



A D A A D A A D C A

who advocate for their Trans, Intersex, Two Spirit, and Gender Diverse children and youth in the Ontario education system









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.







The background features abstract, overlapping shapes in vibrant green and cyan. A large green shape is on the left, and a cyan shape is on the right. They overlap in the center, creating a white space where the word 'CONCEPTIONS' is located. The shapes have soft, curved edges and are set against a white background.

# CONCEPTIONS





# MISCONCEPTIONS



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.



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.

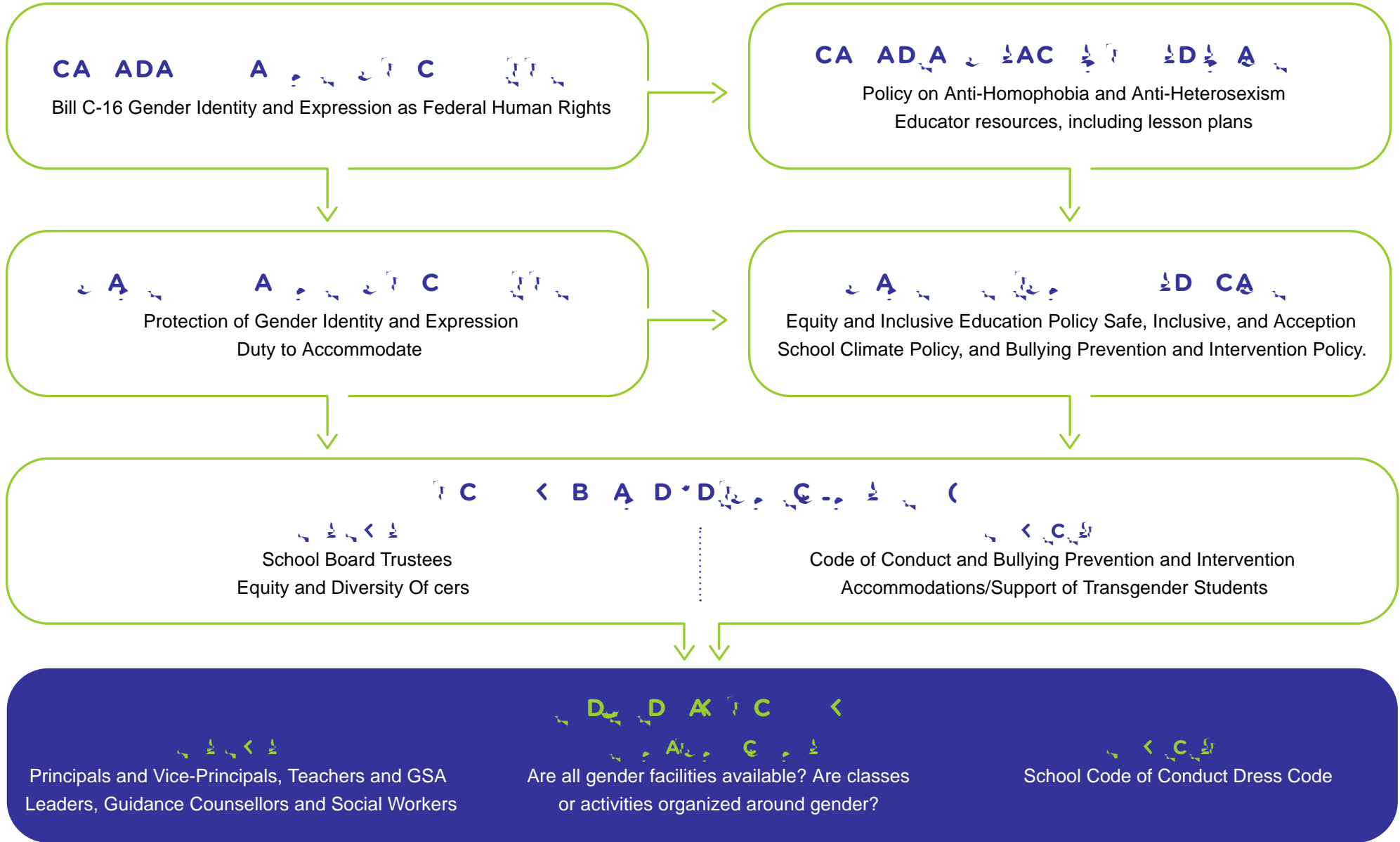


All transgender people go through a transition process by changing their name, using hormones, and undergoing surgery.



