



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



GENDER IDENTITY AND GENDER EXPRESSION:

*Fostering inclusive learning
environments for all students*



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If you have any questions about this guide, please contact our Trans and Gender Diverse Student Support Coordinator
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INTRODUCTION

Students, families and staff of all gender identities and expressions should feel physically and emotionally safe, welcomed and accepted at school. This means all schools must:

- foster inclusive environments where all members of the school community feel safe and comfortable to explore and express their gender identity and gender expression,
- ensure students, families and staff are safe from all forms of discrimination, and
- represent gender diversity in our classrooms and curricula.

All school districts exist within a broader context of law and public policy that protects and defends human rights. The Ontario Human Rights Code (the Code) provides for equal rights and opportunities, and freedom from discrimination in the workplace and at school. The Code recognizes the dignity and worth of every person in Ontario, in employment, housing, facilities and services, contracts, and membership in unions, trade or professional associations.

People are legally protected under the Code from being discriminated against or harassed because of their gender identity and/or gender expression, including people who are trans or gender diverse.

The Ottawa-Carleton District School Board (OCDSB) recognizes and acknowledges that intersecting identities including race, religion, and ability and age impact people's experiences of transphobia and transmisogyny and must be included in our approach to prevent and address discrimination. The OCDSB is committed to building a culture of caring, which prioritizes the dignity and well-being of students in inclusive and caring classrooms.

To do so, we must move beyond merely accommodating the needs of trans, Two-Spirit and gender diverse students, families, and staff members. Together, we need to move towards fostering an environment across the District that respects and celebrates and welcomes diversity rather than cisnormativity¹.

1 See Definitions, p 18.

DECOLONIZING GENDER: INDIGENOUS PERSPECTIVES

The following section was created by Kyl Morrison (an educator with the Indigenous Education team). It is in no way a full account of Indigenous perspectives on gender expression and identity. It is simply a humble beginning, an early introduction to the deep and diverse ways of knowing about gender expression and identity. It is an attempt to make space for multiple Indigenous voices to share as they see fit. It is an attempt to open people's minds, hearts, eyes and ears to inclusive, just understandings of gender expression and identity.

Largely traditional Indigenous gender identity and expression has been and continues to be inclusive and democratic. Looking at the societal structures of the Three Indigenous Civilizations of what we currently call Ontario, traditional ways of knowing about gender are diverse and very different from the ways we think at the moment.

Language is a holder of knowledge. In ililîmowin (Moose Cree/I-dialect) kîla, nîla and wîla mean you, me and they respectively. Wîla means they in the non gendered singular pronoun. In education we often state our pronouns when we introduce ourselves. In ililîmowin there is no gender distinction made when referring to folks in the third person. Separating by gender has a historical foundation of division from non-Indigenous perspectives. To return to inclusive ways of knowing is to reclaim Indigenous ways of knowing, to decolonize (even if just a little bit).

The way Canadian society thinks about, talks about and applies gender identity and expression is a ranking tool. This has had a huge impact on determining who we can be. As we try to improve our experiences of gender expression and identity I am excited to learn more from as many Indigenous languages, cultures, communities and individuals as possible.





By honouring, respecting and loving everybody we are becoming more Indigenized, more decolonized. We are moving away from limiting human experience based on what someone else assigned us when we were born. Gender expectations largely limit and rank us all. The structures that control gender expectations are colonial tools of control. In order to assert power over people, authorities divide folks, creating conflict that serves to maintain power in the powerful. Indigenous cultures are thriving when we go back to our traditional ways of being.

To open our minds, hearts, ears and eyes to the diversity of human expression we are returning to traditional Indigenous ways of knowing. Ways that expect, recognize, respect and honour the gifts that each of us bring. This offers a way for folks to express themselves and assert their rights as individuals. In order to ensure these rights are available, we all have to love, care, respect and reciprocate in responsible, just ways.

This guide will be updated to include diverse Indigenous voices, languages, ideas and experiences.



PURPOSE

Building on the commitments outlined in the OCDSB's Strategic Plan 2019-2023 and Indigenous, Equity and Human Rights Roadmap 2020-2023, this document sets out the OCDSB's guidelines related to fostering gender-inclusive school and classroom environments, accommodation based on gender identity and gender expression, and rights and responsibilities of each member of the school community to help result in consistent practice across the District.

In this document the phrase 'trans, Two-Spirit and gender diverse' refers to individuals who are transitioning, identify as trans, transgender, nonbinary, androgynous, gender creative, gender independent, gender fluid, gender variant, gender diverse, gender non-conforming, intersex, Two Spirit, transsexual, or whose gender identity or expression is, or is seen to be, different from their birth-identified sex.

This document has been designed to raise awareness and help protect against discrimination and harassment. It will support staff, students and families in the OCDSB community in ensuring that the rights of those whose gender identity and gender expression do not conform to traditional social expectations, including individuals who are trans or gender diverse, are protected, understood and respected. In cases where structural barriers to gender inclusivity exist, it sets out guidelines for respectfully accommodating gender diversity wherever we learn and work.

It is important that we recognize that all members of our school communities are entitled to particular supports and protections. Determining the right accommodation for a person is a collaborative effort that involves discussion between both the District and the person requesting the accommodation. It is an individualized process and both the process and the accommodation provided must be effective and respect the dignity of the person requesting the accommodation. The process and outcome of providing accommodations related to gender identity and expression must also take into consideration the intersecting identities of the person making the request.

In addition to providing individual accommodations related to gender identity and expression for those who request them, all schools and classrooms have a legal obligation to provide an inclusive and safe environment for students, staff and families of all gender identities and gender expressions.

Sex:

the classification of people as male, female or intersex. Sex is usually assigned at birth and is based on an assessment of a person's reproductive systems, hormones, chromosomes and other physical characteristics.

Gender Identity:

each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth assigned sex.

Gender Expression:

how a person publicly presents or expresses their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways people express their gender. Others perceive a person's gender through these attributes.

Additional definitions are found on page 18.

RIGHTS, ROLES, AND RESPONSIBILITIES

Each student, school, and district staff has a responsibility to ensure that transgender and gender diverse students have a safe learning environment. This includes making sure that all incidents of bullying, harassment, discrimination, hate, or violence are handled immediately and sensitively in accordance with OCDSB policies and procedures.

LETTING STUDENTS LEAD

The OCDSB recognizes that students know their own gender identity and gender expression best, and should be supported to take the lead in expressing their gender at home and at school. It is the responsibility of all members of our school communities to respect and affirm all students' gender identity and expression, and to work with students to ensure that the needs that they identify are met.

Student Rights:

- Be treated with dignity and respect;
- Be referred to with a chosen name and pronouns by staff and peers;
- Use the bathroom, change room and other gendered spaces of their choice, and participate in the gender segregated sports and activities that feel most comfortable, when gendered spaces are required;
- Express their gender identity and expression, including nonbinary identities, in a way that feels safe and comfortable;
- Be safe from discrimination and harassment;
- Have incidents of bullying, harassment, hate, or discrimination addressed sensitively and immediately by a staff member;
- Participate in a learning environment that is gender inclusive and reflective of diverse identities;
- Start or join clubs that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate;
- Speak out and engage in advocacy without retaliation;
- Have others respect their confidentiality and privacy by not sharing information about their gender identity or gender expression with others
- Collaboratively participate in determining appropriate accommodations when accommodations are required for school activities.



Student Roles and Responsibilities:

- Respect the gender identity and gender expression of all students, staff, parents/guardians/caregivers and members of the OCDSB community; including by addressing all people by their chosen name and pronouns
- Support the safety and well-being of all students
- Work collaboratively with the school Principal and/or other staff to request and identify appropriate accommodations and fulfil accommodations as needed and appropriate
- Respect the right to privacy for another person to share or not share information about their gender identity or gender expression
- Speak out against actions motivated by hate, prejudice, discrimination, harassment or bullying about a person's gender identity or expression and tell a trusted staff member

Parent Roles and Responsibilities:

- Respect the gender identity and gender expression of all students, staff, parents/guardians/caregivers and members of the OCDSB community; including addressing all people by their chosen name and pronouns
- Engage in initiatives that foster a positive, safe school environment
- Work collaboratively with the school Principal and other staff to request and fulfill an accommodation request as appropriate
- Respect the right to privacy for all students to share or not share information about their gender identity or gender expression.



Staff Roles and Responsibilities:

The Principal will work with staff to ensure that the following roles and responsibilities are adhered to.

- At the start of each year, inform all students and parents/guardians/caregivers of their rights and responsibilities including how to request an accommodation or raise a concern. Respect the gender identity and gender expression of all students, staff, parents/guardians/caregivers and members of the OCDSB community; including addressing all people by their chosen name and pronouns
- Support the safety and well-being of all students
- Affirm all identities including through ensuring positive representation of gender diversity in classroom materials from K to 12
- Take personal responsibility to educate themselves and become aware of available resources to help connect students to the supports they need
- Model respect, understanding, appropriate behaviour, and affirmation of diversity in the working learning, and extra curricular/sports environments

- Ensure that the curriculum (including program, resources, and environment) is taught using materials and activities that positively reflect gender diversity from Kindergarten to Grade 12 and reflects the accomplishments and contributions of trans, Two-Spirit, and gender diverse people, in accordance with Ontario's Equity and Inclusive Education Strategy and OCDSB practice
- Ensure that school forms that request information about gender provide opportunities for trans, Two-Spirit and gender diverse identities to be accurately reflected. Do not make unnecessary requests for information about a student or parent/guardian/caretaker's gender but in the small number of cases where it is required to ensure that the form is inclusive of all gender identities.
- Develop a plan to prevent and respond to transphobic incidents, including the repeated use of incorrect names and pronouns (e.g. bullying prevention plan, develop safer spaces, education for students and staff, responses according to OCDSB safe schools policies and procedures which should be included in student teacher practicums, onboarding orientations and performance appraisals)
- Provide information to students and/or families about accommodations that are available if they become aware of a barrier that is creating discrimination (eg. addition of a preferred name to student records)
- Anticipate and offer an accommodation if you think one might be required and work with student and/or families to support and fulfill an accommodation request(s).
- Respect confidentiality in the event of disclosure of a student's gender identity, including maintaining confidentiality from parents/guardians/caregivers/guardians at a student's request.
- Ensure that students are fully informed about the risks of inadvertent disclosure of information about their gender identity and/or expression to their parents/guardians/caregivers/guardians (eg. If a student changes information in their student records, their parents/guardians/caregivers or guardians may have access to this information).

District Roles and Responsibilities:

- Ensure that OCDSB guidelines, policies and procedures are reflective in nature of trans, Two-Spirit, and gender diverse students and staff and are in compliance with the Ontario Human Rights Code
- Identify and address discriminatory biases so that each student may maximize their learning potential, including the use of an inclusive curriculum and instructional strategies that reflect the diverse needs of students and pathways for all learners
- Support schools in issues of equity related to gender identity and expression within the existing structures, practices and environments
- Provide professional development opportunities and other supports for district personnel and school staff on creating gender-inclusive learning environments for all students, and supporting the specific learning needs of trans, Two-Spirit and gender diverse students
- Ensure that all new constructions are built with accessible washrooms and change rooms
- Ensure that existing buildings are retrofitted with accessible washrooms and change rooms

- Ensure that trans, Two-Spirit and gender diverse identities are represented positively from Kindergarten to Grade 12
- Work in partnership with, and follow the leadership of, trans, Two-Spirit, and gender diverse communities

INCLUSIVE DESIGN

In each school, students and staff express a range of gender identities and expressions. Some trans, Two-Spirit and gender diverse students may request personal accommodations related to their social transition at school. This may include requests related to preferred names, gender markers, pronouns, or gender spaces or groups such as sports teams or bathrooms. Other trans, Two-Spirit and gender diverse students may never discuss their identity with staff or peers for a variety of reasons. The OCDSB will take an approach based on universal design to ensure that our programs and spaces are as inclusive as possible for students, staff and families of all gender identities and gender expressions without requiring individuals to advocate for themselves and request particular accommodations to feel safe and comfortable at school. For example, in a school where inclusive washrooms require a key to access, a trans or gender diverse student must disclose their identity to a staff member and make a specific request to use this washroom. In contrast, if inclusive washrooms in a school are visible and accessible without a key any student is able to access this washroom if it feels most comfortable to them, without the need to disclose their gender identity or make a special request.



The Best Practices section outlines steps that should be taken in all schools and classrooms to foster gender friendly safer spaces for all students. These steps are important to meet the needs of students who identify as trans or gender diverse who may not share their identity with staff or peers at school. They also help to ensure that when a trans, Two-Spirit, or gender diverse student comes out or requests individual accommodations that an unnecessarily large burden is not placed on them to advocate for themselves at school. Rather, all students deserve to feel safe and supported at school and it is the role of staff and administrators to ensure all students' safety, comfort, and wellbeing. The Accommodation

Guidelines for Students section of this guide outlines accommodations that might be requested by or offered to trans, Two-Spirit and gender diverse students, which are specific to them as an individual (eg. Names, pronouns and sports team participation).

BEST PRACTICES

While some students, staff and families will require specific accommodations and supports to ensure their safety and well-being, all members of the school community have a responsibility to ensure that the environment is accepting, respectful, and free from discrimination.

School staff are expected to challenge gender stereotypes and integrate trans-positive and gender-inclusive content into the teaching in all subject areas. **This practice is in accordance with Ontario’s Equity and Inclusive Education strategy, the Ontario curriculum, and provincial legislation.** It is important to affirm and de-stigmatize trans, Two-Spirit, and gender diverse people’s communities’ histories and realities in order to create a space in which young people who are questioning their gender feel safe, are represented, and have a place in our society. This section outlines some proactive measures that help contribute to a positive school climate.

INTERSECTIONALITY

Intersectionality is a term conceptualized and coined by Kimberlé Williams Crenshaw. In her words, Intersectionality is

“basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What’s often missing is how some people are subject to all of these, and the experience is not just the sum of its parts.”

— Kimberlé Crenshaw on *What Intersectionality Means Today* | Time

“Trans people have existed across time and space for all of human history, and there are so many different communities and cultures where trans people have been celebrated for generations.” Syrus Marcus Ware, Activist, Artist, and Community Leader (p.31 *Families in Transition*).

Students should be able to bring their whole self to the classroom. Thus, it is important to consider the whole student and all their identities (ie., gender, faith, culture, racial identity, ability, class, etc) in order that all parts of their identities are seen and respected. This will foster an environment where all students can thrive. When students feel that some parts of their identity are being left out, it has a negative impact on their mental health and learning. If a student can talk about being trans or gender diverse but not about experiencing racism, a major part of their identity is being erased, and erasure is a form of oppression. For example, students should feel supported as trans and be able to maintain connections to their cultural community. When helping students navigate gender identity and expression, consider their whole selves and how their layers of identity may impact their experience (racism, classism, faithism, ableism, etc). Also take into consideration how your own social location and lived experience impacts the way you support students. Allow students to lead their own journey with you in support of their whole selves.

INCLUSIVE LANGUAGE

Schools must use gender inclusive language in order to reflect the diversity of genders in the school community. For example, there are pronouns other than “he/she” such as the singular use of “they”. Using “folks”, rather than “boys and girls”, is a more inclusive way to address groups of people.

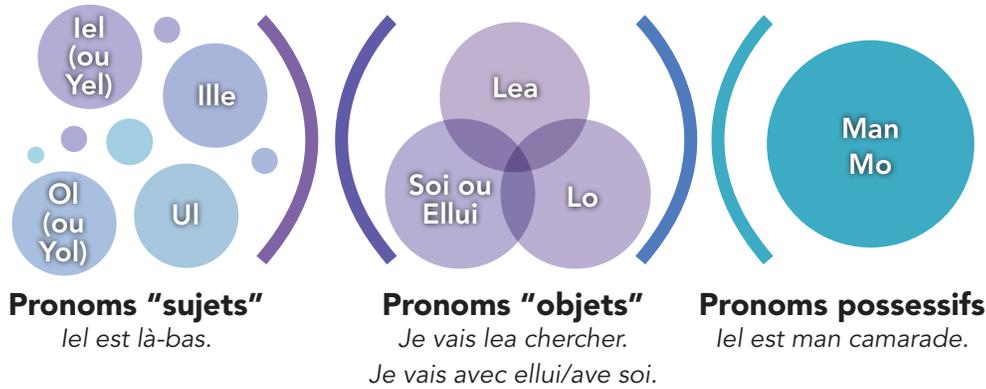


Staff must be aware of the use of non-inclusive language and how it can exclude groups of people (e.g. ‘ladies and gentlemen, or the use of “you guys”). School staff must also be aware of classroom content or assumptions that reinforce gender expectations and make cisgender (non-transgender) identities the default. For example, an image of a person with a beard may not be a man.

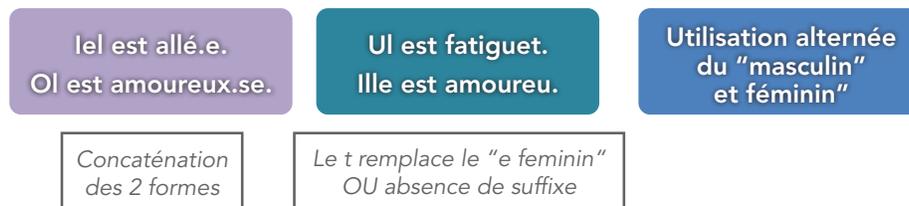
Staff and students are often less familiar with gender inclusive language in French. Below are two graphics which present some options for gender neutral pronouns in French both written and orally. Introducing students to these options in French language classes is encouraged.



LES PRONOMS NEUTRES EN FRANÇAIS



Acord des adjectifs et verbes.



LE NEUTRE À L'ORAL

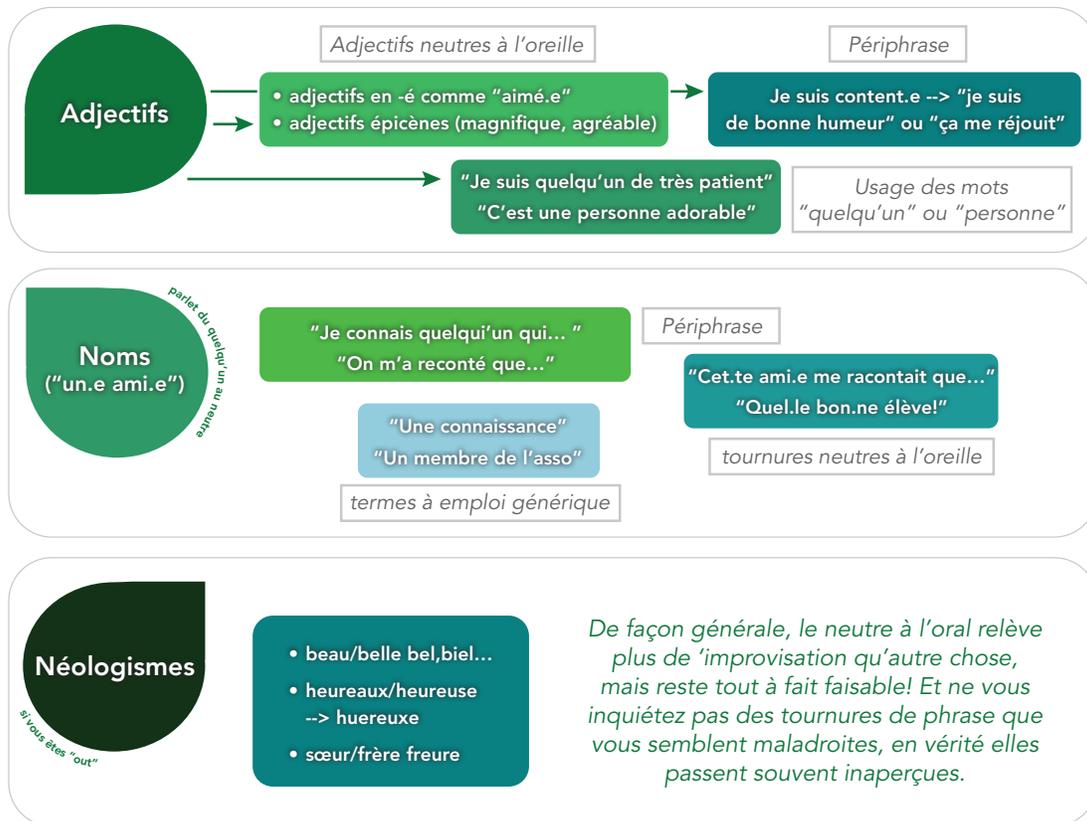


Image credits: Alex Benjamin

<https://entousgenresblog.wordpress.com/2017/04/19/quels-pronoms-neutres-en-francais-et-comment-les-utiliser/>

GENDER ROLES AND REPRESENTATION IN THE CLASSROOM



Students sometimes have fixed ideas about gender roles and what it means to be a boy or girl, however it is important for all students to see themselves reflected in the classroom/school.

Educators need to have conversations that encourage acceptance of everyone. This includes the way in which students express themselves.

Some suggestions to model an environment of gender inclusivity:

1. Include a diversity of visuals and posters in the classroom.
2. Invite community guests who bridge connections and build understanding of intersectionality.
3. Let all students work and play in an activity. Don't limit the number of boys or girls in a group.
4. Encourage students to participate in the various roles in a group. Don't allow other students to "box students in" based upon their gender.
5. Avoid lining boys and girls up in separate lines, separating the class by gender, or giving out awards based on gender.
6. Allow students whose gender identity is different than their physical appearance to refer to themselves as they choose.
7. Encourage and model diverse family makeups that reflect our society, to promote gender equality.
8. Intervene and take action when students use gender-specific terminology to make fun of each other.

DISCUSSIONS ABOUT GENDER IDENTITY IN DIFFERENT SUBJECT AREAS

Arts: Deconstruct gender stereotyping in arts classes (e.g. music – flute players are female, media arts – only guys are computer savvy, drama – no females on stage in Shakespeare’s time, dance – only girls dance) and discuss exceptions to these stereotypes in order to broaden student experience and promote gender diversity.

English: Provide students with materials depicting characters in non-gender stereotyped ways. When studying classical literature that may contain gender stereotypes, discuss this with students, including the connection to social norms and evolution of societal issues.

Languages: How does gender connect to language? How can we use singular gender-neutral pronouns (e.g. they)? Do other languages have such a pronoun? For example, in French and Spanish, objects have gender. Does this make sense? How was each gender decided? Do they follow stereotypical lines or are there unusual examples? See the Best Practices section for more information about gender neutral language in French.

Math: Have a class discussion on famous mathematicians of the past and present. Discuss the dominance of straight men in the field and possible reasons for that. Have students discuss the long-held notion that girls aren’t good at math and challenge this belief.

Introduce non-binary examples of gender into the language of word problems.



Indigenous Studies: What does the term Two Spirit mean? How are Two Spirit people viewed in First Nation, Métis, and Inuit communities? Discuss how gender roles have been defined and how they have changed over time and in different communities, including the impact of colonialism.

Health and Physical Education: All people should see themselves represented in what is taught in health class. Teachers will present the range of human diversity, including, but not limited to: a range of bodies, a range of sexes, a range of gender identities and gender expressions, and a range of sexual and romantic orientations. Educators are encouraged to talk about bodies and physical development in gender-inclusive ways. In other words, avoid gendering bodies with terms such as 'female/male reproductive systems and secondary sex characteristics' remembering for example, a person who produces sperm is not necessarily a man, and, not all men produce sperm. Both gender and sex exist on a broad spectrum which includes people who are Intersex.

Social Sciences: Discuss how gender roles differ through time and by region. Provide students with a context for how changes come about through shifts in attitude, understanding, laws, scientific discovery, etc.

Science: Have students consider the biological and genetic differences between sexes and the scientific definition of a male and female across various animals.

Introduce the notion of intersexuality. Discuss varieties in gender roles throughout the animal kingdom in terms of reproduction, mating rituals, caregiving, and nurturing roles. Discuss the fluidity of what characteristics are 'sexual' and which are 'gendered' in both humans and animals.

Technological Studies: Challenge gender stereotyping in tech classes (e.g. only men are auto mechanics; only women do fashion design), and discuss expectations about these stereotypes to broaden student experience and promote gender diversity. Consider the barriers to people who wish to participate in a field typically dominated by a gender different than their own. Encourage discussion on how we can promote cultural change in these fields.



STUDENT ENGAGEMENT AND LEADERSHIP

Schools will support the development of trans, Two-Spirit, and gender diverse-inclusive student alliances or clubs at all grade levels. They must also support actions, activities and campaigns that are trans-positive and create awareness about and seek to end, transphobia, gender stereotypes, and gender-based violence.

Ontario Education Act Section 301

Board support for certain pupil activities and organizations

303.1 (1) Every board shall support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,

- a. activities or organizations that promote gender equity;*
- b. activities or organizations that promote anti-racism;*
- c. activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or*
- d. activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name. 2012, c. 5, s. 12.*
- e. Same, gay-straight alliance*

(2) For greater certainty, neither the board nor the principal shall refuse to allow a pupil to use the name gay-straight alliance or a similar name for an organization described in clause (1) (d). 2012, c. 5, s. 12.



DRESS CODES

The dress codes will be respectful of students and staff who are trans or gender diverse. All students and staff can choose to wear appropriate clothing, informed by the OCDSB School Code of Conduct, which matches their gender identity, gender expression, or with which they feel most comfortable. School dress codes must not be gender specific, and must apply equally to all students, regardless of gender. School dress codes will be specifically respectful to cultural diversity with regards to gender expression.

FACILITIES AND SCHOOL DESIGN

The design of new schools and additions to existing sites will ensure that inclusive washrooms and appropriate change room facilities are incorporated into the design for both students and staff. All single stall washroom signs should use the word washroom, with a toilet symbol. All washrooms, including gendered washrooms, used by students in grades 4 and above should have menstruation products and disposal units available. As appropriate, the Principal will work with the Area Supervisor, Chief Custodian, and Design & Construction to fulfill these requirements.

STANDARDIZED FORMS AND DOCUMENTATION

School staff must use gender-inclusive language and provide gender-inclusive choices on all school forms and documentation. Providing an open text field for gender will allow people to input the gender identity that best describes them. Recognizing the gender diversity of parents/guardians/caregivers and guardians and the diversity of family structures, forms should use the language of Parent/Guardian, rather than mother or father. Gender information should only be asked when there is a legal requirement or where school administrators can clearly articulate an important reason for data to be collected.



ACCOMMODATION

Please reach out to the OCDSB Trans and Gender Diverse Student Support Coordinator, Kusha Dadui (kusha.dadui@ocdsb.ca) for support in navigating accommodations.

The OCDSB will provide an accommodation that is required to remove barriers that cause discrimination against someone because of their gender identity or gender expression. Determining an appropriate accommodation is a collaborative process that must involve participation of the person requesting the accommodation and the OCDSB. Principles of dignity, individualization, inclusion and full participation will guide the process. The OCDSB is required to provide an accommodation to the point of undue hardship. This means that when determining whether a particular accommodation is appropriate, the OCDSB may consider cost and whether or not the requested accommodation would have impacts on health and safety.

Under the Human Rights Code, an accommodation is a multi-party process and shared responsibility. Everyone must work together cooperatively and respectfully to explore and implement appropriate accommodation solutions.



A student of any age may request or be provided with an accommodation. The OCDSB should also offer an accommodation, even if one isn't requested, if it is evident that a person might need one. **Parental consent is not required.** Each accommodation request must be assessed on a case by case basis to ensure an individualized response. Whenever possible, school staff will work collaboratively with the student, and, when appropriate, the parent/ guardian. Parent/guardian permission is not required for students to receive accommodations related to gender identity or expression. Where a student requests an accommodation without the support of their parent(s)/ guardian(s), schools are required to discuss all possible options for accommodation with the student, and outline the risks of inadvertent disclosure of information about their gender identity and/or expression. Schools should work collaboratively to support students in being safe and respected at school and at home. In the event of a safety risk to the student, the OCDSB will follow the appropriate policies and procedures.

Every person has the right to define their own gender identity. A person's self-identification is the sole measure for their gender.

Unresolved Requests

The OCDSB will address a request for accommodation in a timely way. Students and/or their families, who feel that their accommodation needs remain unmet, may speak to the Superintendent of Instruction assigned to the school or contact the Office of the Human Rights and Equity Advisor.

Individual Procedures

District and school staff must consider each student's needs and concerns separately. Each trans, Two-Spirit, and gender diverse student is unique with different needs. An accommodation that works for one student cannot simply be assumed to work for another.

An accommodation request may be made in writing or verbally to a principal or school staff member. A request to change a student's chosen name in their student record may be made verbally at the main office or to an administrator or guidance counsellor at any time. The request may come directly from the student or the student's parents/guardians/ caregivers/ guardian(s). Staff may also work with the student in an advocacy capacity to support them in their request. The school will work together with the student and/or family (if the student agrees) on an accommodation that best respects dignity, meets individual needs, and promotes inclusion.

An accommodation request is generally a specific request as it pertains to an individual student, based upon some of the categories described in this document. One or more students and/or families may also make a request that pertains to students more generally (eg. access to inclusive washrooms during after school activities). Each request will be different because they are developed on a case by case basis. **There may be a request made that is not described in this document.**

For many trans, Two-Spirit and gender diverse people, transition is not instantaneous or binary. A student may socially transition gradually over time, or may make many changes at once. Some students may be most comfortable using different gendered spaces in different contexts (eg. Using an inclusive washroom, playing on a boys sports team, and attending a presentation targeted at girls). Others identify strongly with a binary gender and wish to access spaces with others of their gender identity at all times. For some students, these requests may change over time. Trans, Two-Spirit, and gender diverse people are the experts in their own identities and experiences, and school staff must follow students' leads regarding the spaces and language that are most comfortable for them at any time. For more information about facilitating conversations about transition planning with students see Appendix A: A Guide for Social Transition Planning with Students.

CONFIDENTIALITY

All students have a right to confidentiality; schools must keep a student's transgender/gender diverse status confidential. Therefore, school staff must not disclose a student's trans, Two-Spirit, or gender diverse identity to others unless there is a specific "need to know" (e.g., to fulfill a specific accommodation request). This also includes not disclosing a student's sex assigned at birth, or legal name.

School staff shall not share a student's trans or gender diverse status with family members or guardians without explicit permission of the student. A student's gender identity will only be disclosed to another person on a need-to-know basis. When fulfilling an accommodation request, school staff will always seek explicit consent from the student prior to disclosing the student's gender identity to another person. While staff members will take every step possible to preserve the confidentiality of a student's disclosure about their gender identity or expression, it is important to note that parents/guardians/caregivers and legal guardians have the right to access information about the student, documents related to the student, and the student's OSR. This includes any changes that have been made regarding the student's preferred name or gender identity which appear on those documents.



Some students may ask to be referred to by a different name and pronouns in different spaces (eg. Using the pronoun 'they' in English class, and the pronoun 'she' on a school sports team). These requests must be respected, and staff are encouraged to ask students with which people or in which spaces they would like to use a new name or pronouns. School cultures designed to normalize the use of pronouns for all staff, students and parents/guardians/caregivers will facilitate this more easily. School staff are also encouraged to speak openly with students about the potential repercussions if they are outed by mistake and to work collaboratively with students to ensure their safety. For more information about facilitating conversations about confidentiality with students see Appendix A: A Guide for Social Transition Planning with Students.

NAMES/PRONOUNS

Transgender, intersex, Two Spirit and gender diverse students have the right to be addressed by the name and pronouns they request. This is true regardless of whether the student has obtained a legal name or sex designation change. (e.g., in the school database and registration system, a student's "preferred" or "chosen" name and a change of gender can be used on class lists, timetables, school email address etc.) School staff may need to make manual changes to report cards and diplomas to ensure that the correct name and pronouns appear on these documents.

Some students may choose not to change their name in the school database and registration system but may still request to be referred to by a chosen name by staff and peers. There are many reasons why students may make this request, and chosen names must be respected regardless of changes to the school database or ID documents.

Students who wish to use pronouns other than "he" or "she," such as "they", "them", "zhe", "ze", "hir", or others to identify themselves will be respected and affirmed. In French, students may request to use pronouns other than "il" or "elle" and/or verb, noun, and adjective agreement other than masculine or feminine. This may include pronouns such as "ol" or "iel" and written agreement such as étudiant.e. See the Best Practices section for more information on gender neutral language in French.

SCHOOL AND OFFICIAL RECORDS

For changes to official school records, school staff will work collaboratively with the student and/or the parent/guardian/caregiver (if the student consents) as part of the process.

All records, except for the students OSR and OEN shall be changed at the student's request to reflect the students preferred name. All records shall be changed at the student's request to reflect their gender marker.

Changes to preferred names and gender markers should be reflected anywhere that the student's name and gender marker appears with the exception of documentation legally requiring a student's legal name. For example, the OSR must reflect a student's current legal name, however a report card and/or diploma can be issued in a student's preferred name, if requested by the student and/or parent/guardian/care giver on behalf of the student.

Report cards, diplomas or any other documentation shall be issued in the student's preferred name, at the student's request. A copy of the report card and diploma using the student's legal name will be attached to this in the student's OSR and OEN.

Changes to official records do not require consent from parents/guardians/caregivers/guardians; however, legal guardians of a student have the right to access the student's records. Schools are encouraged to work with students to support their decision making and ensure their safety and wellbeing. See Appendix A: Guide for Social Transition Planning with Students for more information about approaching these conversations.

WASHROOM ACCESS

All students have a right to safe restroom facilities and the right to use washrooms that best correspond to the student's gender identity, gender expression, and personal comfort, regardless of the student's sex assigned at birth. Requiring students to 'prove' their gender (by requiring a doctor's letter, identity documents, etc.) is unacceptable. A student's self-identification is the sole measure of the student's gender.

Where possible, schools will also provide an easily accessible inclusive single stall washroom for use by any student who desires increased privacy, regardless of the underlying reason. Where possible, inclusive washrooms should remain unlocked when not in use, and students should not be required to request permission and/or a key to use them. Use of an inclusive single stall washroom is an option students may request, but must not be imposed upon a student by the school because of the student's gender identity. Likewise, a trans student's gendered washroom use should not be monitored or questioned by school staff or peers. For example, a trans male student who feels safest or most comfortable using the girls washroom based on his gender expression, or relationship with peers should not be prevented from doing so.

All washrooms, including gendered washrooms, used by students in grades 4 and above should have menstruation products and disposal units available.

SPORTS ACTIVITIES, GYM CLASSES, AND CHANGE ROOMS

School staff must ensure students can exercise their right to participate in gender-segregated sports, interscholastic athletics, and health and physical education class activities in accordance with each student's gender identity and personal comfort. Coaches will work with and be supported by school staff to address each student's accommodation needs and ensure safety.

All schools are encouraged to offer the option of co-ed gym classes at all grade levels to give all students the opportunity to participate in physical education in a space where they are comfortable. There are many reasons why students may feel more comfortable in an all gender environment, rather than in gender segregated classrooms. Students must not be required to participate in single-gender physical

education courses, and schools should work with students to provide other options for students to achieve mandatory physical education credits.

Students have the right to a safe change-room that corresponds to their gender identity. Transgender or gender-diverse students have the right to accommodations that best meets the individual student's particular needs. Such accommodations, according to the student and/or family request, may include:

- a. access to the change-room as would be afforded to any other student of that gender identity;
- b. use of a private area within the public area (e.g., a bathroom stall with a door; an area separated by a curtain, etc.);
- c. a separate changing schedule in the private area (either utilizing the change room before or after the other students);
- d. use of a nearby private area (a nearby washroom or stall; a nurse's office)
- e. other options determined collaboratively with a student and/or family

A coach will plan ahead in the case of away games.

It is unacceptable to deny a student the opportunity for safe, gender affirming participation in Health and Physical Education. For example: *not* allowing the student to have Health and Physical Education; forcing the student to choose independent study; *requiring* a trans, Two-Spirit, or gender diverse student to use the change room corresponding to the student's sex assigned at birth.



PARTICIPATION IN OTHER AREAS

School staff must avoid separating students by gender whenever possible. As a general rule, in any other circumstance where students are separated by gender in school activities, students shall be permitted to participate in accordance with their gender identity or with the group they are most comfortable with.

Activities that may involve the need for housing accommodations in order to address student privacy concerns will be addressed on a case-by-case basis. All students on school field trips need to be housed in a manner that is safe and respectful. No student should be excluded from participating in a field trip, or asked to pay more to participate because of their gender identity. In some cases this may mean offering private accommodation to trans, Two-Spirit, or gender diverse students, or working with a trans, Two-Spirit, or gender diverse student to determine who they feel comfortable sharing accommodations with.

DEFINITIONS

(Adapted from the OHRC Policy on Gender Identity and Gender Expression)

The definitions provided below are not meant to label an individual but are intended as sometimes helpful functional descriptors. These words, like all words, are social constructs developed over time. New language is constantly formed both to unite community members as well as define groups by experience, politics, and other group memberships.

These terms and definitions are not standardized, and may be used differently by different people, and in different regions. Labels and identities should only be self-selected by individuals, not assumed by others. Biology does not imply identity. Nor do behaviour and expression alone constitute identity.

2SLGBTQ+: refers to communities or identities that are not heterosexual and/or cisgender. 2SLGBTQ+ is an acronym which stands for Two Spirit, lesbian, gay, bisexual, trans, and queer. The '+' indicates that there are many other identities, not included within the acronym, that are also a part of the 2SLGBTQ+ community.

Cisgender and cisnormativity: some people are "cisgender" (not trans); that is, their gender identity is in line with or "matches" the sex they were assigned at birth. Cisnormativity ("cis" meaning "the same as") refers to the commonplace assumption that all people are cisgender and that everyone accepts this as "the norm." The term is used to describe prejudice against trans people that is less overt or direct and more widespread or systemic in society, organizations and institutions. This form of systemic prejudice may even be unintentional and unrecognized by the people or organizations responsible.

Cross-dresser: a person who, for various reasons, wears gender atypical clothing. They may or may not self-identify as a cross dresser. This is not the same thing as being transgender.

Gender binary: a social system whereby people are thought to have either one of two genders: man or woman. These genders are expected to correspond to a binary understanding of birth sex: male or female. In the gender binary system, there is no room for interpretations, for living between genders, or for crossing the binary. The gender binary system is rigid and restrictive for many people who feel that their natal sex (sex they were labelled with at birth) does not match up with their gender or that their gender is fluid and not fixed.

Gender diverse/gender non-conforming/gender variant/gender creative: individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman.” People who are gender diverse may or may not identify as trans.

Gender expression: how a person publicly presents or expresses their gender. This can include behaviour and outward appearance such as clothing, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways people express their gender. Others perceive a person’s gender through these attributes.

All people, regardless of their gender identity, have a gender expression and they may express it in any number of ways. For trans people, their chosen name, pronouns and apparel are common ways they express their gender. People who are trans may also take medically supportive steps to align their body with their gender identity.

Gender fluid: individuals whose gender identity changes over time. People who are gender fluid may identify with different gender identities at different time and may use different names or pronouns at different times. For example, this may include individuals who identify as male, female, and/or nonbinary on different days, and use different pronouns depending on the day.

Gender identity: each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth assigned sex.

Some people’s sex and gender identity align while others’ do not. A person may be assigned male at birth and identify as a woman or assigned female at birth and identify as a man. Other people may identify outside the categories of woman/man, or may see their gender identity as fluid and moving between different genders at different times in their life.

Gender norms: the gender binary influences what society considers “normal” or acceptable behaviour, clothing, appearances and roles for women and men. Gender norms are a prevailing force in everyday lives. Strength, action and dominance are stereotypically seen as “masculine” traits, while vulnerability, passivity and receptiveness are stereotypically seen as “feminine” traits. A woman expressing

masculine traits may be stereotyped as overly “aggressive,” while a man expressing “feminine” traits may be labeled as “weak.” Gender norms can contribute to power imbalances and gender inequality in the home, at work and in communities.

Intersectionality: a framework used to describe how many “social justice problems like racism and sexism are often overlapping, creating multiple levels of social injustice.”² For example a trans or gender diverse person’s experiences of acceptance or discrimination may be impacted by their race, gender, class, and other factors.

Intersex: a term used to describe a person born with reproductive systems, chromosomes and/or hormones that are not easily characterized as male or female. This might include, for example, a woman with XY chromosomes or a man with ovaries instead of testes.

Typically, intersex people are assigned one sex, male or female, at birth. Some intersex people identify with their assigned sex, while others do not. Being intersex is not the same thing as being transgender.

Nonbinary: someone who’s gender identity is neither male nor female. Nonbinary people may describe their gender as in between male and female, both male and female, or something else entirely.

Sex: the classification of people as male, female or intersex. Sex is usually assigned at birth and is based on an assessment of a person’s reproductive systems, hormones, chromosomes and other physical characteristics.

Sex and gender: whereas “sex” is a person’s physical characteristics, “gender” is about what it means to be a man or woman in society. It is the expectations and stereotypes about behaviours, actions and roles linked to being a “man” or “woman.” Social norms related to gender can vary depending on the culture and can change over time.

Sexual orientation and gender identity are different: Sexual orientation describes human sexuality, which may include labels like gay, lesbian, bisexual, pansexual, heterosexual (‘straight’), etc. . A person’s gender identity is fundamentally different from and not related to their sexual orientation. A trans person’s identity does not predict or reveal anything about their sexual orientation. They may identify as gay, lesbian, queer, straight, bisexual, or any other sexual orientation, just as people who are not trans.

Trans or transgender: an umbrella term that describes people with diverse gender identities and gender expressions that do not conform to stereotypical ideas about what it means to be a girl/woman or boy/man in society.

“Trans” can mean transcending beyond, existing between, or crossing over the gender spectrum. It may include but is not limited to people who identify as transgender, transsexual, nonbinary, gender fluid, genderqueer, or gender non-conforming. “Trans”

2 Crenshaw, C. (2016) The Urgency of Intersectionality. https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality.

includes all people whose gender identity is different from the gender associated with their birth-assigned sex. Trans people may or may not undergo medically supportive treatments, such as hormone therapy and a range of surgical procedures, to align their bodies with their gender identity.

People who have transitioned from one gender to another may simply identify as female or male. Others may also identify as trans, as a trans woman, or as a trans man. Some people may identify as trans and not use the labels “female” or “male.” Others may identify as existing between male and female or in different ways beyond the binary of male/female.

Trans people may explain their gender in many ways. There is no single or universal experience of what it means to be trans. As a result, different trans people face distinct forms of discrimination in society, and this may relate to whether they identify as male, female, nonbinary, gender fluid, a person with a trans history, a person in the process of transitioning, a trans man, trans woman, or gender non-conforming.

Transfeminine and Transmasculine: A person who is assigned male at birth and whose gender identity is feminine may identify as transfeminine. Transfeminine people may or may not identify as female.

A person who is assigned female at birth and whose gender identity is masculine may identify as transmasculine. Transmasculine people may or may not identify as male.

Trans man and trans woman: A person whose sex assigned at birth is “female” and identifies as a man may also identify as a trans man. A person whose sex assigned at birth is “male” and identifies as a woman may also identify as a trans woman. Some people who are nonbinary and whose identity is close to male or female may also use these terms.

Transitioning: refers to a host of activities that some trans people may pursue to affirm their gender identity. This may or may not include changes to their name, sex designation, clothing, the use of specific pronouns, and possibly medically supportive treatments such as hormone therapy, gender affirming surgery or other procedures. There is no checklist or average time for a transition process, and no universal goal or endpoint. Each person decides what meets their needs.

Transmisogyny: the specific fear, hatred, or intolerance directed towards trans women and transfeminine people. Trans women and transfeminine people, particularly trans women and transfeminine people of colour, experience disproportionate discrimination, harassment, and violence as a result of the intersections of transphobia, misogyny, and racism.

Transphobia: the aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.

Transsexual: a person whose gender identity differs from their sex assigned at birth. They may or may not undergo medically supportive treatments to align their bodies

with their gender identity, such as hormone therapy, sex reassignment surgery or other procedures. They may also undertake other changes to align their external attributes and appearance with their gender identity. The term transsexual is not generally used, unless describing a specific individual who identifies with it. Many trans people feel that the term is outdated, and has highly medicalized connotations.

Two-Spirit: a term used by the Indigenous people of Turtle Island to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two Spirit describes a societal and spiritual role that people played within traditional societies, such as: mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.

RELATED POLICY DOCUMENTS

OCDSB Equity and Inclusive Education

https://ocdsb.ca/UserFiles/Servers/Server_55394/File/Departments/Equity/Resources/P%20098%20CUR%20Equity%20and%20Inclusive%20Ed.pdf

OCDSB Board Code of Conduct

https://ocdsb.ca/UserFiles/Servers/Server_55394/File/Calendar/AGENDA%20DOCS/2018%20DOCS/Board/27%20February/07g%20Report%2018-031%20Code%20of%20Conduct.pdf

OCDSB Confidential Communication between students and staff

<https://weblink.ocdsb.ca/WebLink/0/edoc/2008828/PR%20608%20SCO%20-%20Confidential%20Communication%20Between%20Students%20And%20Staff.pdf>

Accepting Schools Act (part of the Ontario Education Act)

http://ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=2549

PPM 145 – Promoting a positive school climate

<http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

PPM 119 – Equity and Inclusive Education

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

OHRC – Policy on preventing discrimination and harassment because of gender identity and gender expression

<http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression>

RESOURCES

OCDSB

- School multi-disciplinary Team – each school has a team in place comprised of a social worker, psychologist, learning support teacher(s) and principal.
- Equity Program staff
- 2SLGBTQ+ books within the Stories of Identity Collection https://ocdsb.ca/our_schools/inclusive__safe_and_caring_schools/inclusive_education

COMMUNITY

- Support And Education For Trans Youth (SAEFTY) Ottawa – drop in social group run by and for trans, Two-Spirit and gender diverse youth, open to trans, Two-Spirit and gender diverse children, youth and families of all ages. | <https://www.saeftyottawa.ca/>
- Kind Space 2SLGBTQ+ Drop In and Community Services | <http://kindspace.ca/>
- LGBT Youth line – a free peer support phone line for lesbian, gay, bisexual, transgender, transsexual, Two Spirit, queer and questioning youth. Sunday to Friday, 4:00 to 9:30 pm. 1-800-268-9688 | <http://www.youthline.ca/index.php>
- *Because All Black People's Lives Are Important*
- *Asian Community AIDS Services*
- *National Queer and Trans Therapists of Color Network*
- *I'm Muslim and I Might Not Be Straight*
- Gender Diversity Clinic at the Children's Hospital of Eastern Ontario <https://www.cheo.on.ca/en/clinics-services-programs/gender-diversity-clinic.aspx>
- Support Group for parents/guardians/caregivers & caregivers of gender creative, trans, transgender children, youth or young adults run by Family Services Ottawa and the Children's Hospital of Eastern Ontario <http://familyservicesottawa.org/children-youth-and-families/around-the-rainbow/>
- Gender Creative Kids Canada | <http://gendercreativekids.ca/>

PUBLICATIONS

- Families in Transition: A Resource Guide for Families of Transgender Youth | <https://ctys.org/wp-content/uploads/CTYS-FIT-Families-in-Transition-Guide-2nd-edition.pdf>
- Supporting Transgender and Transsexual Students in K-12 Schools (Canadian Teachers Federation) <http://gendercreativekids.ca/wp-content/uploads/2013/10/Supporting-Transgender-and-Transsexual-Students-web.pdf>
- Public Health Agency of Canada – Q/A Gender Identity in Schools <http://www.phac-aspc.gc.ca/std-mts/rp/gi-is/index-eng.php>
- EGale Canada - EVERY CLASS IN EVERY SCHOOL: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools <http://egale.ca/wp-content/uploads/2011/05/EgaleFinalReport-web.pdf>

APPENDIX A: A GUIDE FOR SOCIAL TRANSITION PLANNING WITH STUDENTS

For trans, Two-Spirit and gender diverse students, socially transitioning at school can look like changing chosen or legal names, using different pronouns, or accessing different gendered or all gender spaces, including washrooms, changerooms, gym classes, sports teams, and/or overnight field trip accommodations. Every student is different and may take different steps to feel safe and comfortable at school. This can also change over time.

Students may also have different relationships to their peers, families, caregivers, and staff, and may have different levels of comfort with who information about their gender identity or expression is shared with. Schools should never 'out' a student to peers, parents/guardians/caregivers or caregivers without their consent, as this violates a student's trust and can put them in danger. If a student shares information about their gender identity or expression with you before sharing it with a parent or caregiver, this is an important sign of their trust in you. Canadian research shows that "Trans youth who had supportive adults both inside and outside their family were four times more likely to report good or excellent mental health, and were far less likely to have considered suicide."³ Your support can be part of that.

When a student requests your support with social transitioning at school without their parents/guardians/caregivers' or guardians' knowledge or support, you may have many questions and concerns about the student's safety as well as your responsibility to the student, their peers, and their parents/guardians/caregivers or guardians. Schools should always follow the student's lead when responding to any requests related to gender identity or expression. Parental involvement is not required for students to take steps to socially transition at school, however students must be informed that parents/guardians/caregivers or guardians will have access to information in their student record, including chosen names and gender markers and that this may lead to disclosure of a student's identity.

It is helpful to have an honest conversation with the student to better understand their needs and how you can best support them. Below are some questions that may be helpful for starting this conversation. This is just a guide - all situations are different, and staff are encouraged to use their best judgement to support students in an individualized and age appropriate way.

3 Veale J, Saewyc E, Frohard-Dourlent H, Dobson S, Clark B & the Canadian Trans Youth Health Survey Research Group (2015). *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*. Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia. Retrieved from: http://ap-sc-saravyc.sites.olt.ubc.ca/files/2018/03/SARAVYC_Trans-Youth-Health-Report_EN_Final_Web2.pdf

GUIDING QUESTIONS

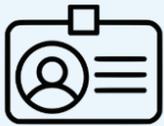
1. **Who have you told about your gender identity or expression? Or this request (eg. your chosen name)?** *A student may wish to be addressed by a chosen name, but prefer that others do not know that this is related to a trans or gender diverse identity — there are many reasons for people to use a name that is different from the one on their legal documents!*
2. **Are there people (eg. parents/guardians/caregivers or guardians, school sports team, etc) who you do not want to know about your gender identity, expression or this request?**
3. **What do you imagine might happen if your parent(s)/guardian(s) were to find out about your gender identity, gender expression, or this request? Would you be unsafe? How would this impact your life in this area or your relationships with these people? How do you feel about taking this risk?** *While the school is here to support students and will not intentionally out a student without their consent, there are many ways that a parent or guardian or other individuals to whom a student is not out could find out that a student is using a chosen name or seeking other accommodations by accident (eg. a teacher using the wrong name by mistake, parent or guardian seeing it written on a piece of school work, overhearing a conversation between the student and their friends, etc). Parents/guardians/caregivers and guardians have access to student's records, which may include a chosen name or gender marker.*
4. **What is our plan if your parent or guardian found out about your gender identity, expression, or this request unintentionally?** *If a student feels comfortable with this risk (eg. they are not out to their parent(s)/guardian(s) at this time, but do not feel that their safety would be impacted if they found out, or have other individuals from whom they can seek support), they may choose to proceed with socially transitioning steps at school without their parent or guardian's knowledge or consent. Schools are encouraged to have a plan in place to respond if the student is outed for any reason.*
5. **If your parent/guardian asked me about your chosen name or the accommodation you are seeking, what would you like me to say or do?** *If another staff member at the school asked me this question, what would you like me to say or do? Staff are not encouraged to lie on a students' behalf, but it may be helpful to plan with the student ahead of time what this situation could look like.*
6. **Is there anything else you are concerned about with taking this step (eg. comments or harassment from peers, discomfort with gender segregated spaces, etc)? What can we do to mitigate these risks or be prepared if these situations occur? What would you do if this happened?**
7. **Are there other steps that could help you feel more comfortable at school, with less risk of you being outed, if this is something you're concerned about?** *If a student does not feel comfortable with the risk of being outed, there may be other solutions that could help them feel more comfortable at school, or support them in coming out to their parent(s)/guardian(s) if this is something they would like to do. Some options could include using their chosen name as a nickname with friends*

or staff, without recording it in the school system; having access to inclusive washrooms or change rooms, rather than using a different binary gendered facility; or sharing overnight accommodations on a field trip with friends of their assigned gender who they feel comfortable with and respected by, rather than peers who they do not know as well.

Appendix A was created by Kaeden Seburn. For more information or consultation contact the OCDSB Equity Program.



5 THINGS TO KNOW ABOUT SUPPORTING TRANS STUDENTS



1. **Use Names and Pronouns**

Work hard to respect the name and pronouns that a student wishes to be referred to by - even when it changes. You will make mistakes; correct yourself and move on!



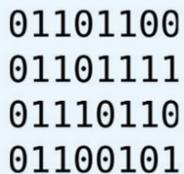
2. **Keep Confidentiality**

Never out a trans student to other staff, students, or their parents/guardians/caregivers or guardians without their consent. Outing betrays the student's trust and it can put them in danger.



3. **Stop Separating by gender**

Stop separating students by gender. Even if there are no out trans students, many students are uncomfortable being assigned to groups by gender, or forced to choose between male and female groups.



4. **Transition isn't binary**

When a student comes out as trans or gender diverse, avoid assuming what that means to them, or what their goals of transition are. Not all students identify as male or female, or aim to transition from one binary to the other.



5. **Follow students' lead**

Students know their own needs best. If you are unsure how to accommodate a trans or gender diverse student, the best solution is to ask them - What bathroom do they wish to use? What sports team do they wish to play on? Who would they like to share a room with for overnight trips?

Educators are professionally and legally obligated to support trans and gender diverse students from Junior Kindergarten to Grade 12.

Developed By Kaeden Seburn, Equity Program. Contact sue.rice@ocdsb.ca.

ARE YOU A TRANS, GENDER DIVERSE OR QUESTIONING STUDENT? KNOW YOUR RIGHTS



ALL STUDENTS HAVE THE RIGHT TO...

1. Be referred to with your chosen name and pronouns by staff and peers;
2. Use the bathroom, change room and other gendered spaces of your choice, and participate in the gender segregated groups where you are most comfortable, when gendered spaces are required;
3. Feel safe from harassment, bullying and microaggressions;
4. Not be outed by school staff to peers, family members, parents/guardians/caregivers or guardians without your consent;
5. Express your gender identity and expression, including non binary identities, in whatever way makes you feel safe and comfortable;
6. Connect with your community!

One staff member who you can talk to about gender is:

Other community resources available in Ottawa include:



@saefityottawa — all ages trans youth group, and info about trans health care



@kindspaceca — 2SLGBTQ+ youth groups downtown



@tenoaksproject — Trans children and youth swim nights



@lgbtyouthline — Online peer support for 2SLGBTQ youth



Queerios — 2SLGBTQ+ youth group at Western Ottawa Community Resource Centre



Youth Space — 2SLGBTQ+ youth night at Orleans-Cumberland Community Resource Centre

Developed By Kaeden Seburn, Equity Program. Contact sue.rice@ocdsb.ca.



5 CHOSES À SAVOIR CONCERNANT L'APPUI AUX ÉLÈVES TRANSGENRES



1. Utilisation des noms et des pronoms

Efforcez-vous de respecter les élèves en utilisant les noms et les pronoms qu'ils préfèrent – même s'ils sont modifiés par la suite. Vous ferez des erreurs; attendez-vous à apporter des corrections et allez de l'avant!



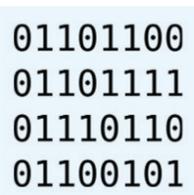
2. Utilisation des noms et des pronoms

Ne révélez jamais l'orientation sexuelle d'un élève transgenre à un membre du personnel enseignant, à d'autres élèves, à ses parents/guardians/caregivers ou à son tuteur sans son consentement. Ce dévoilement involontaire trahit la confiance que l'élève vous vouait et lui fait courir des risques inutiles.



3. Utilisation des noms et des pronoms

Cessez de séparer les élèves selon leur genre. Même en l'absence d'élèves transgenres, un grand nombre d'élèves se sentent mal à l'aise de se voir répartir dans des groupes selon le genre, ou contraints de devoir choisir entre des groupes de personnes du sexe masculin ou féminin.



4. La transition n'est pas binaire

Lorsqu'un élève fait sa sortie pour s'affirmer transgenre ou divers sur le plan des genres, évitez de supposer ce que cela signifie pour lui et que vous connaissez ses objectifs en matière de transition. Tous les élèves ne s'identifient pas en tant qu'homme ou femme ni ne visent à faire une transition d'un genre binaire à un autre.



5. Suivez les instructions des élèves

Les élèves connaissent leurs besoins mieux que quiconque. Si vous n'êtes pas certain de savoir comment aider un élève transgenre ou divers sur le plan des genres, la meilleure solution est de lui demander – Quelle salle de bain désire-t-il utiliser? Avec quelle équipe sportive désire-t-il jouer? Avec qui désire-t-il partager sa chambre lors de voyages avec nuitées?

Le personnel scolaire est légalement et professionnellement tenu de soutenir les élèves transgenres ou divers sur le plan des genres de la maternelle à la 12e année

Rédigé par Kaeden Seburn, Programme d'équité. Veuillez contacter sue.rice@ocdsb.ca.

ÊTES-VOUS UN ÉLÈVE TRANS, DIVERS SUR LE PLAN DES GENRES OU EN QUESTIONNEMENT? CONNAISSEZ VOS DROITS



TOUS LES ÉLÈVES ONT LE DROIT...

1. de demander aux membres du personnel et à leurs pairs à ce qu'on les appelle par le nom et les prénoms qu'ils ont choisis;
2. d'utiliser les toilettes, le vestiaire et d'autres espaces sexospécifiques selon leur choix personnel, et de faire partie d'un groupe basé sur le genre dans lequel ils se sentent le plus à l'aise, lorsque les endroits propres à chaque sexe sont obligatoires;
3. de se sentir à l'abri du harcèlement, de l'intimidation et des microagressions; de ne pas être dénoncé par le personnel de l'école à ses pairs, aux membres de sa famille, à ses parents/guardians/caregivers ou à ses tuteurs sans leur consentement;
4. d'exprimer leur identité et leur expression sexuelles, y compris leurs identités non binaires, de la façon qui leur permet de se sentir en sécurité et à l'aise;
5. Branchez-vous à votre communauté!

Un membre du personnel avec qui vous pouvez vous entretenir au sujet du genre

Autres ressources communautaires offertes à Ottawa:



@saeftyottawa — groupe de jeunes trans de tous âges et info sur les soins de santé pour les personnes trans



@kindspaceca — groupes de jeunes 2SLGBTQ+ au centre-ville



@tenoaksproject — Soirées de natation pour les enfants et les jeunes trans



@lgbtyouthline — Soutien en ligne par les pairs des jeunes 2SLGBTQ



Queerios — Groupe de jeunes 2SLGBTQ+ au Centre de ressources communautaires d'Ottawa Ouest



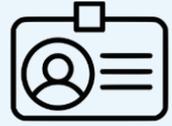
Espace réservé aux jeunes — Nuit de la jeunesse 2SLGBTQ+ au Centre de ressources communautaires Orléans-Cumberland



5 أمور عليكم معرفتها حول دعم الطلاب العابرين والعبّرات جندياً

1. استخدموا الأسماء والضمائر

ابدلوا جهد لاحترام الاسم والضمائر التي يرغب الطلاب الإشارة إليهم بها حتى عندما تتغيّر. سوف ترتكبوا الأخطاء؛ صححوا الخطأ وتابعوا!!



2. حافظوا على السريّة

لا تكشفوا الهوية الجنديرية للطلاب العابر أو العبّرة جندياً لباقي الموظفين أو الموظفين أو الطلبة أو ذويهم أو أولياء الأمور دون موافقة الطالب أو الطالبة. يُعد كشف الهوية الجنديرية خيانةً لثقة الطالب ويمكن أن يعرّض الطالب للخطر.



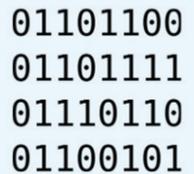
3. توقفوا عن الفصل بناءً على نوع الجندر

توقفوا عن فصل الطلاب بناءً على نوع الجندر. حتى لو لم يكن هناك طلاب عابرون وعبّرات جندياً معروفون بذلك، يشعر الكثير من الطلاب بعدم الراحة عند فرزهم في مجموعات بناءً على النوع الاجتماعي أو إجبارهم على الاختيار بين الانضمام لمجموعة الذكور أو الإناث.



4. العبور الجندي لا يعني أحد الخيارين

عندما يعرّف أحد الطلاب عن نفسه بكونه عبّراً أو عبّرة أو متنوعاً جندياً، تجنب افتراض ما يعني ذلك له أو ما هي أهدافهم من العبور. لا يعرّف جميع الطلاب عن أنفسهم بكونهم ذكوراً أو إناثاً أو يسعون إلى العبور من جندر لآخر.



5. اتّبِع رغبة الطلاب

الطلاب هم أكثر من يعرف احتياجاتهم الخاصة. إن لم تكن متأكداً من كيفية توفير احتياجات الطالب العابر أو العبّرة أو المتنوع جندياً، فالحل الأفضل هو أن تسألهم - أي حَمَامَ يرغب أو ترغب باستخدامه؟ مع أي فريق رياضي يرغب أو ترغب باللعب؟ مع مَنْ يحب أو تحب مشاركة الغرفة عند الذهاب في رحلات تتطلّب المبيت؟



يُلزَم المعلمون من الناحية المهنية والقانونية بدعم الطلاب العابرين والعبّرات والمتنوعين جندياً من مرحلة رياض الأطفال الأولى حتى الصف الثاني عشر

وُضعت من قبل كايدن سيورن Kaeden Seburn، برنامج العدالة والإنصاف. للاتصال sue.rice@ocdsb.ca

هل أنت طالب عابر أو عابرة جندرياً أو متنوع الهوية أو متسائل حول هويتك الجندرية؟ اعرفوا حقوقكم لجميع الطلاب الحق في...



1. ابدلوا جهد لاحترام الاسم والضمائر التي يرغب الطلاب الإشارة إليهم بها حتى عندما تتغير. سوف ترتكبوا الأخطاء؛ صححوا الخطأ وتابعوا!
2. استخدام الحمام المختار وكذلك غرف تغيير الملابس والأماكن الأخرى المخصصة حسب نوع الجندر، والمشاركة بالمجموعات المقسمة حسب نوع الجندر بالشكل الذي يريحكم عندما تكون هناك حاجة لفصل الأماكن حسب النوع الجندري؛
3. الشعور بالأمان من التعرض للمضايقات والتنمر والتمييز الخفي؛
4. عدم كشف موظفي المدرسة عن هويتكم الجندرية لأقرانكم أو أفراد العائلة أو ذويكم أو أولياء الأمور دون موافقتكم؛
5. إظهار هويتكم وتعبيركم الجندري، بما في ذلك الهوية اللا ثنائية، بأي شكل يُشعرك أو تُشعرك بالأمان والراحة
6. التواصل مع مجتمعكم!

أحد الموظفين الذي تستطيع التحدث معهم حول الجندر هو/ هي/ هم

تتضمن الموارد المجتمعية الأخرى المتوفرة في أوتاوا:



@saftyottawa - مجموعة للشباب العابرين والعابرات حندرياً من جميع الأعمار، ومعلومات حول الرعاية الصحية للعابرين والعابرات حندرياً



@kindspaceca - مجموعات الشباب الـ 2SLGBTQ+ في مركز المدينة



@tenoaksproject - سهرة سباحة للأطفال والشباب العابرين والعابرات حندرياً



@lgbtyouthline - دعم الأقران على الإنترنت للشباب الـ 2SLGBTQ+



Queerios كويريوز - مجموعة شباب 2SLGBTQ+ في مركز الموارد المجتمعية في غرب أوتاوا



Youth Space مكان الشباب - سهرة للشباب الـ 2SLGBTQ+ في مركز أورلينز كامبرلاند للموارد المجتمعية

وُضعت من قبل كايدن سيورن Kaeden Seburn، برنامج العدالة والإنصاف. للاتصال sue.rice@ocdsb.ca

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