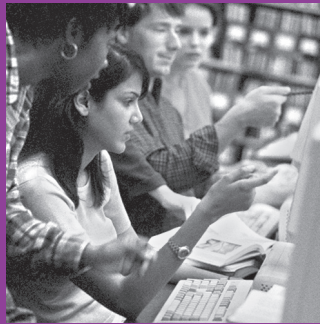


Guidelines for Supporting Transgender and Gender-nonconforming Students



Student Services

Guidelines for Supporting Transgender and Gender-nonconforming Students

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Guidelines for Supporting Transgender and Gender-nonconforming Students

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Introduction and Context

In December 2012, the *Nova Scotia Human Rights Act* was amended to specifically incorporate the protection of transgender people from discrimination. Under the act, it is illegal to discriminate based on gender identity and gender expression. The Department of Education and Early Childhood Development developed the following guidelines, in keeping with the new legislation, to help school board superintendents, school board administrators, and schools to create a culture that is safe, respectful, and supportive for transgender and gender-nonconforming students.

Identity is fluid and complex. It is experienced, interpreted, and articulated in many different ways. Our identity is determined by how we see ourselves, how others see us, and, as well, how these two (sometimes oppositional) perceptions interact.

Gender identity is a person's internal sense of being male, female, both, neither, or somewhere in between. Gender identity refers to internal experience that cannot be determined by others. How you present or show your gender to the world is known as gender expression. For most people, their gender identity or expression is consistent with their assigned or biological sex at birth. The term for this experience is cisgender. For transgender people, their gender identity or expression differs from their assigned or biological sex at birth. People who are gender variant or gender nonconforming have a gender expression that differs from what is considered "normative," or expected for their "perceived" gender or assigned sex in a given culture.

To progress academically and developmentally, *all* students need a safe and supportive school environment. Findings from *Every Class in Every School*:

First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools (Taylor et al. 2011) indicate that transgender and gender-nonconforming students are struggling to find such an environment. The study involved surveying over 3,700 students from across Canada between December 2002 and June 2009.

- Ninety per cent of trans youth hear transphobic comments daily or weekly from other students, and almost a quarter (23%) of trans students reported hearing teachers use transphobic language daily or weekly.
- Almost three-quarters (74%) of trans students reported being verbally harassed about their gender expression.
- One-quarter (25%) of trans students reported having been physically harassed.
- Forty-four per cent of trans students reported being likely to miss school because of feeling unsafe, and 15 per cent reported having skipped more than 10 days because of feeling unsafe at school.

The education system in Nova Scotia is committed to fair and equitable participation and benefit by all people (Nova Scotia 2013). Administrators, faculty, staff, and students each play an important part in creating and sustaining a safe and supportive school environment.

Purpose

The Department of Education and Early Childhood Development has developed best practice guidelines to ensure that transgender and gender-nonconforming students have equitable access to all aspects of school life (academic, extracurricular, and social) in ways that preserve and protect their dignity.

This document is intended to support schools and school boards in fulfilling our shared obligation to promote the dignity, respect, and equity of transgender and gender-nonconforming students. The guidelines have been designed to

- support transgender and gender-nonconforming students, based on their human rights, to enable the free and full expression of their identity
- ensure transgender and gender-nonconforming students' well-being, participation, and performance by creating safe and positive environments for learning

Principles

The principles informing the implementation of these guidelines are as follows:

- The rights and needs of students who are transgender and gender nonconforming are at the centre of, and are to be served by, these guidelines.
- The voices and experiences of transgender and gender-nonconforming students will be included in a collaborative way in decision making.
- Self-identification is the sole measure of a student's gender identity.
- Transgender and gender-nonconforming students are treated with dignity and respect.
- These guidelines support a positive, proactive approach that promotes and protects the rights of transgender and gender-nonconforming students

Application

Every person plays an important role and has a responsibility in creating supportive environments for transgender and gender-nonconforming students.

These guidelines support schools and school boards in protecting and respecting students, based on gender identity and gender expression. It is the responsibility of all school members to adhere to the provisions of the *Human Rights Act*. The guidelines apply to

- the entire school community from P–12, including superintendents, administrators, teachers, guidance counsellors, student support workers, custodians, bus drivers, librarians, students, parents/guardians, volunteers, and third parties such as Excel Child Care Program employees
- a school-wide approach of maintaining a positive and inclusive school climate
- situations that occur outside school hours but have an impact on the learning environment of the school

It is the responsibility of each student, school, and school board to ensure that transgender and gender-nonconforming students have a safe learning environment. This includes making sure that any incident of bullying, harassment, discrimination, or violence is given immediate attention.