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.





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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.

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Policy on Anti-Homophobia and Anti-Heterosexism

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

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## C A C 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.

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

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“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).

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C M M B

Some school boards have positions for officials

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## DEAD C

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:





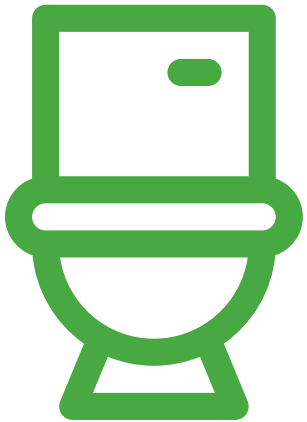


In this section, we will explore potential issues related to:

• **DDoS** • **Malware** • **Phishing** • **AI** • **GDPR** • **AC**



Schools and other institutions often segregate spaces like washrooms or change-rooms by the gender binary – offering an option



## Canadian Teachers Federation

- 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.

## Checklist for Schools

- 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?
- ## Checklist for School Boards
- 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

# GENDER AFFIRMING





- 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

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Ontario Human Rigde. 37).

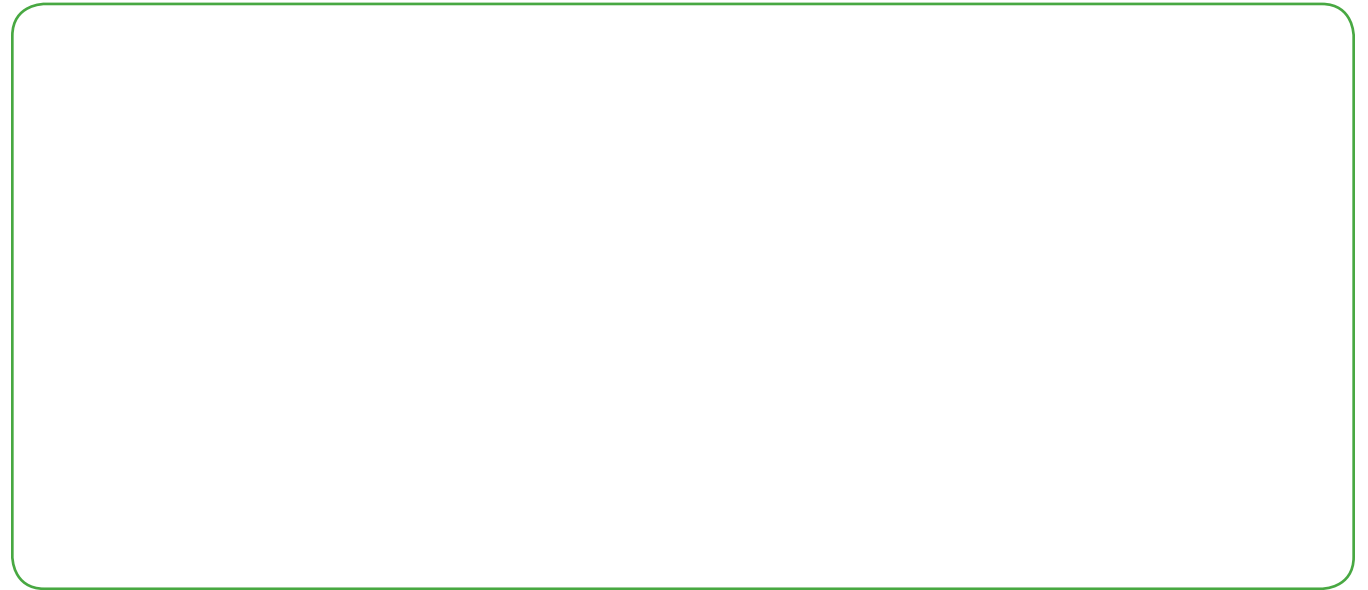
# DATA SYSTEMS

## 2.001

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.



