

GENDER IDENTITY & GENDER EXPRESSION GUIDELINES

A. Statement of Commitment

The Peel District School Board is committed to upholding the inherent dignity and worth of all persons, and places high value on protecting all members of its community from discrimination and harassment. All individuals have the right to be who they are openly. This includes expressing gender identity without fear of discrimination or reprisal, as well as the right to be treated with dignity and respect.

B. Background

The Peel Board's Mission, Vision and Values reflect a commitment to providing equity of access and opportunity for all students and staff to learn, work and develop in a climate that is nurturing, engaging, respectful and inclusive. The Report Card for Student Success, the Peel Board's strategic plan, includes the following core areas:

- ensuring safe and appropriate places to work and learn
- achieving equity

These guidelines were developed in this context, and the implementation and operation will similarly reflect this commitment.

All school boards exist within a broader context of law and public policy that protect and defend human rights. The Peel Board is committed to ensuring a learning and working environment in which everyone is treated with respect, and no one is subject to discrimination. This commitment stems from the Peel Board's own philosophy and its obligations under the Ontario *Human Rights Code* (the *Code*).

Every person has a right to an education and a workplace free from harassment and discrimination on any of the enumerated grounds in the *Code*. This document deals specifically with the enumerated grounds of sex, gender, identity, gender expression and sexual orientation.

These guidelines are aligned with, and support the principles and expectations of the Peel Board's [Board Policy 51 - Human Rights](#), the [Board Policy 54 - Equity and Inclusive Education](#), and the [Board Policy 48 - Safe Schools](#). At all times, these guidelines should be interpreted to be consistent with the Peel Board's policies and the *Human Rights Code*.

The Ontario *Human Rights Code* (the *Code*) provides for equal rights and opportunities, and freedom from discrimination. The *Code* recognizes the inherent dignity and worth of every person in Ontario.

People who are discriminated against or harassed because of gender identity are legally protected under the ground of sex. This includes transsexual, transgender and intersex persons, cross-dressers, and other people whose gender identity or expression is, or is seen to be, different from their birth-identified sex. ([Ontario Human Rights Commission – Gender Identity and Gender Expression Brochure](#))

Within the context of this document, the term *trans* will be used as an umbrella term referring to people with fluid, variant and diverse gender identities and expressions that differ from stereotypical gender norms.¹

C. Purpose of the Guidelines

These guidelines set out the Peel board's best practices related to accommodation based on gender identity and gender expression. The guidelines have been designed to ensure inclusion, raise awareness and help protect against discrimination and harassment related to gender identity and gender expression. It is intended that this document will support members of the wider Peel Board community to fulfill our shared obligation to promote the dignity and equality of the spectrum of gender identity and gender expression.

These guidelines:

1. support the inclusion of individuals on the basis of gender identity and gender expression;
2. facilitate appropriate accommodation on the basis of gender identity and gender expression;
3. promote awareness of gender identity and gender expression; and
4. are not intended to be exhaustive, or a step-by-step procedure for facilitating gender identity and gender expression inclusion.

D. Application of the Guidelines

It is expected that these guidelines be used to respectfully engage in a collaborative process that recognizes the realities of every person's experience.

The following points illustrate the context in which these guidelines were developed in order to facilitate the gender transition process for students and staff:

- this is an evolving area of law and policy
- the need for considered and measured discussions of what is appropriate in the circumstances, recognizing that circumstances may evolve and change over time in accordance with the needs of the individual

E. Glossary for Understanding Gender Identity and Gender Expression²

The words people use to describe themselves and others are very important. Appropriate use of words or terms can affirm identities and challenge discriminatory attitudes. Words or terms that do not honour an individual's choice can disempower, demean and reinforce exclusion. While these terms and explanations are considered appropriate at the time of publication of these guidelines, meaning and use can evolve and change over time. Generally, when in doubt, asking a person how they self-identify is the most respectful approach.

Biology does not imply identity; nor do behaviour and expression alone constitute identity.

¹ Ontario Human Rights Commission Policy on Preventing Discrimination because of Gender Identity and Gender Expression, 2014.

² OHRC Policy on Preventing discrimination because of gender identity and gender expression, [Appendix B: http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression/appendix-b-glossary-understanding-gender-identity-and-expression](http://www.ohrc.on.ca/en/policy-preventing-discrimination-because-gender-identity-and-gender-expression/appendix-b-glossary-understanding-gender-identity-and-expression)

- **Cisgender and cisnormativity:** most people are “cisgender” (“cis” meaning “the same as”); that is, their gender identity is in line with or “matches” the sex they were assigned at birth. Cisnormativity 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 (cisprivilege) may be unintentional and unrecognized by the people or organizations responsible.
- **Gender:** is a social construct of behaviours, actions and roles that relates to “maleness” and “femaleness”. Social constructs related to gender can vary depending on the culture and can change over time. See also **Sex**.
- **Gender binary:** a social system whereby people are thought to be either one of two genders: man or woman. These genders are expected to correspond to 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 people who feel that their birth sex does not match their gender or that their gender is fluid and not fixed.
- **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 may 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, preferred pronoun 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 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.

For most people, their sex and gender identity align (see **Cisgender**). A person may be born male but identify as a woman, or born female but 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 fluid/gender variant/gender queer:** individuals who do not identify with 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 non-conforming may or may not identify as trans.
- **Gender norms:** the gender binary influences what society considers “normal” or acceptable behaviour, dress, 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.

- **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 a woman with XY chromosomes or a man with ovaries instead of testes. Intersex characteristics occur in one out of every 1,500 births. Typically intersex people are assigned one sex, male or female, at birth. Some intersex people identify with their assigned sex, while others do not. Some choose to identify as intersex. Intersex people do not necessarily identify as transgender or transsexual.
- **“Lived” gender identity:** the gender a person internally feels (“gender identity” along the gender spectrum) and publicly expresses (“gender expression”) in their daily life including at work, while shopping or accessing other services, in their housing environment or in the broader community.
- **Pansexual:** is a sexual orientation. Pansexual is sexual attraction, romantic love, or emotional attraction toward people of any sex or gender identity. Pansexual people may refer to themselves as gender-blind, asserting that gender and sex are insignificant or irrelevant in determining whether they will be sexually attracted to others.
- **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 refers to a person’s physical characteristics, “gender” is a social construct referring to “maleness” or “femaleness”. 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. See also **Gender**.
- **Sexual orientation:** sexual orientation describes human sexuality (attraction), including gay and lesbian to bisexual, pansexual and heterosexual orientations. A person’s gender identity is fundamentally different from and not related to their sexual orientation. Even though a person identifies as trans, this does not predict or reveal anything about their sexual orientation. A trans person may identify as gay, lesbian, queer, straight, pansexual or bisexual.
- **Trans or transgender:** an umbrella term that includes people whose gender identity varies 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. See also **Transsexual**.

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 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 identify 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, a person with a trans history, a person in the process of transitioning, a trans man, trans woman, transsexual, or gender non-conforming.

- **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 (female-to-male FTM). A person whose sex assigned at birth is “male” and identifies as a woman may also identify as a trans woman (male-to-female MTF).

- **Transitioning:** refers to a host of activities that some trans people may pursue to affirm their gender identity. This may include changes to their name, sex designation, dress, voice, the use of specific pronouns, and possibly medically supportive treatments such as hormone therapy, sex-reassignment 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.
- **Transphobia:** the aversion to, fear or hatred or intolerance of trans people and trans 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. See also **Transgender**.
- **Two-Spirit:** a term used by First Nations peoples 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 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.

F. Legal Duty to Accommodate

The Peel Board has a legal duty to accommodate the needs of people because of their gender identity and gender expression. The right to accommodation belongs to the student/staff member who seeks accommodation.

The goal of accommodation is to facilitate an inclusive environment that supports and respects the dignity of all. While it is not necessary for a student's parent(s)/guardian(s) to consent in order for the student to be accommodated while at school, parental/guardian involvement in the multi-party process of accommodation is preferred.

In responding to a request for accommodation, the Peel Board will accommodate in consideration of several factors, such as undue hardship, including: the cost of the accommodation to the Board; health and safety risks to the person requesting accommodation and to others; and the effect of accommodation on the Peel Board's ability to fulfill its duties under its policies, the Education Act and the Ontario *Human Rights Code*.

The duty to accommodate is made up of several principles, including respect for dignity, individualization, integration and full participation. An accommodation that works for one cannot simply be assumed to be appropriate for another.

The duty to accommodate has both a procedural and substantive component. The procedural duty involves the considerations, assessments and steps taken to respond to each person's accommodation need. The specifics of each accommodation may change over time.

Accommodation is a multi-party process with shared responsibility. Everyone must work together cooperatively and respectfully to explore and implement appropriate accommodation solutions.

Board and school staff must consider each student's or employee's needs and concerns separately. Each individual is unique with different needs.

Failure to accommodate may lead to a finding of discrimination under the *Code*.

G. Principles for Students and Staff

Students and staff should be encouraged to use gender-neutral and gender inclusive language in Peel board schools and workplaces. For example, some people do not feel included in the generic binary of "he or she". Students and staff may wish to write so as to avoid this binary. An increasingly common and accepted strategy is to use "they" as a gender-neutral singular pronoun, as this document often does.

The lexicon on gender neutral and gender inclusive pronouns is fluid and evolving. An individual's self-identification is the sole measure of the individual's gender. Requiring an individual to "prove" their gender (by requiring a doctor's letter, identity documents, etc.) is not acceptable.

i) *Curriculum Integration and Access to Accurate Information*

Too often, the existence of trans people is erased or only included in a highly stigmatized way in classrooms, as well as in the media and popular culture. The lack of any positive acknowledgment of trans issues or trans history makes it difficult for trans or questioning young people to feel that they have a place in the world. Unless it is corrected, the omission of trans people from the curriculum creates a misconception among many students that transgender people do not exist or are an object of scorn. Therefore, school board and school staff are expected to challenge gender stereotypes and integrate trans-positive content into the teaching of all subject areas in accordance with Peel board policies and procedures and aligned with Provincial legislation, including the Ontario *Human Rights Code*.

School board and school-based curriculum leaders must integrate trans-awareness and trans-positive advocacy training into staff professional development curricula. Librarians must acquire trans-positive fiction and non-fiction books for school libraries and encourage the circulation of books that teach about trans identities.

ii) *Professional Learning, Advocacy Support, and Role Models*

Often, transgender and gender fluid individuals feel like they are alone in the world. There are very few transgender role models in schools and workplaces. Leaders should be aware of this when making hiring decisions.

Peel Board policy and provincial legislation requires school board leaders to ensure staff are educated in gender diversity, advocacy and gender inclusive education, in challenging gender stereotypes, and in using gender neutral and inclusive language.

Any administrator/manager/supervisor who has been asked to facilitate an accommodation within the scope of these guidelines, will contact School Support Services (for student accommodation) or the Human Rights Manager, (for staff accommodation) to consult on the identification and implementation of appropriate accommodation.

The Peel Board will support actions, activities and campaigns that are trans-positive and create awareness about and seek to end, transphobia, gender stereotypes, and gender-based discrimination and violence.

H. Confidentiality and Privacy

Gender identity and gender expression are self-determined identities. The individual determines when, what and to whom this information should be disclosed. The right to accommodation belongs to the student/staff member who is to be accommodated.

All individuals have a right to privacy regarding disclosure of information related to their gender identity and gender expression.

Some individuals are not open about their identity for safety or other reasons. The trans status of an individual is considered to be confidential and should only be disclosed to those who require the information for their role in facilitating the accommodation or requested support. It is important to avoid breaches of confidentiality and privacy, as these may compromise the safety of individuals. This is true regardless of the age of the individual. Disclosure regarding gender identity from a student must be maintained confidentially by a staff member unless or until the student consents to their parent(s)/guardian(s) being informed.

The balance between maintaining a student's privacy and implementing an accommodation plan can be impacted by the age and independence of a student. Because most students are not wholly independent and continue to live with their parent(s)/guardian(s), one of the factors that must be considered when a student seeks accommodation at school, is the student's desire to maintain privacy regarding their preferred gender identity.

In the case of students who have **not** removed themselves from the care and control of their parent(s)/guardian(s), consideration must be given to the information that is directly communicated to a student's parent(s)/guardian(s) and the information that might be incidentally or unknowingly communicated by staff, other students and other members of the school community.

Depending on the circumstances and the accommodations being sought, it may not be reasonable, or even possible, to expect that a student's accommodations while at school will remain strictly private. It is not reasonable for a student to expect to maintain in a confidential manner a different gender identity while attending school than their gender identity while at home.

I. Procedural Requirements Regarding Students

The right to accommodation belongs to the student who is seeking accommodation. Therefore, the right of a student to accommodation is not subject to consent or permission from the student's parent(s)/guardian(s).

In the case of students who have not removed themselves from the care and control of their parent(s)/guardian(s), consideration must be given to the appropriateness and extent of parental involvement in the accommodation process. While consent/permission from a student's parent/guardian is not necessary in order to implement an accommodation plan, wherever possible, the accommodation process should include consultation with that student's parent/guardian.

When a student desires to maintain their preferred gender identity confidential from their parent(s)/guardian(s), it may not be possible to implement all of the desired accommodation measures. Issues that should be considered by the school in consultation with the student, include:

- the student's fear for safety;
- the student's fear of exclusion by parent(s)/guardians or other family members; and
- whether or not the student's preferred gender identity has been or will be disclosed to siblings, other family members, friends and/or members of the broader school community.

While a student's disclosure may be maintained confidentially, it is not reasonable for a student to expect to maintain in a confidential manner one gender identity while attending school and a different gender identity while at home. In circumstances where a student seeks to have a different gender identity while attending school and for that identity to be kept confidential from their parent(s)/guardian(s), it will be necessary for the school to explain that, in a school setting, the principal cannot ensure that all students and staff maintain the student's gender identity strictly private.

The procedures related to facilitating gender identity and gender expression are related to individual requests for gender identity support and may include the following logistical considerations:

- ongoing dialogue
- case by case analysis
- primary contact person/support person in the school
- consultation in order to strategize appropriate support
- the involvement of parents/guardians
- the importance of privacy
- context specific

Home Contact. If school staff contact the home of a trans student regarding the student's gender identity, this should only be done with the express permission of the student. In all other circumstances, the student's accommodation plan should identify an agreed and appropriate way to reference the student's gender identity and what personal information may be disclosed. In some cases, a student's preferred gender identity may remain confidential, in order to maintain that the student's privacy. However, in a school setting it is not possible for a student to expect that different gender identities at home and at school can be maintained confidentially.

Official Records. The school will change a student's *official* records (Ontario Student Record, report cards, transcripts and diplomas) to reflect a change in legal name only upon receipt of documentation that such legal name has been changed.

The school will change a student's official records to reflect a change in gender identity upon request from the student.

Names/Pronouns. All students, including trans students, have the right to be addressed by a preferred name and self-identified pronoun. This is true regardless of whether the student has obtained a legal name or sex designation change. For example, in the Student Information System, a student's "preferred or chosen name" and a change of gender can be used on any non-official record, such as class lists, timetables.

Intentionally addressing a student by other than their preferred name or pronoun is discriminatory and is unacceptable.

Students who wish to use pronouns other than the masculine or the feminine must be accommodated.

Washroom Access. All students have a right to safe restroom facilities and the right to use a washroom that best corresponds to the student's lived gender identity, regardless of the student's sex assigned at birth. Schools will provide an easily accessible all-gender single stall washroom for use by anyone.

Use of an all-gender single stall washroom should be an option students may choose, but should not be imposed upon a student by the school because of the student's gender identity. Where such facilities are not available, schools will make efforts to explore mutually agreeable alternatives.

Student Dress Code. Schools should be flexible and gender-neutral regarding expectations of student attire. Students should not have to choose between what is perceived to be 'male' or 'female' clothing.

Sports Activities, Gym Classes and Change Rooms. School staff must ensure students can exercise their right to participate in gender-segregated sports and Physical Education (PE) class activities in line with each student's preferred gender identity.

Students have the right to a safe change-room that corresponds to their gender identity. Trans students have the right to accommodation that best meets the individual student's self-identified needs and should be determined on a case-by-case basis. Such accommodations **can** 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 (a bathroom stall with a door; an area separated by a curtain; a PE instructor's office in the change-room);
- (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; a health room);
- (e) access to the change room corresponding to the student's assigned sex at birth; or
- (f) satisfaction of the PE requirement by independent study outside of gym class.

Gender Segregation in Other Areas. As a general rule, in any other circumstances where students may be separated by gender in school activities, students shall be permitted to participate in accordance with their gender identity.

Activities that may involve overnight sleeping accommodations will be addressed on a case-by-case basis. In such circumstances, staff shall make every reasonable effort to provide an acceptable accommodation. If, for reasons of privacy or safety, trans students find standard gender-separated sleeping accommodations or shared accommodations unacceptable, private accommodations should be made available to the student at no additional cost.

Student Engagement and Student Leadership. Schools should support the development of a Gay-Straight Alliance based on the following section of the Education Act:

***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.

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.

J. Procedural Requirements Regarding Staff

Individuals have the right to be who they are openly. This includes expressing one's gender identity without fear of unwanted consequences, as well as the right to be treated with dignity and respect.

- **Gender Expression.** All staff have the right to dress in a manner consistent with their gender expression. For staff who are transitioning, the decision as to when and how to begin to present as the gender they identify as, is the individual's choice.
- **Washroom Access.** Staff have the right to use a washroom that corresponds to their gender identity, regardless of their assigned sex at birth. Requiring staff members to "prove" their gender (by requiring a doctor's letter, identity documents, etc.) is not acceptable. The staff member's self-identification is the sole measure of their gender.

Where possible, schools and worksites will also provide an easily accessible all-gender single stall washroom for use by any staff member. However, use of an all-gender single stall washroom should always be a matter of choice for a staff member.

- **Request for Accommodation.** Individuals in the gender transition process are encouraged to speak with their immediate supervisor regarding any accommodation needs.

Internal and external resources to assist transitioning individuals in this educational effort are listed at the end of this document.

- **Considerations for Managers and Supervisors.** Managers and supervisors should be careful of voicing personal opinions regarding a staff member's appearance. If a staff member dresses or behaves in a manner inappropriate for the workplace, this issue should be dealt with in the same manner it would with any other staff member.

Any administrator/manager/supervisor who has been asked to facilitate an accommodation within the scope of these guidelines, will contact School Support Services (for student accommodation) or the Human Rights Manager (for staff accommodation) to consult on the identification and implementation of appropriate accommodation.

Further Advice for Administrators/Managers/Supervisors Regarding the Initial Conversation with an Employee Who is Transitioning

Begin by reassuring the employee that you will be as supportive as possible. Assure the employee that they are covered by the Peel board Human Rights Policy (#51) and the Ontario *Human Rights Code*, both of which recognize the individual's inherent dignity and worth, provide for equal rights and opportunities without discrimination, and aim to create a climate of understanding and mutual respect.

Co-workers and Community Awareness

A lack of knowledge about transgender issues has the potential for creating misunderstanding and tension in the workplace. Managers should remind all staff that they are expected to conduct themselves in accordance with the Peel Board's Human Rights Policy and related procedures.

Pronoun and Name Changes

In everyday written and oral communication the new name and pronouns should be used when the employee indicates they are ready.

Intentionally addressing an employee by the incorrect name or pronoun is considered a form of discrimination and is not condoned.

Any staff member who chooses to use pronouns other than the masculine or the feminine (such as 'ze', 'hir' and 'they') needs to be accommodated appropriately.

Related Policies:

[Board Policy 48 - Safe Schools](#)

[Board Policy 51 - Human Rights](#)

[Board Policy 54 - Equity and Inclusive Education](#)

[Board Policy 56 - Occupational Health and Safety](#)

August 29, 2017

Appendix A: Considerations for Gender Transition Planning (for students and staff)

The process of gender transitioning is significant and potentially sensitive for the individuals involved, and therefore, necessitates a fulsome and respectful conversation focused on understanding the needs of the individual. These considerations are intended to provide guidance to facilitate gender transitioning. The items outlined below are suggested considerations, and individual circumstances may require variation from this suggested list. When preparing a Gender Transition Plan, be mindful that individual needs and experiences may vary from person to person and over time. Therefore, it may be appropriate to revisit these considerations periodically.

Considerations in the gender transition planning:

- Identify the appropriate parties to be part of the planning process.
- Determine whether, when, whom and how to inform others of the change in gender identity.
- Determine what changes will be made to records and systems and when.
- Establish when and which pronouns and preferred names will be used.
- Determine preferences for use of washrooms and other gender-specific facilities and activities.
- Discuss any concerns related to gender expression.
- Determine relevant and timely training.
- Discuss any time off that may be required for medical treatment.
- Identify supports to facilitate transition and interactions in the school or workplace community.
- Inform individuals of policies and processes related to protections against harassment and discrimination.
- Determine any other supports that may be required.

Special Considerations for Students

- Determine the appropriateness and extent of parental involvement

Special Considerations for Staff

- Determine any need to connect with staff in the Abilities and Wellness departments as appropriate



Appendix B: Gender Identity and Gender Expression Support Planning Template

Before meeting to develop an accommodation plan, **please review the Peel District School Board's Gender Identity and Gender Expression Guidelines**. In consultation with the person requesting accommodation, identify the appropriate parties to be part of the planning process.

The Peel District School Board's Mission, Vision and Values reflect a commitment to providing equity of access and opportunity for all students and staff to learn, work and develop in a climate that is nurturing, engaging, respectful and inclusive. It is expected that this plan be created by respectfully engaging in a collaborative process that recognizes the ***uniqueness of each person's experience***.

Reminder: all individuals have a right to privacy regarding disclosure of information related to their gender identity and gender expression.

Student Name	
Student Number	
School Name	
Date of Request	
Name of Manager /Administrator	
Other Attendees	

1. Discuss whether, when, with whom and how to inform others of the change in gender identity and accommodations.

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2. Discuss when and what changes will be made to records and systems. This could include a change in gender indicator (no documentation required), a change in preferred name (no documentation required), and/or a change in legal name (official birth certificate with new name required).

3. Establish when and which pronouns and preferred names will be used. This is to be determined by the individual.

4. Discuss and establish preferences for use of washrooms and other gender-specific facilities and activities. This could include change rooms, teams, and overnight excursions.

5. Discuss any relevant supports that may be required if an absence from school is part of the requested accommodation. This could include homework arrangements and/or home instruction.

6. Discuss any further questions or concerns related to the requested accommodations.

7. Inform individuals of policies and processes related to protections against harassment and discrimination.

[Board Policy 51 - Human Rights](#)

[Board Policy 54 - Equity and Inclusive Education](#)

8. Inform individuals about additional support resources that are available (see [Appendix C](#)).

When preparing a Gender Identity and Gender Expression Support Plan, be mindful that individual needs and experiences may vary from person to person and over time. Therefore, it may be appropriate to revisit this plan periodically.

Appendix C: Resource List

General Resources

Egale Canada: www.egale.ca

Rainbow Health Ontario: www.rainbowhealthontario.ca

Positive Space Coalition of Peel: www.postitivespacepeel.ca

Student Resources:

Associated Youth Services of Peel: Offers a youth group for youth aged 12-18.
905-890-5222 www.aysp.ca

Central Toronto Youth Services: www.ctys.org 416-924-2100

Gender Creative Kids: www.gendercreativekids.ca

Supporting Our Youth: www.soytoronto.org 416-324-5077

Telephone support:

LGBT Youthline: 647-694-4275

Translifeline: 877-330-6366 www.translife.org

Kids Help Phone: 1-800-668-6868 www.kidshelpphone.ca

Parents

PFLAG: www.community.PFLAG.org

LGBTQ Parenting Support Network: www.lgbtgpn.ca

Queer Family Mixer: www.the519.org

Transceptance: www.ctys.org/transceptance-parent-support-group

TransParent Canada : www.transparentcanada.ca

Families in Transition, A Resource Guide : <http://www.ctys.org/wp-content/uploads/2013/06/familiesintransition.pdf>

Adults

East Mississauga Community Health Centre: www.eastmississaugachc.org

QXposure Partnership: www.qxposure.blogspot.ca

The 519: www.the519.org

Peel Transitions: www.peeltransitions.com

Translifeline: www.translifeline.org

Educators

Public Health Agency of Canada: Questions and Answers: Gender Identity in Schools.
<http://www.education.gov.sk.ca/Q-and-A-gender-identity>

Pride Education Network BC: www.pridenet.ca

Supporting transgender and Transsexual Students in K-12 Schools, A Guide for Educators.
Available through the Canadian Teachers Federation: www.ctf-fce.ca

Pride Education Network 2011: The Gender Spectrum: What Educators Need to Know.
<http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Safe and Caring Schools for Transgender Students: A Guide for Teachers.
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