Complaints alleging discrimination or harassment based on a student's actual or perceived transgender or gender-nonconforming identity are to be handled in the same manner as other discrimination or harassment complaints.

School and regional codes of conduct will provide direction.

Student Roles and Responsibilities:

- Respect the rights of all students 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.

Teacher Roles and Responsibilities:

- 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, 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 nonconforming people.
- Develop an action plan for transphobic incidents.
- In the context of common system access adhere to confidentiality best practice in the event of disclosure of a student's gender orientation.

School Board Roles and Responsibilities:

- Ensure that guidelines and policies are reflective in nature of transgender and gender-nonconforming students.
- Provide professional development opportunities, through RCH coordinators and other appropriate board personnel, for school staff on creating safe learning environments for transgender and gender-nonconforming students.
- Promote and celebrate transgender and gender-nonconforming communities.

Definitions

The definitions provided 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 to unite community members as well as to divide groups by experience, politics, and membership. These terms and definitions are not standardized and may be used differently by different people, and in different regions.

Although these are the most commonly used terms, students may prefer other terms to describe their gender identity or expression. Labels and identities should only be self-selected by individuals, not assumed by others. Biology does not imply identity. Nor do behaviour and expression alone constitute identity.

binary or gender binary: A socially constructed system that divides sex and gender into two distinct, opposite, and disconnected categories of male/man/masculine and female/woman/feminine. This type of system is problematic for people who are intersex, transgender, or gender nonconforming.

cisgender: Having a gender identity that is congruent with one's biological sex (for example, both biological sex and gender identity are female).

coming out: (1) The process through which lesbian, gay, bisexual, and transgender people acknowledge and express their sexual orientation and gender identities and integrate this knowledge into their personal and social lives. (2) The act of disclosure to others, as in, "I just came out to my parents." Coming out is a complex, selective, and ongoing process.

discrimination: A situation wherein a person makes a distinction—whether intentional or not, based on a characteristic (or perceived characteristic) protected by the Nova Scotia *Human Rights Act*—that has the effect of imposing burdens, obligations, or disadvantages on a person or a class of individuals or that withholds or limits access to opportunities, benefits, and advantages available to other people or classes of individuals in society.

genderqueer (ambigender): A label for individuals whose gender identity is fluid and falls outside the dominant male/female gender binary. Genderqueer people often reject this binary completely and may choose not to undergo hormone therapy or surgery, or designate male or female pronouns for themselves. Some trans-identified or genderqueer people may choose to use gender-neutral pronouns such as hir (pronounced “here”), zhe (pronounced “zee”), or they.

gender expression: A way in which people present their own sense of gender to society. Your gender identity is what you know yourself to be, and your gender expression is how you present or show your gender to the world and how your gender is understood by the world.

gender identity: A person’s internal sense of being male, female, both, or neither. Gender identity refers to a person’s internal experience that cannot be determined by others. A person’s gender identity is different from their sexual orientation.

gender incongruence / gender dysphoria: A persistent feeling of dissonance between one’s internal sense of gender (gender identity) and anatomical or assigned sex, which oftentimes causes stress and discomfort. These terms are commonly used by medical professionals.

gender nonconforming: A term used to describe people whose gender expression differs from stereotypic expectations based on their perceived gender. The terms “gender variant” or “gender atypical” are also used.

gender presenting: A state in which individuals dress, act, or present themselves to others in ways that are true to who they are and that align with their internal sense of gender identity.

gender variant/diverse: An umbrella term to refer to individuals whose gender expressions differ from what is considered normative for their assigned sex in a given culture.

intersex: A general term used to describe biological variations in sexual and reproductive development in which a person is born with sexual or reproductive anatomy, chromosomes, etc., that do not fit the stereotypical definitions of biological sex as female or male. This could result from chromosome configuration, hormone levels, genital ambiguities, etc. A term now considered derogatory in common use is “hermaphrodite.”

school and support employees: All employees working within the school system.

sex: A term that identifies a person as female, male, or intersex. It is determined by a person's sexual anatomy, chromosomes, and hormones. Sex is typically assigned at birth, based on the appearance of the external genitalia.