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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).







- 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.
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### الموارد المفيدة

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:

[OCOT](#) [Egale](#) [CTF](#) [Welcoming Schools](#) [Webinar](#) [Human Rights Tribunal of Ontario](#)

- 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:

[OCOT](#) [Egale](#) [CTF](#) [Welcoming Schools](#) [Webinar](#) [Human Rights Tribunal of Ontario](#)

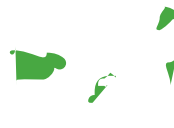


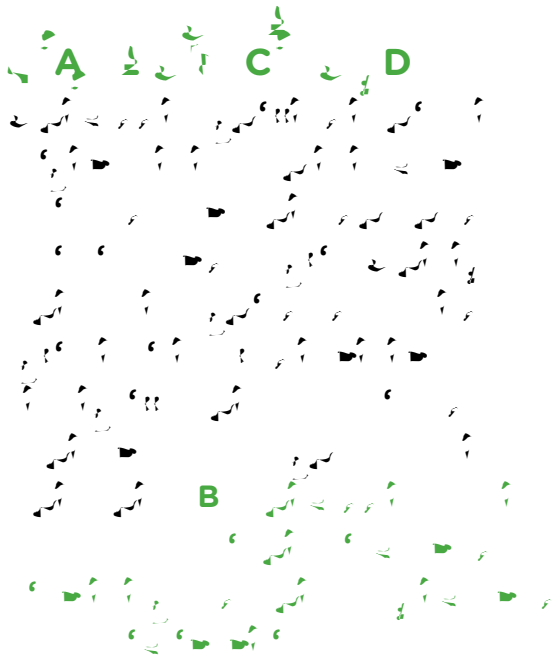


- The Canadian Teachers Federation Policy

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# HEALTH AND PHYSICAL





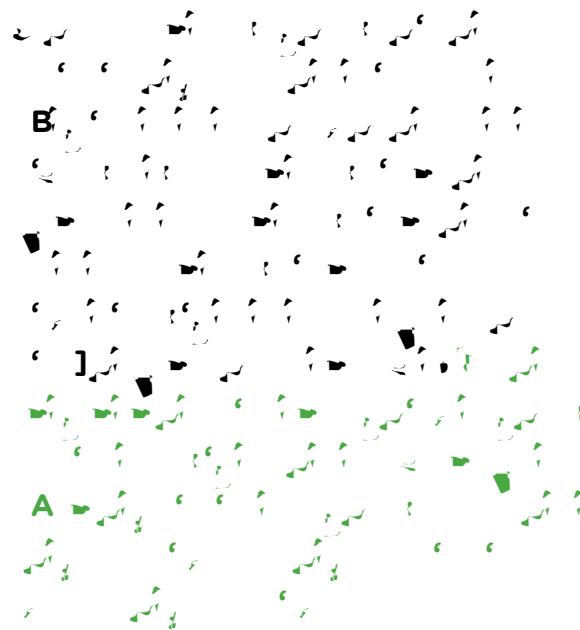
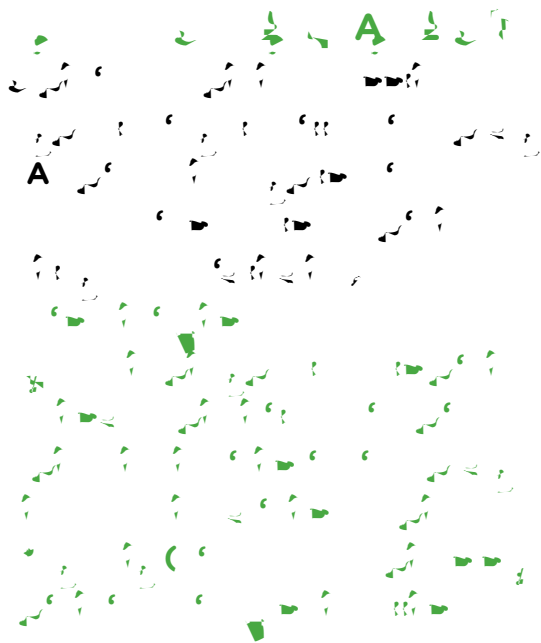


- Are health & physical education classes segregated by gender?

## 2.2.2.2

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.





## Canadian Teachers Federation

- 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

## Accommodation and Disclosure Plan

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

## Take a look at this

[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.

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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:
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# MAKING E

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ACC DA A	What accomm		What preparation is necessary before the accommodation begins? (Policy Updates? Training/Education? Infrastructure?)	What needs to happen now that the accommodations have begun? (Policy Updates? Training/Education? Infrastructure?)
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ACC DA A such as washrooms or change rooms				
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<p>Who will be told? Who will NOT be told?</p>	<p>Who will be told? Who will NOT be told?</p>	<p>Who will communicate? (Student? Parent? Ally? Principal? Teacher? Gender Affirming Support Team Member?)</p>	<p>What will be communicated? (Name change? New pronouns? Expectations? Accommodations?)</p>	<p>How will it be communicated? (In person discussion or announcement, through email or letter)</p>	<p>When will it be communicated?</p>	<p>Will the student be present? (If student is not disclosing)</p>
<p>Which staff will be informed? (All staff? Only teachers which interact with the student?)</p>	<p>Work directly with student</p>					
	<p>Don't work directly with student</p>					
<p>Which peers will be informed? (Only peers in student's class? Only in student's grade? Only friends? All students?)</p>						
<p>Which parents will be informed? (No parents? Only parents of classmates? Only parents of peers in the same grade? All parents?)</p>						

 <p>Activities that will be impacted</p>					
 <p>Navigating disclosure to supply teachers</p>					
 <p>Disclosure in the context of eld trips</p>					


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# INCLUSION

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(Your School)

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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			





# INCLUSION

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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:			

