <li>There is an all-gender washroom that I feel safe and comfortable using, but there is only one for a very large school and sometimes it's too far away.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the principal about the possibility of using the staff washroom when the designated all-gender washroom is too far away.</li> </ul>
Teachers and school staff always use my preferred pronouns		<ul style="list-style-type: none"> <li>My home room teacher uses my pronouns, but my gym teacher and music teacher mess up a lot in front of my classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with home room teacher and ask if she can speak with the gym and music teachers about pronoun use.</li> </ul>








# GENDER DIVERSE INCLUSION REPORT CARD CONT'D

NOW IT'S YOUR TURN!








Gender Diverse Inclusion Report Card For: \_\_\_\_\_  
 (Your School)

SUBJECT	GRADE	WHY?	NEXT STEPS
There is a washroom that I feel safe and comfortable using			
There is a change-room that I feel safe and comfortable using			
When addressing the class, my teacher uses words and language that makes me feel included			
Teachers and school staff always use my preferred pronouns			
Other students always use my preferred name			
Other students always use my preferred pronouns			

# GENDER DIVERSE INCLUSION REPORT CARD CONT'D

SUBJECT	GRADE	WHY?	NEXT STEPS
If someone makes a mistake with my name or pronouns, it is addressed in a way that I feel safe and comfortable with			
I can join any club or sports team that is affirming for my gender			
When we learn about body parts in school, they are not specific to a certain gender			
When a supply teacher is in the classroom, they know to use my preferred name			
When a supply teacher is in the classroom, they know to use my preferred pronouns			
When I get standardized tests or letters from school, they have my preferred name on them			
When the school gives me my report card, it has my preferred name on it			

# GENDER DIVERSE INCLUSION REPORT CARD CONT'D

SUBJECT	GRADE	WHY?	NEXT STEPS
Other students treat me with respect			
No one at school uses disrespectful language towards me because of my gender identity or expression			
When I go on field trips I feel safe and included			
I feel like I am in control of the information I want to share			
Add your own:			
			
			

# GENDER DIVERSE INCLUSION REPORT CARD CONT'D

TOP THREE SUBJECTS IN NEED OF MOST ATTENTION	NEXT STEPS
1.	
2.	
3.	





## **EXISTING RESOURCES**

**A list of resources and support for both parents and youth. Includes community services, counselling, and online resources.**

# EXISTING RESOURCES

## BOTH PARENTS AND YOUTH

RESOURCE	LOCATION	ABOUT	CONTACT
Family Services Ottawa: Around the Rainbow	Ottawa	Offer a variety of programming for LGBTTQ+ youth and their parents and caregivers.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Centretown Community Health Centre	Ottawa	Offer support and counselling for LGBTQ+ youth, ages 12-25 and their families. Call to book an appointment.	<a href="#">CLICK HERE TO VIEW WEBSITE</a> Phone: 613-233-4443 x 2171
Central Toronto Youth Services (CTYS): Pride and Prejudice	Toronto	Offer individual and group counselling for LGBTQI2S youth, ages 13-24. As well as family counselling and parent support and education through their Families in TRANSition (FIT) and Transceptance groups.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Toronto District School Board: Gender Independent Group (GIG)	Toronto	Monthly peer and social support group for parents and children (from kindergarten to grade 9) through the TDSB's Gender Based Violence Prevention Office.	Phone: (416) 898-0895
Chimo Youth and Family Services	Lindsay	Community mental health organization which is inclusive of LGBTQ children, youth and families.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Alphabet Community Centre	London	Offers access to gender affirming medical care, mental health support and social support resources to individuals and families.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Quest Community Health Centre	St. Catherines	Offers access to gender affirming medical care and mental health support for individuals and families.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

# EXISTING RESOURCES CONT'D

## BOTH PARENTS AND YOUTH

RESOURCE	LOCATION	ABOUT	CONTACT
NorWest Community Healthy Centre: The Other 10%	Thunder Bay	Provides LGBTQI2S inclusive services such as peer support and counselling, sexual health and screening services and referrals, medical support during transition, and referrals to other specialized services in the Thunder Bay area. Includes an LGBTQ youth group for folks 12-25 years old.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Family Services of York Region: York Rainbow Support	Newmarket, Markham, Richmond Hill, Georgina	Supports LGBTQ folks through one-on-one counselling, family counselling, and support through the phone - York Rainbow support: 1-888-York-LGBT (1-888-967-5542).	<a href="#">CLICK HERE TO VIEW WEBSITE</a> York Rainbow support: 1-888-York-LGBT (1-888-967-5542).
My House – Rainbow Resources of York Region	Richmond Hill	Offers social support resources for LGBTQ in the Richmond Hill area.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
North Bay Counselling Services	North Bay	Offers individual counselling services through an LGBTQ+ positive lens.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Children's Hospital of Eastern Ontario (CHEO)	Ottawa	Offers access to gender affirming medical care for children (under 18) in the Ottawa area. Requires a physician referral.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Trans Family Kingston: Monthly Gathering	Kingston	A grassroots social network of transgender individuals and their families, which hosts events including a monthly gathering.	<a href="#">CLICK HERE TO VIEW WEBSITE</a> Email: <a href="mailto:transfamilykingston@gmail.com">transfamilykingston@gmail.com</a>

# EXISTING RESOURCES CONT'D

## PARENTS – IN PERSON SERVICES

RESOURCE	ABOUT	CONTACT
<p><b>PFLAG</b> Ontario Chapters in: Barrie-Simcoe County, Brantford, Cobourg-Northumberland, Cornwall/ Hawkesbury, Durham Region, Fenelon Falls, Hamilton/ Wentworth, Kenora, Lindsay – Kawartha Lakes, London, Niagara, Muskoka, Ottawa, Owen Sound, Peel Region, Quinte – Belleville, Sarnia – Bluewater, Sault Ste. Marie, Sittsville, Timmins, Toronto, Waterloo/ Wellington/ Perth, Windsor/ Essex County, and York Region</p>	<p>Direct supports for LGBTQ people and their families, in various local chapters across Canada.</p>	<p><b>PFLAG website:</b> <a href="#">CLICK HERE TO VIEW WEBSITE</a></p> <p><b>PFLAG Chapters website:</b> <a href="#">CLICK HERE TO VIEW WEBSITE</a> Phone: 1-888-530-6777 ext. 226. Email: <a href="mailto:gender@pflafcanada.ca">gender@pflafcanada.ca</a></p>

## PARENTS - ONLINE RESOURCES

RESOURCE	ABOUT	CONTACT
<p>Canadian Parents of Trans and Gender Creative Kids</p>	<p>National Canadian parents of trans and gender creative kids website and Facebook group.</p>	<p><b>Gender Creative Kids website:</b> <a href="#">CLICK HERE TO VIEW WEBSITE</a></p> <p><b>Gender Creative Kids Facebook:</b> <a href="#">CLICK HERE TO VIEW WEBSITE</a></p>
<p>Trans Parent Canada</p>	<p>National online resource for parents of trans children in Canada.</p>	<p><a href="#">CLICK HERE TO VIEW WEBSITE</a></p>
<p>Families in TRANSition: A Resource Guide for Families of Transgender Youth</p>	<p>Online resource guide for families of trans youth, created by Central Toronto Youth Services.</p>	<p><a href="#">CLICK HERE TO VIEW PDF</a></p>

# EXISTING RESOURCES CONT'D

## PARENTS - ONLINE RESOURCES

RESOURCE	ABOUT	CONTACT
Gender Spectrum	US-based online resource to support creating gender sensitive and inclusive environments.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Family Acceptance Project	US-based online research, intervention, education and policy initiative for families of LGBT children.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
The Gender Book	Online illustrated resource that gives a fun introduction to understanding basic concepts around gender.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Becoming the Support Person Your Trans Child Needs: A Webinar for Caregivers	The recording of a webinar for caregivers of trans youth around how to best support your trans child. It is paired with a webinar for educators and additional resources.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

## YOUTH (13 + YEARS OLD)

RESOURCE	LOCATION	ABOUT	CONTACT
Youthline	Ontario	Peer support for LGBTQI2S youth in Ontario through phone, text, instant messaging and email.	Phone: 1-800-268-9688 Text: 647-694-4275 Instant Messaging: <a href="http://www.youthline.ca">www.youthline.ca</a> Email: <a href="mailto:askus@youthline.ca">askus@youthline.ca</a> .
Trans Lifeline	National	Crisis support through phone across Canada for trans folks experiencing a mental health crisis.	<a href="#">CLICK HERE TO VIEW WEBSITE</a> Phone: 1-877-330-6366

# EXISTING RESOURCES CONT'D

YOUTH (13 + YEARS OLD)			
RESOURCE	LOCATION	ABOUT	CONTACT
Central Toronto Youth Services (CTYS): Pride and Prejudice	Toronto	Offer individual and group counselling programs for LGBTQI2S youth ages 13-24, and parents and caregivers of trans youth.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Skylark Youth	Toronto	After-school drop-in program for LGBTQI2S youth and allies, ages 13-21	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Supporting Our Youth (SOY)	Toronto	Offer a variety of programming for LGBTQ youth who are 29 years old and under.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Egale Youth Outreach (EYO)	Toronto	Offers individual mental health, homelessness and crisis counselling for LGBTQI2S youth up to 29 years old, as well as a drop-in centre.	<a href="#">CLICK HERE TO VIEW WEBSITE</a> Phone: 1-844-44-Egale
Griffen Centre: reachOUT	Toronto	Offer a variety of programming and groups for LGBTQI2S youth (ages 12-18) and their families.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Native Youth Sexual Health Network: Two Spirit & Indigenous LGBTQIA Mentors, Elders & Grandparents Support Circle	Toronto	Brought together and supported by the Native Youth Sexual Health Network, the Circle offers an opportunity to share information about community and cultural activities, including ceremonies, gatherings, events and workshops.	<a href="#">CLICK HERE TO VIEW WEBSITE</a> Email: <a href="mailto:twospiritcircle@gmail.com">twospiritcircle@gmail.com</a>
Open Closet	London	Social support group for LGBTQI2S youth 14-18.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
OK2BME	Kitchener and Waterloo	Community mental health services organization for LGBTQ youth, children (ages 13-18) and their families. Includes individual counselling and youth group.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

# EXISTING RESOURCES CONT'D

## YOUTH (13 + YEARS OLD)

RESOURCE	LOCATION	ABOUT	CONTACT
Positive Space Network Halton	Oakville	Provides drop-in sessions and various social supports and resources for youth and other members of LGBTQ community.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Ten Oaks Project	Ottawa	Offers two annual summer camps for LGBTQI2S children (ages 8-17) and youth (ages 16-24).	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
KIND	Ottawa	Offers a variety of peer support groups for LGBTQ folks in the Ottawa area.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Spectrum Waterloo	Waterloo	Hosts a variety of drop-ins and social support groups for the LGBTQ community.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Reseau ACCESS Network	Sudbury	Provides sexual health and mental health services that are inclusive of LGBTQ folks.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
The Well	Hamilton	Offers social support groups for LGBTQ folks in the Hamilton area.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Out on the Shelf	Guelph	Offers social support resources for LGBTQ folks in the Guelph area.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

# EXISTING RESOURCES CONT'D

## CHILDREN (12 YEARS OLD AND YOUNGER)

RESOURCE	ABOUT	CONTACT
Flamingo Rampant Books	A series of feminist, racially-diverse, LGBTQ-positive books for children and families.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Camp Ten Oaks	A one week sleep-away summer camp for children ages 8-17 in the Ottawa area.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

## EDUCATORS

RESOURCE	ABOUT	CONTACT
Draw the Line Against Transphobic Violence	Anti-transphobic violence campaign which include videos, posters, and lesson plans for educators. Accompanying workshops are available upon request.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Egale's Introductory E-Modules	A series of e-modules developed by Egale to give introductory information about gender and components of human identity, trans identities, and systems of oppression and privilege.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Working with Families of Trans Students: A Webinar for Educators and School Staff	The recordings of two webinars that discuss how educators and school staff can work with families and caregivers of trans and gender diverse students to best support the student in the school environment.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>



# EXISTING RESOURCES CONT'D

EDUCATORS		
RESOURCE	ABOUT	CONTACT
Egale's Safer Schools Training	Egale's Safer Schools Training works with a grant from the Ministry of Education, to support Ontario's vision of safer and accepting schools by delivering free professional development workshops to every school in Ontario.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
MyGSA: Equity and Inclusive Education Resource Kit for Ontario High Schools	Egale's resource guide for Ontario high schools to support equitable and inclusive education for LGBTQ students. Includes resources that support educators in creating an active, visible and inclusive GSA in their own schools.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>
Supporting Transgender and Transsexual Students in K-12 Schools Guide	Information guide created by the Canadian Teachers Federation to inform educators and school staff about how they can support trans and gender diverse students in their classrooms and schools.	<a href="#">CLICK HERE TO VIEW PDF</a>
Welcoming Schools Guide	Website which offers a number of resources for educators and school staff to support and promote a positive and inclusive learning environment for LGBTQ children and youth.	<a href="#">CLICK HERE TO VIEW WEBSITE</a>

# ABOUT EGALE

**FOUNDED IN 1995, EGALE CANADA HUMAN RIGHTS TRUST (EGALE) WORKS TO IMPROVE THE LIVES OF LGBTQI2S PEOPLE IN CANADA AND TO ENHANCE THE GLOBAL RESPONSE TO LGBTQI2S ISSUES BY INFORMING PUBLIC POLICY, INSPIRING CULTURAL CHANGE, AND PROMOTING HUMAN RIGHTS AND INCLUSION THROUGH RESEARCH, EDUCATION AND COMMUNITY ENGAGEMENT. EGALE'S VISION IS A CANADA, AND ULTIMATELY A WORLD, WITHOUT HOMOPHOBIA, BIPHOBIA, TRANSPHOBIA, AND ALL OTHER FORMS OF OPPRESSION SO THAT EVERY PERSON CAN ACHIEVE THEIR FULL POTENTIAL, FREE FROM HATRED AND BIAS.**

## REFERENCES

Boskey, E. R. (2014). Understanding transgender identity development in childhood and adolescence.

American Journal of Sexuality Education, 9(4), 445-463. doi:10.1080/15546128.2014.973131

Canadian Teachers Federation. (2004, April). Policy on anti-homophobia and anti-heterosexism.

Retrieved from <http://www.ctf-fce.ca/Documents/BGLTTPolicies%20-English.pdf>

Durham District School Board. (2012). Durham District School Board: Supporting our transgender students.

Retrieved from <http://ddsb.ca/AboutUs/EquityInclusiveEducation/Documents/Supporting%20Our%20Transgender%20Students.pdf>

Egale. (2017, March). Webinars. Retrieved from <http://egale.ca/webinars/>

Elora Public School. (2016). Elora Public School code of conduct.

Retrieved from Upper Grand District School Board website: <http://www.ugdsb.ca/elora/wp-content/uploads/sites/5/2016/02/ELORA-PUBLIC-SCHOOL-CODE-OF-CONDUCT.pdf>

Howick Central Public School. (2014). Howick Central Public School bullying prevention and intervention plan.

Retrieved from Avon Maitland District School Board website: <http://www.avonmaitlandschools.ca/howick/wp-content/uploads/sites/5/2014/12/bullyprevention.pdf>

Jean Little Public School. (2015). Jean Little Public School bullying prevention and intervention plan.

Retrieved from Upper Grand District School Board website: <http://www.ugdsb.ca/jeanlittle/wp-content/uploads/sites/19/2016/02/Bullying-Prevention-Plan-Accessible2015-JeanLittle.pdf>

# ABOUT EGALE CONT'D

## REFERENCES CONT'D

Keith Wightman Public School. (2016). Keith Wightman Public School code of conduct.

Retrieved from <http://keithwightman.kprdsb.ca/pdf/81705627/83074767>

Lakehead District School Board. (2010). Sexual orientation and gender identity policy.

Retrieved from <https://www.lakeheadschoools.ca/docs/Board/Policies%20And%20Procedures/8000%20School-Community%20Relations/8072%20-%20Sexual%20Orientation%20and%20Gender%20Identity%20-%20Policy.pdf>

Milliken Public School. (2017). Milliken Public School code of conduct.

Retrieved from Toronto District School Board website: <http://schoolweb.tdsb.on.ca/milliken/AboutUs/SchoolCodeofConduct.aspx>

Ontario College of Teachers. (2017). Complaints Process | Ontario College of Teachers.

Retrieved from <http://www.oct.ca/public/complaints-and-discipline/complaints-process>

Ontario Human Rights Commission. (2014). Policy on preventing discrimination because of gender identity and gender expression.

Retrieved from <http://www.ohrc.on.ca/sites/default/files/Policy%20on%20preventing%20discrimination%20because%20of%20gender%20identity%20and%20gender%20expression.pdf>

Ontario Ministry of Education. (1990). Education Act (E.2).

Retrieved from Government of Ontario website: <https://www.ontario.ca/laws/statute/90e02>

Ontario Ministry of Education. (2012). Bullying prevention and intervention (144).

Retrieved from <http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf>

Ontario Ministry of Education. (2012). The provincial code of conduct and school board codes of conduct (128).

Retrieved from <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Ontario Ministry of Education. (2013). Developing and implementing equity and inclusive education policies in Ontario schools (119).

Retrieved from <http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

Ontario School Trustees. (2014). Ontario Municipal & School Board Elections.

Retrieved from <http://elections.ontarioschooltrustees.org/en/index.html>

Open Parliament. (2017, June 6). Bill C-16 | openparliament.ca.

Retrieved from <https://openparliament.ca/bills/42-1/C-16/>

## ABOUT EGALE CONT'D

### REFERENCES CONT'D

Ottawa-Carleton District School Board. (2016). Ottawa-Carleton District School Board gender identity and gender expression guide to support our students. Retrieved from <http://www.ocdsb.ca/ab-ocdsb/InclusiveSafeandCaring/ISC%20Docs/Gender%20Identity%20and%20Gender%20Expression.pdf>

Peitzmeier, S., Gardner, I., Weinand, J., Corbet, A., & Acevedo, K. (2017). Health impact of chest binding among transgender adults: a community-engaged, cross-sectional study. *Culture, Health & Sexuality*, 19(1), 64-75. doi:10.1080/13691058.2016.1191675

QMUNITY. (2014). I Heart My Chest: A chest health resource for trans\* folk.

Retrieved from [http://qmunity.ca/wp-content/uploads/2015/03/I\\_Heart\\_My\\_Chest\\_-\\_English\\_version.pdf](http://qmunity.ca/wp-content/uploads/2015/03/I_Heart_My_Chest_-_English_version.pdf)

Ruble, D. N., Taylor, L. J., Cyphers, L., Greulich, F. K., Lurye, L. E., & Shrout, P. E. (2007). The role of gender constancy in early gender development. *Child Development*, 78(4), 1121-1136. doi:10.1111/j.1467-8624.2007.01056.x

Rushowy, K. (2016, August 31). Peel board to include all-gender washrooms in every high school. *Toronto Star*.

Retrieved from <https://www.thestar.com/yourtoronto/education/2016/08/31/peel-board-to-include-all-gender-washrooms-in-every-high-school.html>

Social Justice Tribunals Ontario. (2017). Human Rights Tribunal of Ontario: Forms and filing.

Retrieved from <http://www.sjto.gov.on.ca/hrto/forms-filing/>

Taylor, C., Peter, T., Campbell, C., Meyer, E., Ristock, J. L., Short, D., & Manitoba Teachers' Society. (2016).

The every teacher project: On LGBTQ-inclusive education in Canada's K-12 schools : final report. Retrieved from <http://egale.ca/wp-content/uploads/2016/01/Every-Teacher-Project-Final-Report-WEB.pdf>

Thames Valley District School Board. (2014). TVDSB: Guidelines for the accommodation of gender diverse and trans students and staff. Retrieved from <http://www.tvdsb.ca/files/224914/tvdsb%20transgender%20guidelines%20-%20final%202014.pdf>

Toronto District School Board. (2013). TDSB guidelines for the accommodation of transgender and gender non-conforming students and staff.

Retrieved from [http://www.tdsb.on.ca/Portals/0/AboutUs/Innovation/docs/tdsb%20transgender%20accommodation%20FINAL\\_1\\_.pdf](http://www.tdsb.on.ca/Portals/0/AboutUs/Innovation/docs/tdsb%20transgender%20accommodation%20FINAL_1_.pdf)

Toronto District School Board. (2014). Gender-based violence prevention office.

Retrieved from <http://www.tdsb.on.ca/AboutUs/Innovation/GenderBasedViolencePrevention.aspx>