sexuality: A part of our personality, sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors.

sexual orientation: Who we are emotionally or physically attracted to. Everyone has a sexual orientation; some of the most common identities are bisexual, gay, lesbian, queer, and straight (but there are more, like asexual and pansexual). Someone's sexual behaviour does not necessarily tell us about that person's sexual orientation, or vice versa.

transgender (or trans): Transgender can be used as an umbrella term to include people who overlap (or move beyond) rigid gender definitions, or people whose gender does not conform to social expectations. People can also use transgender (or trans but not "tranny," which is considered derogatory) as an identity to mean that their gender identity does not match the sex they were assigned at birth. There is a disconnect between how people see themselves and how they are seen by other people. Someone might identify as transgender for their whole life, or just until they feel comfortable in their own body.

transitioning: Affirming one's gender. For instance, a transgender individual may choose to undergo surgery or have their name changed to affirm their true gender identity.

two-spirited: Some Aboriginal people identify themselves as two-spirited rather than as bisexual, gay, lesbian, or transgender. Two-spirit implies the embodiment of both masculine and feminine spiritual qualities within the same body.

Working with Transgender and Gender-nonconforming Students

Transgender or gender-nonconforming students have the right to be openly who they are, and they have a right to privacy and confidentiality. This includes expressing their gender identity without fear of unwanted consequences. Transgender or gender-nonconforming students have the right to be treated with dignity and respect.

1. Support the student's individual process

Each transgender and gender-nonconforming student is unique, with different needs. Supports that work for one student cannot simply be assumed to work for another. We recognize that specific supports, in addition to those outlined in these guidelines, may be sought to enable a student's full expression of their identity or to protect their safety.

Approach

Transgender and gender-nonconforming students may, but are not required to, inform a school staff person with whom they feel comfortable of their particular needs. For example, although a student does not need permission to use the washroom that aligns with the student's gender identity, they may request a change-room accommodation to address their specific concerns.

All members of the school community are expected to listen to the student's needs and concerns, and work together to identify supports. For requests not outlined in this document, the student should be informed about who may be able to respond to their request, and a decision should be made together about who will communicate the request (i.e., administration, teacher, support staff, the student).

Requests are to be fulfilled on a case-by-case basis and individualized to best meet the needs of the student making the request. If an issue arises about a transgender or gender-nonconforming student's full participation in school life, the issue should be resolved in a manner that involves the student in decision making. Ensuring reasonable adaptations, maximizing inclusiveness, and addressing the best interests of the student are inherent in this collaborative decision making.

A transgender or gender-nonconforming student might want to transfer to another school, depending on their transition process and experience. A transfer may be considered, in alignment with school board policy, when requested by the student or the student's parent(s)/guardian(s).

2. Use the student's preferred name(s) and pronoun(s)

Students have the right to self-identification, and it is not acceptable to require further verification of identity, such as medical records. These guidelines will address the right of students to name themselves.

All students have the right to choose the name by which they wish to be addressed. Transgender and gender-nonconforming students have the right to be addressed by their preferred name(s) and pronoun(s) that correspond to their gender identity. This is true whether or not the student has obtained legal documentation of a legal change of name or sex designation.

Given the sensitivity of transgender or gender-nonconforming student disclosure, when a student requests that their preferred name, gender identity, and/or gender expression be used parental/guardian consent will be requested from grades primary to 6. From grades 7 to 12, if the student has capacity of consent, parental/guardian consent is not required.

Some students may not feel included in the gender binary of “he or she” and may use the following gender-neutral pronouns, or might wish to express themselves or self-identify in other ways:

- they
- ze or zhe (pronounced “zee”)
- hir (pronounced as “here”)

Some transgender and gender-nonconforming students are not “out” beyond the school community because of safety or other reasons. In keeping with the principles of self-identification, it is important to

- ensure the student is aware of your limitations regarding their preferred name and gender identity in relation to official records that require legal name and sex designation
- have a student’s prior permission before disclosing their transgender or gender-nonconforming identity to their parent(s)/guardian(s)

The applied best practice for contacting the home of a transgender or gender-nonconforming student is to first determine from the student an appropriate way to reference the student’s gender identity, gender expression, name(s), and pronoun(s).

Approach

Consistently use the student’s preferred name(s) and pronoun(s) in ways that the student has requested.

Students who wish to use gender-neutral pronouns, rather than masculine or feminine pronouns, need to be supported.