# INCLUSION

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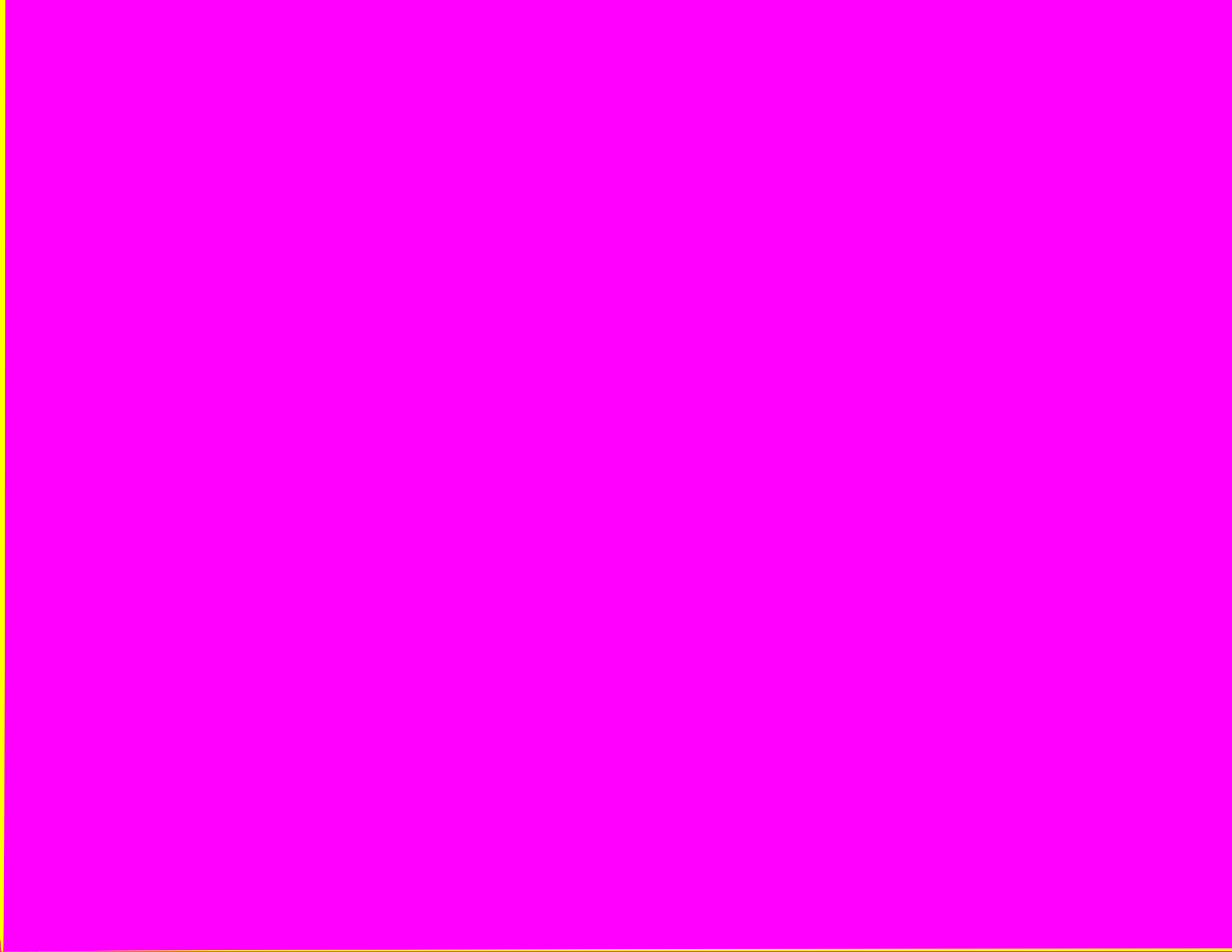


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<p>PFLAG Ontario Chapters in: Barrie-Simcoe County, Brantford, Cobourg-Northumberland, Cornwall/ Hawkesbury, Durham Region, Fenelon Falls, Hamilton/ Wentworth, Kenora, Lindsay – Kawartha Lakes, London, Niagara, Muskoka, Ottawa, Owen Sound, Peel Region, 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>PFLAG website: <a href="#">PFLAG website</a></p> <p>PFLAG Chapters website: <a href="#">PFLAG Chapters website</a></p> <p>Phone: 1-888-530-6777 ext. 226. Email: <a href="mailto:gender@pafcanada.ca">gender@pafcanada.ca</a></p>

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<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>Gender Creative Kids website: <a href="#">Gender Creative Kids website</a></p> <p>Gender Creative Kids Facebook: <a href="#">Gender Creative Kids Facebook</a></p>
<p>Trans Parent Canada</p>	<p>National online resource for parents of trans children in Canada.</p>	<p><a href="#">Trans Parent Canada</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="#">Families in TRANSition</a></p>



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.	
Skylark Youth	Toronto	After-school drop-in program for LGBTQI2S youth and allies, ages 13-21	
Supporting Our Youth (SOY)	Toronto	Offer a variety of programming for LGBTQ youth who are 29 years old and under.	
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.	 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.	
Native Youth Sexual Health Network: Two Spirit & Indigenous LGBTQQIA 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.	 Email: <a href="mailto:twospiritcircle@gmail.com">twospiritcircle@gmail.com</a>
Open Closet	London	Social support group for LGBTQI2S youth 14-18.	
OK2BME	Kitchener and Waterloo	Community mental health services organization for LGBTQ youth, children (ages 13-18) and their families. Includes individual	

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Positive Space Network Halton	Oakville		



# RESOURCES

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Flamingo Rampant Books

A series of feminist, racially-diverse, LGBTQ-positive books for children and families.

Camp Ten Oaks

A one week sleep-away summer camp for children ages 8-17 in the Ottawa area.

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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.

C C D 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.

C C D 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.

C C D A











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: