



**ADMINISTRATIVE PROCEDURE: Supporting Gender Equity and
Inclusion**

REFERENCE NO: AP-AD-69

INTRODUCTION

Publicly funded education is a cornerstone of our democratic society. Ontarians share a belief in the need to develop students as learners and prepare them for their role in society as engaged, productive and responsible citizens. Equitable, inclusive education is central to creating a cohesive society. We must address the needs of a rapidly changing and increasingly complex society by ensuring that our policies evolve with changing societal needs. (Equity and Inclusive Education Strategy, 2009)

Students have the right to a safe and healthy school environment. This document contains recommendations for school teams to help create and maintain gender equity and inclusion resulting in safer schools for everyone. The GECD SB “promotes a positive school climate that is inclusive and accepting of all pupils, including pupils of any...sex, sexual orientation, gender identity, gender expression...” (Accepting Schools Act, 2012). Everyone has a gender identity, and as such, all students benefit from critically thinking about gender. Youth in particular struggle with their own changing sense of self and a deeper understanding of social rules and norms that affect their lives.

A gender inclusive climate prevents discrimination and harassment of students based on gender identity and gender expression in our schools. Students who face gender based discrimination are legally protected under the Ontario Human Rights Code. Discrimination happens when a person is treated unequally or differently because of their gender identity or gender expression and it results in a disadvantage to that person. School boards and their community partners need to work together to provide a non-discriminatory environment for students.

DEFINITIONS

The definitions below are intended to be helpful for understanding gender equity and inclusion. These terms and definitions are NOT standardized or fixed in any way and may be used differently by different people, and in different regions and change over time. Labels and identities should only be self-selected by individuals, not ascribed by others. It is of primary importance to respect a person’s right to self-identification.

(Unless specifically referenced, definitions are taken from a variety of sources and summarized and edited for GECDsB use. All sources used appear in the "References" section of this document.)

Biological Sex: Generally refers to sex assigned at birth based on external genitalia, but can also include internal reproductive structures, chromosomes, hormone levels, and secondary sex characteristics such as breasts, muscle to fat ratio, and hair distribution.

Cisgender: A person whose gender identity and biological sex align within recognized binaries of gender and sex. Some cisgender people also use hormones, surgery, clothing and hairstyles to affirm their gender identity but these efforts often go unacknowledged as they support normative notions of gender and sex binaries. (For example: hair extensions/transplants, breast augmentation/reduction)

Gender: The perception and expression of sex and the relation it has to social roles present in a given socio-historical context. These perceptions and expressions have varied throughout history and across cultures but consistently ascribe power, responsibilities, and privilege within our personal and social relations. (Connell, 2012)

Gender Expression: The various ways that we communicate our gender identity to others, for example, social roles, clothing, body language, hair styles, speech patterns, and voice pitch, given name, etcetera. Often this communication is ascribed to us at a young age and imposed on us through social norms and values.

Gender Identity: A person's intrinsic sense of self in relation to gender. We all have a gender identity and live within a society that recognizes a gender binary that provides structure to our social roles that come with power, responsibilities, and privilege to a greater or lesser extent.

Gender Non-Conforming: refers to individuals who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth (also called **Gender Variant, Gender Independent and Gender Creative**). For example, this includes "feminine boys," "masculine girls," and individuals who are androgynous. Another example might be a male who comes to school in clothing that some might perceive as "girls' clothing," or the girl who plays games on the playground that some might perceive as "boys' games."

Intersex: A medical classification for people who have some degree of both male and female genetic and/or physical sex characteristics. This term replaces an older term "hermaphrodite" that is offensive if used now. The total number of people whose bodies differ from standard male and female is 1 in 100 births (Killerman, 2013).

Trans: An umbrella term used to describe individuals who, to varying degrees, do not conform to what society usually defines as a man or a woman.

Transgender: A person whose gender identity and expression is different than what is assumed based on their biological sex assigned at birth. For example, a transgender child self-identifies as a girl but was assigned male at birth. Transgender can also include people who self-identify as both masculine and feminine (androgynous) or neither masculine or feminine (agender). “Recent estimates suggest that as many as 1 in 200 adults may be trans (transgender, transsexual, or transitioned...), but limited data have been available, particularly from probability samples” (Scheim & Bauer, 2015).

Transition: The changes made to gender expression in order to match it with gender identity. These changes include different things for different people depending on their needs. Transition might include changing clothing, hair style, mannerisms, or social roles. Changes may also include hormones, surgery (ies) and a legal name change along with corresponding government identification.

Transphobia: Hatred, suspicion, or fear of anyone whose gender identity and gender expression does not conform to society’s expectations for their biological sex.

Transsexual: People who later identify themselves differently than the sex they were assigned at birth. They may seek or undergo one or more medical treatments to better align physical sex characteristics with identity, such as hormone therapy, sex reassignment surgery, or other procedures.

Two-spirit: An English term coined to reflect specific cultural words used by First Nations and other indigenous peoples for individuals who have both a male and female spirit. Many two-spirit people are understood by settler society to be gay, lesbian, bisexual, transgender or transsexual, or have multiple gender identities.

BARRIERS FACED BY TRANSGENDER STUDENTS

In 2011, EGALE Canada’s school climate survey revealed that trans and gender non-conforming students experience verbal and physical harassment, assault, teasing, social exclusion, and have their property stolen or damaged at rates higher than any other student group. Many trans students report being victims of transphobic behaviour in the form of chronic, severe bullying in school. According to the survey, the majority of harassment happens outside of staff view – in hallways, washrooms, and outside on school grounds.

Studies show that this reported peer harassment is compounded by the fact that students perceive a lack of mentorship and teacher indifference (Greytak et al, 2009). Trans students report having difficulty talking to school staff about harassment. If students experience verbal harassment and intimidation rather than physical attacks, they may doubt there is much staff can do to effectively address it. Some students fear that staff will not take their complaints seriously or that peer violence will escalate when they make a report. Some trans students feel some teachers and principals tacitly approve of the violence and harassment when they don’t step in, ignore what is happening, or give bullies a “slap on the wrist” as a consequence (Gutierrez, 2004).

The more frequent harassment that trans students experience, the lower their grades and education aspirations (Greytak et al, 2009). These students also drop out of school at higher rates than other students because they feel unsafe (Sausa, 2004). Some use drugs to cope with the stress (Egale Canada, 2009), while some contemplate suicide (Gutierrez, 2004). Trans students of colour and diverse faith groups experience additional challenges because of the systemic racism and oppression to which they are often subjected. These challenges can compound the stress of transitioning and further marginalize them.

The alienation of these students is further compounded by the lack of relevant curricula and resources and/or misinformation that is circulated regarding their identities. Gender specific spaces and policies, such as single sex washrooms and changing rooms, compound the social stress of school. Trans students can feel discouraged when their own initiatives and efforts to improve the school environment are met with indifference or resistance.

It is important to note however, that some trans and non-conforming students who feel supported may be excited about the process of coming out and transitioning.

The Influence of Gender

Without a doubt, gender has an enormous impact on who we are as people. Over the past few decades, society's ideas about the roles and gender identities of women and men have progressed significantly. However, outdated and oppressive views of gender continue to circulate in our everyday understanding of what it means to be human. To resist reinforcing these harmful beliefs, we must be conscious of the overt and covert assumptions and values we have about gender and how they affect our students' sense of safety and inclusion.

Myths About Gender

- MYTH: Gender exists in a binary: everyone is either male or female
- MYTH: Gender identity is realized by age two and does not change
- MYTH: Gender is determined by one's anatomy
- MYTH: Males should have a masculine style of expression and females should have a feminine style of expression

- **MYTH: Feminine males and masculine females are abnormal and disordered**

All of us are negatively impacted by gender myths. In our schools there are students whose styles of expression are gender non-conforming as well as hyper-conforming. It is crucial that all educational staff foster critical thought, conversation, and action about gender equity to make our schools safer and more inclusive for all.

WHAT GECDSB SCHOOLS CAN DO TO SUPPORT TRANSGENDER STUDENTS AND PARENTS

Trans students often start to take their first steps towards expressing and embodying their true gender identity during their high school years or earlier (Sausa, 2004). When students begin experimenting with gender, they may face social and familial rejection and even homelessness. Because of the discrimination they face elsewhere in their lives, schools have the potential to be the most stable cornerstone in their lives.

Individual staff play an important role in students feeling supported at school. Promoting gender equity and creating a gender inclusive culture in the school is important--whether there are trans identified students in the school or not. Both staff and students can benefit from a more flexible and inclusive gender climate. This can involve supportive comments and actions in class, as well as staff making themselves more approachable to discuss gender and students' issues. Staff should be on the lookout for indications of distress in students including social isolations, being the target of peer-teasing or bullying, skipping classes, or a sudden drop in school performance.

There are additional things staff can do to be supportive and to provide a more welcoming and safer environment for trans students. Most changes are easy to implement and require no new resources. It begins with creating awareness among staff and students and working from a vision of providing quality, inclusive learning environments for all students. Encouraging input from family/parents/guardians will help create a more inclusive school.

Importance of Listening

Listening to students in a respectful and nonjudgmental way about their gender identity can help students feel comfortable and less stigmatized. Support students in helping them to develop their own understanding of their gender. There are resources for transgender, gender nonconforming, and questioning youth contained in this document. Remember that it is important not to inadvertently "out" a young person or disclose their gender identity without their permission.

Criticism is Feedback - an essential part of making constructive change. Listen to criticism/feedback from transgender, gender non-conforming, and questioning students. Ideally, equitable and inclusive education must go beyond structural accommodation to a responsive curriculum that embraces trans informed insights into gender expression. In this way the needs of transgender and gender non-conforming students are taken into account. Change that focuses on curriculum development and pedagogical intervention is essential in order to provide knowledge and deep awareness that gender is not only an identity and expression, but a system that influences all of us, and shapes our relationships, in and out of school (Omercajic, 2015).

Importance of Language

Trans people should always be addressed and accommodated in the gender in which they are presenting, unless they specifically request otherwise. If staff is unsure, please ask the person their preference. Most transgender people will use pronouns based on their identified gender.

We are all hurt by gender stereotypes and rigid gender norms. Try to think critically about the messages conveyed about gender. For example, are girls complimented more often on their appearance but boys more often on their athletic skills? Is it suggested that there is something wrong with men who behave in stereotypically feminine ways? Does the language inadvertently equate gender (the way people view themselves and express their genders) with genitals (a person's birth sex and anatomical designation) or otherwise suggest that the gender identities of transgender people are not "real"?

Language can be either inclusive or exclusive depending on the context. It is important to intervene and take action when students use gender-specific terminology to make fun of each other. Terms like "sissy," "pussy," "faggot," "dyke," "homo," "freak," "it," "he-she," "bitch," or "gay" are hurtful and harmful. When such inappropriate terms are used and school staff do not intervene, then these words are perceived as acceptable. The use of such language further alienates transgender and gender non-conforming students in schools and perpetuates discriminatory stereotypes about gender, gender identity and sexual orientation.

Safe Spaces

Proactively create safe spaces for students. Try to create gender-neutral and / or mixed gender spaces. For example, do you group students into single-gender teams and/ or groups (like girls-only groups and boys-only groups)? Grouping in this way can alienate transgender and gender non-conforming students. Proactively create spaces for transgender and gender non-conforming students within these groups and/or create additional spaces for transgender and gender non-conforming students.

Curriculum Integration of Gender Equity and Inclusion

Too often, the existence of transgender people are 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 transgender issues or transgender history makes it difficult for transgender, gender nonconforming, or questioning young people to feel that they have a place in the world. Unless it is corrected, the omission of transgender and gender nonconforming people from the curriculum creates a misconception among many students that transgender people do not exist or are an object of scorn. As such, school board and school staff will endeavour to challenge gender stereotypes and integrate trans-positive content into the curriculum in accordance with GECSB policy and regulations and Provincial legislation.

Gender Roles and Play in the Early Years Classroom

Students sometimes have rigid ideas about gender roles and what it means to be a boy or a girl. Experience has taught us that we need to have conversations that encourage acceptance of everyone. This includes the way in which students express themselves, particularly during play-based activities. During these times, students may impose rigid gender roles on one another. It is important not to make assumptions about gender or how a particular student should act. As long as they are being imaginative, enjoying themselves and being respectful of one another... let them play! Here are some quick creative tips on how to nurture and model an environment of acceptance:

- Let all children play in any centre. Don't limit the number of boys or girls in a centre; rather limit the number of children in the space for safety issues.
- Encourage students to play in all centres over time. They will initially have their favourites, but make sure they get opportunities to dig, build, bake, explore, etc.
- Encourage students to mix up their play groups and get to know one another. Allow them to pretend to be male, female or an animal or inanimate object when they play. Don't allow other students to "box students in" based upon their gender.
- Avoid lining boys and girls up in separate lines or asking girls to stand up or boys to stand up at different times during activities in circle time. This may put students who do not conform to rigid gender roles in an awkward situation. Gender variant children may not see themselves the way you see them.
- Allow students whose gender identity is different than their physical appearance to refer to themselves as they choose. If a girl is referring to herself as a boy, let it go. Avoid saying "No, you are a girl!"

- Nurture and model respect and acceptance for every child. Be willing to have professional, albeit challenging conversations with students and parents about our inclusive policies and practices.
- Allow there to be more than one mom or dad in the House Centre. There can be more than one sister or brother. Sometimes, students argue over this and want to impose rigid rules on others: this is a perfect opportunity to intervene and nurture creative equality.
- Let students in the Dress Up Centre pretend to be whomever they want to, irrespective of gender. Talk with your students about the importance of being imaginative, having fun, and trying new activities.

Discussion about Gender Identity Issues in Different Subject Areas

Students should be invited to question various aspects of gender identity, such as how it evolves biologically, genetically, and socially. This can be done in the context of many different academic subject areas. In all subject areas, discussion about gender identity, gender roles, and stereotypes can help students think more openly and critically about the world around them and their place within it. It is always crucial to maintain a trusting and respectful classroom environment where such discussion can happen without the risk of rude remarks or put-downs. Adolescence is an important time for gender identity development, and teachers can help students think critically about gender identity-related issues while staying true to the subject curriculum and social responsibility goals.

Creating a Welcoming Environment

- Become familiar with the Greater Essex County District School Board's equity statements and bully-awareness regulations. "Gender identity" is an articulated ground for protection.
- Develop a school protocol for consistent use of trans student's preferred name and pronouns that are easy for students to access. For example, a student's "preferred or chosen name" can be used on class lists, timetables, etc. Other students should not have access to information containing private information including identifying a student's legal name(s).
- Develop a school protocol that ensures the right to use a washroom that best corresponds to the student's gender identity. If trans students do not feel safe using this washroom, ensure that they have access to a private washroom (e.g. staff washroom) that does not require asking for an entry key.
- Integrate trans-sensitivity and advocacy training into staff professional development curricula.

- Train staff to identify and confront transphobia in the schools.
- Designate a school staff person within the school who can act as a staff advocate for trans students. If appropriate, the school's equity contact could assume that role.
- Accommodate locker room accessibility, which may include use of a private area (washroom, or Physical Education instructor's office), or a separate changing schedule (just before or just after other students have changed).
- Stock transgender-related fiction and non-fiction books in the school library
- Ensure that the gender identity expectations in the Ontario Curricula (e.g. Health & Physical Education) are taught.
- Support the implementation of a transgender-inclusive GSA (Gender and Sexuality Alliance) in the school.
- Encourage and support scholarships and awards that recognize the unique strength and resilience that trans students possess.

This list is illustrative and not exhaustive. We encourage staff to develop and share other gender inclusive ideas that are useful in schools.

Guidelines for Gender Equity & Inclusion

Transgender or gender non-conforming individuals, have the right to be who they are, to be treated with dignity and respect, and without fear of unwanted consequences. It is recognized that specific accommodations sought are to be fulfilled on a case-by-case basis and individualized to best meet the needs of a student who is making an accommodation request.

Request for Accommodation. Accommodation requests are generally specific requests as they pertain to a student, self-identification and self-expressed need. The request may come directly from the student or the student's legal guardian(s). There is no age limit on making an accommodation request, and young students have the same rights to privacy and to have accommodations made on their behalf with or without their guardians' knowledge.

Responding to an Accommodation Request. Student and/or guardians/parents are to put the request in writing for purposes of clarity and to help protect both parties in case of questions regarding the original request. The GECDsB will take reasonable steps to provide accommodation to students who state that the school structures or procedures interfere with their right to free gender expression and /or gender identity. The Board will balance its decision to accommodate on 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 Board's ability to fulfill its duties under Board policies and the Education Act.

Individual Procedures. Board and school staff must consider each student's needs and concerns separately. Each transgender and gender non-conforming student is unique with different needs. An accommodation that works for one student cannot be assumed to be appropriate for another.

Privacy. All students have a right to privacy; unless specifically directed by the student, schools must keep a student's transgender/gender non-conforming status confidential. Therefore, school staff should not disclose a student's transgender/gender non-conforming status to others unless there is a specific "need to know" (e.g., to fulfill a specific accommodation request). Some transgender and gender non-conforming students are not open about their identity at home for safety or other reasons. A school should never disclose a student's gender nonconformity or transgender status to the student's parent(s)/guardian(s)/caregiver(s) without the student's explicit prior consent. This is true regardless of the age of the student.

When school staff contact the home of a transgender or gender nonconforming student, the student should be consulted first to determine an appropriate way to reference the student's gender identity. It is strongly suggested that staff privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at meetings with the student's parent(s)/guardian(s)/caregiver(s).

Official Records. The school will change a student's official records to reflect a change in legal name or gender upon receipt of **written notification from the student, parent/guardian or family** that such legal name or sex designation has been changed.

GECD SB PROCESS:

1. Change the gender and the name (if applicable) in Trevlac.
2. Change the gender and the name (if applicable) on the OEN site.
3. If the student received a HPE credit prior to the change, go into accumulated credits and make the appropriate change to the course code.
4. The Principal will seal the student OSR and follow filing and retention procedures.
5. The principal will create a new OSR. Place a note in the OSR stating that any information prior to the sealing of the OSR is maintained with the Principal.

Names/Pronouns. All students, including transgender and gender non-conforming students, have the right to be addressed by a preferred name and pronouns corresponding to their gender identity. This is true regardless of whether the student has obtained a legal name or sex designation change. For

example, under the TREVLAC school identification 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 correct name and pronouns appear on these documents.

Intentionally addressing a student by the incorrect name or pronoun may be considered a form of discrimination and is not acceptable. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to the intentional and/or persistent refusal to acknowledge or use a student's gender identity.

Students who wish to use pronouns other than the masculine or the feminine, such as 'ze', 'hir' or 'they' need to be accommodated equally.

NOTE: Whenever possible, gender inclusive language (partner instead of boyfriend, or guardian instead of mom) should be encouraged as it is an important element to creating a gender inclusive climate in schools. Students who wish to use gender-neutral language need to be accommodated. For example, some people do not feel included in the generic binary of "he or she". Students and staff may wish to write in such a way as to avoid it. An increasingly common and accepted strategy is to use "they" as a gender-neutral singular pronoun, as this document often does.

Standardized Forms and Documentation. Whenever possible, standardized forms will allow students and guardians to self-identify without limitation of categories, or offer gender-inclusive choices (e.g., "Select the gender identity (ies) that best fits you: Female, Male, Trans, Androgynous, other."). Standardized forms should also use gender-neutral language whenever possible.

Washroom Access. All students have the right to safe restroom facilities and the right to use a washroom that best corresponds to the student's gender identity, 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 recommended. A student's self-identification should be the sole measure of the student's gender. Where possible, schools should 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 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.

Dress Codes. Schools' dress codes should be flexible and gender-neutral. Students should not have to choose between what is perceived to be 'male' or 'female' clothing. Some students are most comfortable in clothing that is not clearly male-identified or female-identified, but rather a combination of the two.

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 (P.E.) class activities in accordance with each student's gender identity.

Transgender or gender non-conforming students have the right to an accommodation that best meets the individual student's particular needs. 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);
- 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);
- e) satisfaction of the P.E. requirement by independent study outside of gym class.

It is not an acceptable accommodation to deny a student the opportunity for physical education. For example: not allowing the student to have P.E.; forcing the student to choose independent study; requiring a transgender or gender non-conforming student to use the change room corresponding to the student's sex assigned at birth.

Student Participation in Organized Sports. Inter-school competition for elementary students will follow the Greater Essex County Elementary Athletic Association Constitution. Participation for secondary students will follow the OFSAA Transgender Policy for Secondary Students.

Student Engagement and Student Leadership. In accordance with the Education Act, the GECDSD recognizes Gender and Sexuality Alliances in schools, also known as Gay Straight Alliances, as part of a broader strategy for gender equity and inclusion.

Gender Segregation. As a general rule, in any other circumstances 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. In such circumstances, staff shall make every reasonable effort to provide an accommodation that is acceptable to the student.

If, for reasons of privacy or safety, transgender or gender non-conforming students find standard gender-separated housing accommodations or shared accommodations unacceptable, private accommodations should be offered to the student.

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ANNOTATED RESOURCE LIST

On-line Resources for Trans Youth and their Families

Windsor Trans Resources, a website with local contact information for trans people in the Windsor Area. Website: <http://windsortransresource.wix.com/windsortransresource>

Public Health Agency of Canada, Questions and Answers: Gender Identity in Schools.

<http://www.phac-aspc.gc.ca/std-mts/rp/gi-is/ident-eng.php>

Families in TRANSition: A Resource Guide for Parents of Trans Youth. Created by

Central Toronto Youth Services, this contains quotes from many local families with trans teens.

<http://www.ctys.org/families-in-transition-guide-pdf-now-online/>

Rainbow Health Ontario: A province wide service providing resources and information on matters of LGBTQ health. It includes a wide resource data base and a provider data base. The main site is here: <http://www.rainbowhealthontario.ca>

Their fact sheet on supporting gender independent children can be found here:

<http://www.rainbowhealthontario.ca/resources/rho-fact-sheet-gender-independent-children/>

Crisis Hotlines

Trans Lifeline

Trans Lifeline is a crisis hotline staffed by trans people for trans and gender questioning people. In Canada call 1-877-330-6366 or for more information about Trans Lifeline visit <http://www.translifeline.org>

Lesbian Gay Bi Trans Youth Line:

A free peer support phone line for lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer and questioning youth. Sunday to Friday, 4:00 to 9:30 p.m.

Toll Free (Ontario-wide) 1-800-268-9688. TTY service: 1-416-962-0777. Text message support: 1-647-694-4275. Via instant message at: www.youthline.ca/

Reading Material for Trans Youth

Bending the mold: An action kit for transgender youth. A joint publication by Lambda

Legal and the National Youth Advocacy Coalition (NYAC), available on line:

www.lambdalegal.org/.../downloads/btm_bending-the-mold_0.pdf

Beyond the Binary: A Tool Kit for Gender Identity Activism in Schools. The GSA Network available for download at: <http://gsanetwork.org/files/resources/btbonline.pdf>

Trans Health Guide: A resource for trans and questioning youth. A 2006 joint publication by Vancouver Coastal Health, Transcend Transgender Support & Education Society, and Canadian Rainbow Health Coalition. Available on line: <http://www.cdha.nshealth.ca/system/files/sites/8700/documents/trans-health-guide-transyouth.pdf>

COMMUNITY SUPPORTS

PFLAG Windsor Chapter

PFLAG Canada supports, educates and provides resources to anyone with questions or concerns about issues of sexual orientation, gender identity, and gender expression. Call 1 888 530 6777 ext. 226, 24 hours a day, 7 days a week. E-mail: gender@pflagcanada.ca. The local Contact is Karen McMahon 519-978-2777. Meetings are held the 3rd Thursday of every month from 6:00 to 7:30 pm at Family Services Windsor Essex Building, 1770 Langlois Avenue, Windsor, ON.

Gender Journeys

Gender Journeys is an 8 week workshop in which participants explore their own gender identity and the challenges and opportunities of coming out as transgender and transitioning. The workshop is offered through the Windsor Family Health Team, call 519-250-5656. 2475 McDougall, Suite 245 Windsor, Ontario.

Windsor Pride Community and Resource Centre

422 Pelissier Street

Windsor, Ontario N9A 4K9

Website: <http://windsorpride.com>

Windsor Trans Resources

Website: <http://windsortransresource.wix.com>

E-mail: windsortransresources@outlook.com