Deliberately addressing a student by the incorrect name(s) or pronoun(s) may be a form of discrimination. This does not include inadvertent slips or honest mistakes, but it does apply to the deliberate and persistent refusal to acknowledge and respect a student’s gender identity by not using their preferred name(s) and pronoun(s).

3. Maintain records consistent with legal practice

The student's *legal* name is displayed in the iNSchool Student Information System (PowerSchool and TIENET) as well as on report cards, transcripts, and diplomas. A teacher may use a student's *preferred* name, as it appears in PowerTeacher, in the Comments section of report cards provided this has been requested by the student.

Student records can be changed when a student presents legal documentation that indicates a legal change in their name or sex designation.

Approach

When required to use or report a transgender or gender-nonconforming student's legal name or legal sex designation, teachers should adopt practices that avoid inadvertent disclosure of the student's gender identity or expression.

4. Ensure dress codes support the full expression of the student's gender identity

A flexible and gender-neutral dress code will ensure that students who are not comfortable dressing in stereotypically feminine or masculine clothing will feel fully included and respected. Some students are most comfortable in clothing that is neither clearly male-identified nor female-identified but rather a combination of the two. Respecting choices in clothing and general appearance is an important aspect of honouring a transgender or gender-nonconforming student's identity.

Approach

If schools and or school boards have or adopt appropriate-clothing rules it is not acceptable to use gender specific descriptors or labels (e.g., it would be inappropriate to state "girls must not wear short skirts" it would be more appropriate to state "short skirts must not be worn").

5. Minimize gender-segregated activities

It is important to maintain an environment that allows for and respects students' full expression of who they are. This includes not requiring students to play, learn, dress/present, or express themselves in stereotypically feminine or masculine ways. And it involves reducing gender-segregated activities and spaces within the school.

Transgender and gender-nonconforming students have the right to participate in gender-segregated activities (educational, recreational, and competitive) in ways that are safe and comfortable and consistent with their gender identity.

Approach

To the greatest extent possible, reduce or eliminate the practice of segregating students by gender (e.g., avoid structuring activities based on stereotypical roles such as “boys” vs “girls” debates or holding a “Sadie Hawkins Dance”). In circumstances where students are separated by gender, help them access inclusive activities and spaces in alignment with their gender identity.

Activities that may involve the need for housing accommodations should be addressed on a case-by-case basis. Staff must make every reasonable effort to provide accommodation that is acceptable to the student. If, for reasons of privacy or safety, a transgender or gender-nonconforming student objects to gender-separated housing accommodations or shared accommodations, private accommodations should be made available to the student.

6. Enable full and safe participation in physical education classes and extracurricular activities, including athletics, in accordance with the student's gender identity

All students, regardless of their gender identity or expression, should be able to participate in physical education classes and extracurricular activities, including competitive and recreation athletic teams, in a safe, inclusive, and respectful environment. Transgender and gender-nonconforming students have the right to participate in such activities in ways that are safe and comfortable and consistent with their gender identities.

Approach

School staff must ensure that students can participate in physical education class and extracurricular activities, including competitive and recreational athletic teams, in ways that are comfortable and according to their gender identity.

It is not acceptable to deny a student the opportunity for physical education, either by denying the student the opportunity to have physical education or by forcing the student to choose independent study.

Schools and school boards should proactively review school and student athletic policies and procedures to ensure that they are inclusive of transgender and gender-nonconforming students.

A student's self-identification is the sole measure of the student's gender identity. It is not acceptable to require a transgender or gender-nonconforming student to participate in activities based on the student's sex assigned at birth or status of medical transition. It is not acceptable to require a transgender or gender-nonconforming student to prove their gender identity (by producing a doctor's letter, identity documents, etc.).

7. Provide safe access to washroom and change-room facilities in accordance with the student's gender identity

All students have a right to safe washroom and change-room facilities. They have the right to use facilities that they are comfortable using and that correspond to their gender identity, regardless of their sex assigned at birth. Transgender and gender-nonconforming students have the right to supports that best meet the student's individual needs.

Approach

Transgender and gender-nonconforming students should be able to access facilities that they are comfortable with and that correspond to their gender identity. This applies during school time and school-related activities off school property (such as field trips).

Where possible, schools should provide an easily accessible gender-neutral, single-stall washroom for use by *any* student who desires increased privacy, regardless of the underlying reason (medical, religious, cultural, gender identity, etc.). “Accessible” refers to a non-stigmatizing location within the school, a non-stigmatizing process for access, and physical accessibility for someone with a wheelchair. It is important that the use of a gender-neutral, single-stall washroom is a matter of choice for a student and not a result of continuing harassment. Schools are encouraged to provide, if possible, more than one gender-neutral washroom for use by all.

While accessing change rooms, students can choose among the following supports:

- use of a private area within the public area (such as a bathroom stall with a door, an area separated by a curtain, a physical education teacher's office in the change room)
- a separate changing schedule in the public area (using the change room either before or after the other students)
- use of a nearby private area (a nearby washroom)
- access to the change room corresponding to the student's assigned or biological sex at birth

The guidelines for access to washroom and change-room facilities apply while travelling for competition at another school. Schools are responsible for ensuring access to appropriate changing, showering, or bathroom facilities, based on the needs of the student.

If staff are concerned that travel to another site could pose issues of safety, the school should, in consultation and with the express permission of the student, contact the other site in advance to ensure that the student has access to facilities that are comfortable and safe in accordance with the student's gender identity. It is important to maintain the student's confidentiality by not disclosing their identity as transgender or gender nonconforming without their permission.

Comprehensive School Approach to Integration of Diverse Gender Identities and Gender Expressions

Curriculum Integration and Access to Accurate Information

School board and school staff, with the assistance of the Department of Education and Early Childhood Development, must challenge gender stereotypes and integrate trans-positive content into the teaching of all subject areas. Too often, the existence of transgender people is not acknowledged or is included only 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 children and youth 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.

Approach

School board Race Relations, Cross-Cultural Understanding, and Human Rights (RCH) coordinators and other board personnel can integrate trans-awareness and trans-positive advocacy training into staff professional development curricula.

In accordance with the *Bias Evaluation Instrument* (Nova Scotia Department of Education and Early Childhood Development 2014), school librarians and library technicians can acquire trans-positive fiction and non-fiction books for school libraries and encourage the circulation of books that teach about gender-nonconforming people.

Professional Learning, Advocacy Support, and Role Models

School board RCH coordinators and other board personnel can ensure that staff is educated in anti-transphobia, in challenging gender stereotypes, and in using gender-neutral and inclusive language. School and board-based staff are encouraged to designate a person within the school, or school district, who can act in an extended advocacy role for trans students (e.g., RCH advisor, guidance through a comprehensive counselling approach, Gay-Straight Alliances).

Often, transgender and gender-nonconforming students feel as if they are alone in the world. There are very few transgender role models in schools. School leaders are encouraged to make an effort to provide inclusive role models for all students.

Student Engagement and Student Leadership

All schools with the support of Race Relations Cross Cultural Understanding and Human Rights (RCH) Coordinators must support the request for the development of a Gay-Straight Alliance (GSA). GSA can also stand for “Gender Sexuality Alliance.” GSAs support students across the diversity of sexual orientations and gender identities (lesbian, gay, bisexual, queer, transgender, questioning, and many others), including those who identify as allies. GSAs are known for providing safe and inclusive spaces for students to talk about their experiences. They also facilitate awareness of LGBTQ issues in schools. School GSAs should encourage and support scholarships and awards that recognize the unique strength and resilience that transgender and gender-nonconforming children and youth possess. They should also support actions, activities, and campaigns that are trans-positive and create awareness about transphobia, gender stereotypes, and gender-based violence.

Resources to Support Implementation of These Guidelines

Resource Provider	Contact	Contact information
Schools	Administration Gay Straight Alliances (GSAs) Guidance Counsellors Native Student Advisors (NSAs) Nurses Race Relations Cross Cultural Understanding Human Rights (RCH) Liaisons SchoolsPlus Staff Student Support Workers (SSWs) Teachers	According to individual schools
School Boards	RCH Coordinators	According to individual board
Department of Education and Early Childhood Development	Multicultural Education Consultant Anti-Bullying Coordinator SchoolsPlus Coordinator	902-424-5168 902-424-4947 902-424-7308
Community	Nova Scotia Human Rights Commission YouthProject HeartWood Center for Community Youth Involvement Nova Scotia Rainbow Action Project (NSRAP)	902-424-4111 902-429-5429 902-444-5885 902-444-3206

Resources

Professional Development Planning / Training

Cho, S., C. