



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

GENDER IDENTITY AND GENDER EXPRESSION

GUIDE TO SUPPORT OUR STUDENTS

INCLUSIVE, SAFE AND CARING PROGRAMS





ACKNOWLEDGEMENTS

The OCDSB would like to thank district and school staff for their ongoing commitment and advocacy for transgender and gender diverse students and families. We would like to acknowledge our students and families who have been courageous in working as change agents in our schools. We also acknowledge the significant contributions of the Rainbow Service Provider's Network, who provide community support to our students, staff and parents in the OCDSB community.

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INTRODUCTION

The Ottawa-Carleton District School Board (OCDSB) is committed to ensuring the physical and emotional safety of all students. As part of this commitment, we want to make sure students of all gender expressions and identities feel safe, welcomed and accepted in our schools.

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. 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 who are discriminated against or harassed because of their gender identity and/or gender expression are legally protected from discrimination under the Code. This includes transsexual, transgender, two-spirit and intersex persons, crossdressers, and other people whose gender identity or expression is, or is seen to be, different from their birth-identified sex.

PURPOSE

This document sets out the OCDSB's guidelines related to accommodation based on gender identity and gender expression. It has been designed to raise awareness and help protect against discrimination and harassment. It is intended that this document 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 norms are protected, understood and accepted. It is important that we recognize that all members of our school communities are entitled to particular supports and protections. This includes students who are transitioning, identify as androgynous, gender creative, gender independent, gender fluid, gender variant, gender diverse, gender non-conforming, intersex, two-spirit, transgender, transsexual or trans*.

It is expected that the guidelines will be adhered to in general; however, it is also recognized that specific accommodations sought are to be fulfilled on a case-by-case basis and individualized to best meet the needs of the student and/or family who is making an accommodation request.

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 any incident of bullying, harassment, discrimination, or violence is to be handled in accordance with OCDSB policies and procedures.

Student Roles and Responsibilities:

- ◆ Respect the rights of all members of the school community with regard to their gender identity and gender expression
- ◆ Support the safety and well-being of all students
- ◆ Celebrate the diversity of the student population

Parent Roles and Responsibilities:

- ◆ Demonstrate respect for the rights for all students, staff, parents, and members of the school community with regard to their gender identity and gender expression
- ◆ Engage in initiatives that foster a positive, safe school environment
- ◆ Work with the school Principal and other staff to request and fulfill an accommodation request



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 terms are found on page 10.

Staff Roles and Responsibilities:

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

- ◆ Respect the rights of all members of the school community with regard to their gender identity and gender expression and are in compliance with the Ontario Human Rights Code
- ◆ Support the safety and well-being of all students
- ◆ Celebrate the diversity of the student population
- ◆ Take personal responsibility to educate themselves (i.e., be 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 and learning environment
- ◆ Ensure curriculum and classroom materials and activities contain positive images and accurate information about history and culture which reflects the accomplishments and contributions of transgender and gender diverse people, in accordance with Ontario's Equity and Inclusive Education Strategy and OCDSB practice
- ◆ Develop a plan to prevent and respond to transphobic incidents (e.g. bullying prevention plan, develop safer spaces, education for students, responses according to OCDSB safe schools policies and procedures)
- ◆ Work with student and/or family to support and fulfill an accommodation request(s)
- ◆ Respect confidentiality in the event of disclosure of a student's gender identity

District Roles and Responsibilities:

- ◆ Ensure that OCDSB guidelines, policies and procedures are reflective in nature of transgender and gender diverse students 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 inclusive curriculum, instructional strategies that reflect the diverse needs of students and pathways for all learners
- ◆ Support schools in issues of equity (including gender identity) within the existing structures, practices and environments
- ◆ Provide professional development opportunities and other supports for district personnel and school staff on creating inclusive learning environments for transgender and gender diverse students
- ◆ Work in partnership with transgender and gender diverse communities

ACCOMMODATION GUIDELINES FOR STUDENTS



Accommodation Based on Request

The OCDSB will take reasonable steps to provide accommodation to students making a request based on their right to free gender expression and/or gender identity. The district will balance its decision on how to best accommodate the student with several factors including: the dignity of the person making the request; the goal of inclusiveness; health and safety concerns; the cost of the accommodation to the district and the effect of the accommodation on the district's ability to fulfill its duties under district policies, the Education Act, and the Ontario Human Rights Code.

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.

Accommodations are made upon request, regardless of the age of the student, on a case by case basis. Whenever possible, school staff will work collaboratively with the student and the parent/guardian. In the event of a safety risk to the student, the OCDSB will follow the appropriate policies and procedures.

An accommodation request should be made in writing to the school principal. The request may come directly from the student or the student's legal guardian(s). Staff may also work in an advocacy capacity and work with the student to support them in their request. The school will work together with the student and/or family 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. 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.**

Confidentiality

All students have a right to confidentiality; schools must keep a student's transgender/gender diverse status confidential. Therefore, school staff should not disclose a student's transgender/gender diverse status to others unless there is a specific "need to know" (e.g., to fulfill a specific accommodation request). School staff will ensure that consent is sought from the student and the student's family prior to the sharing of information in order to fulfill an accommodation request.

Names/Pronouns

Transgender, intersex, two-spirit and gender diverse students have the right to be addressed by a name and pronoun corresponding to their gender identity. 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, etc.) School staff may need to make manual changes to report cards and diplomas to ensure that the preferred name and pronouns appear on these documents.

Students who wish to use gender diverse pronouns such as "they", "them", "zhe", "ze", "hir" to identify themselves will be accommodated.

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 take reasonable and timely steps to address the request for an accommodation. Students and their families, who feel that their accommodation needs remain unmet, may speak to the Superintendent of Instruction assigned to the school.

Individual Procedures



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

Official Records

For changes to official school records, school staff will work collaboratively with the student and the parent/guardian as part of the process.

The school will change a student's official records (Ontario Student Record (OSR) and Ontario Education Number (OEN)) to reflect a change in legal name upon receipt of documentation that such legal name has been changed (i.e. birth certificate).

The school will change a student's official records to reflect a change in gender upon request of the student. No supporting documentation is required for this change.

The school will also change the preferred first name upon request of the student.

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 gender identity and gender expression, 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 not acceptable. A student's self-identification is the sole measure of the student's gender.

Where possible, schools will also provide an easily accessible all-gender single stall washroom for use by any student who desires increased privacy, regardless of the underlying reason. Use of an all-gender single stall washroom is an option students may request, but should not be imposed upon a student by the school because of the student's gender identity.

Sports Activities, Gym Classes, and Change Rooms

School staff must ensure students can exercise their right to participate in gender-segregated sports, inter-scholastic athletics, and Health and Physical Education class activities in accordance with each student's gender identity. Coaches will work with and be supported by school staff to address each student's accommodation needs and ensure safety.

Students have the right to a safe change-room that corresponds to their gender identity. Transgender or gender-diverse students have the right to an accommodation 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; a nurse's office)

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

It is not an acceptable accommodation to deny a student the opportunity for 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 transgender or gender-diverse student to use the change room corresponding to the student's sex assigned at birth.

Participation in Other Areas

As a general rule, in any other circumstance where students are separated by gender in school activities (e.g., class discussions, field trips), students shall be permitted to participate in accordance with their gender identity.

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 transgender students.

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, objects have gender. Does this make sense? How was each gender decided? Do they follow stereotypical lines or are there unusual examples?

Math: Have a class discussion on famous mathematicians of the past and present. Discuss the dominance of men in the field and possible reasons for that. Have students challenge 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.

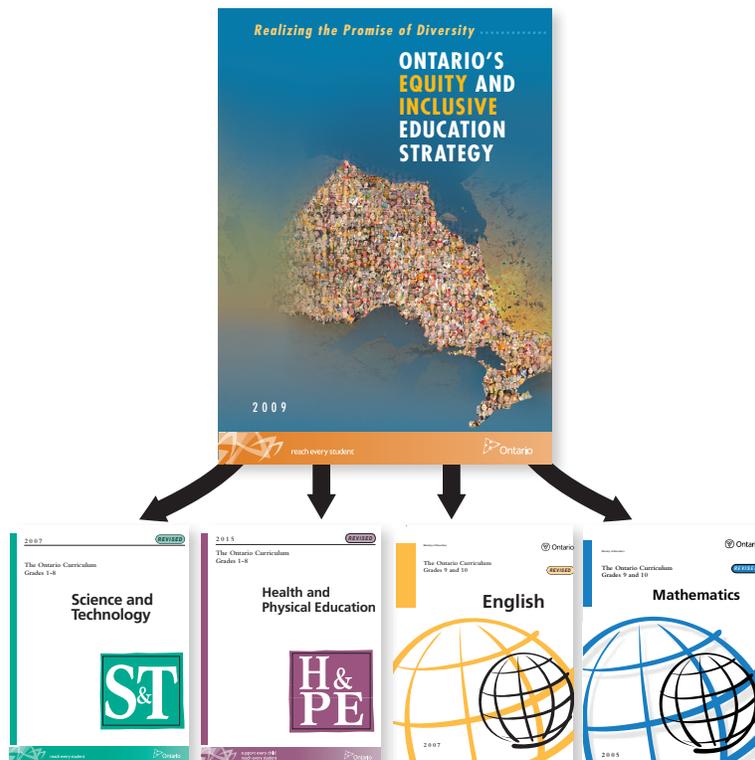
Native Studies: What does the term two-spirited mean? How are two-spirited people viewed in Aboriginal communities? Discuss how gender roles have been defined and how they have changed over time and in different communities.

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 orientations.

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. Introduce the notion of intersexuality. Discuss varieties in gender roles through the animal kingdom in terms of reproduction, mating rituals, caregiving, and nurturing roles.

Technological Studies: Challenge gender stereotyping in tech classes (e.g. only males are auto mechanics; only females do fashion design), and discuss expectations about these stereotypes to broaden student experience and promote gender diversity.



Student Engagement and Leadership

Schools will support the development of a trans-inclusive student alliances or clubs. They should 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.

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

All students can choose to wear appropriate clothing, informed by the OCDSB dress code policy, which matches their gender identity. School dress codes should not be gender specific, and should apply equally to all students, regardless of gender. The dress codes will be respectful of students who are gender creative, or who are in the process of transitioning.

Facilities and School Design

The design of new schools and additions to existing sites will ensure that an all-gender washroom and appropriate change room facilities will be incorporated into the design. Private washroom signs should use the word washroom, with a toilet symbol. As appropriate, the Principal will work with the Area Supervisor, Chief Custodian, and Design & Construction to fulfill accommodation requests.

Standardized Forms and Documentation

School staff are encouraged to use gender-diverse language and offer gender-inclusive choices on school forms and documentation. (e.g., “Gender _____” “Guardian 1 _____”) Gender documentation should only be asked when there is a legal requirement.

DEFINITIONS

(Taken 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 does behavior and expression alone constitute identity.

Cisgender and cisnormativity: most 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. “Cross-dresser” is a word that tends to refer to men with sometimes strong preferences for clothing often worn by women.

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 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 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.

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. For some, it does not. 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 non-conforming/gender diverse/gender variant/gender queer/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 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 typically 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.

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, from gay and lesbian to bisexual and heterosexual orientations. A person’s gender identity is fundamentally different from and not related to their sexual orientation. Because a person identifies as trans does not predict or reveal anything about their sexual orientation. A trans person may identify as gay, lesbian, queer, straight or bisexual, just as people who do not identify as 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 includes but is not limited to people who identify as transgender, transsexual, cross dressers or gender non-conforming (gender variant or gender queer). “Trans” includes 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 internally felt 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 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, 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.

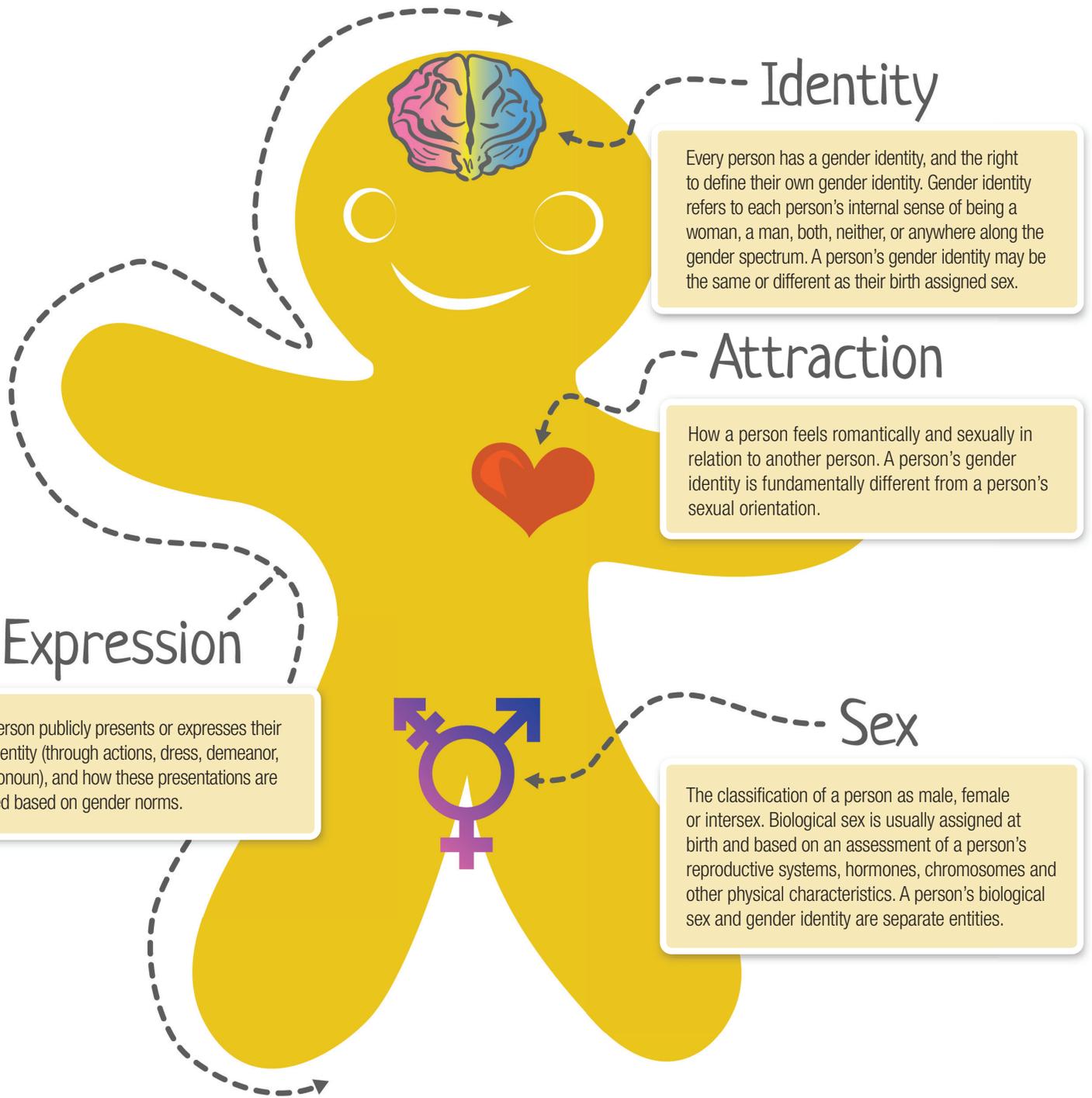
Transphobia: the aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment and violence toward trans people.

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.

Two-Spirit: a term used by Aboriginal people 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.

THE GENDERBREAD PERSON

The Genderbread Person is a visual representation of some terminology related to gender identity and gender expression, and has been used by various organizations for training purposes.



RELATED POLICY DOCUMENTS

OCDSB Equity and Inclusive Education

<http://www.ocdsb.ca/ab-ocdsb/p-n-p/Policies%20and%20Procedures/P%20098%20CUR%20Equity%20and%20Inclusive%20Ed.pdf>

OCDSB Board Code of Conduct

<http://www.ocdsb.ca/ab-ocdsb/p-n-p/Policies%20and%20Procedures/P%20125%20SCO%20School%20Board%20Code%20of%20Conduct.pdf>

OCDSB Confidential Communication between students and staff

<http://www.ocdsb.ca/ab-ocdsb/p-n-p/Policies%20and%20Procedures/P%20093%20SCO%20Confid%20Commun.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.
- ♦ Inclusive, Safe and Caring Programs department staff
- ♦ LGBTQ Book Kit for K-8 Schools

<http://www.ocdsb.ca/ab-ocdsb/InclusiveSafeandCaring/ISC%20Docs/LGBTQ%20Book%20Collection%20K-8.pdf>

Community

- ♦ 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 9:30pm.
1-800-268-9688 | <http://www.youthline.ca/index.php>
- ♦ Kids Help Phone – a free 24/7 counseling and information service for young people.
1-800-668-6868 | <http://www.kidshelpphone.ca>
- ♦ Gender Diversity Clinic at the Children’s Hospital of Eastern Ontario
<http://www.cheo.on.ca/en/genderidentity>
- ♦ Support Group for parents & 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

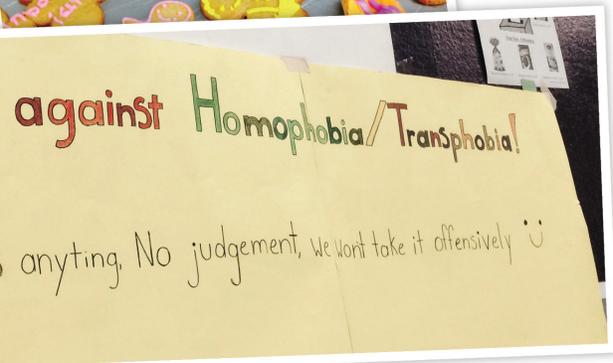
- ♦ Supporting Transgender and Transsexual Students in K-12 Schools (Canadian Teachers Federation)
<http://gendercreativekids.ca/wp-content/uploads/2013/10/Supporting-Transgender-and-Transsexual-Students-web.pdf>
- ♦ Public Health Agency of Canada – Q/A Gender Identity in Schools
<http://www.phac-aspc.gc.ca/std-mts/rp/gi-is/index-eng.php>
- ♦ 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>

" I FEEL INCLUDED AT MY SCHOOL. ALL THE STUDENTS ARE AWESOME AND THE RAINBOW CLUB HAS HELPED ME FEEL EVEN BETTER."

"AS A NEW STUDENT, I'VE BEEN PLEASANTLY SURPRISED AT HOW TEACHERS RESPECT MY PREFERRED NAME AND PRONOUNS. BEING ABLE TO USE MY CHOSEN NAME REGULARLY REALLY HELPS ME"



"IN OUR CLASS WE WANT TO TREAT KIDS THE WAY THAT THEY WANT TO BE TREATED. IT DOESN'T MATTER IF YOU'RE A BOY OR A GIRL. YOU CAN BE FRIENDLY AND CALL THEM WHAT THEY WANT TO BE CALLED LIKE HE, SHE OR THEY"



OCDSB Student Hopes and Dreams

- ◆ Equality for all gender identities
- ◆ To be my best self
- ◆ To have an all-gender washroom in all schools
- ◆ Go to the Olympics
- ◆ The freedom to be who I am without fear
- ◆ To finish high school
- ◆ To be happy for who I am and who I want to be
- ◆ To become a social worker for children and teens who need someone to talk to, like I did
- ◆ To raise kids with them
- ◆ Living in a society where we can be accepted for who we are rather than what we wear/look like
- ◆ No more phobia/stigma
- ◆ Become a history teacher and teach about the advancements in LGBTQ+ rights throughout history
- ◆ To love without fear



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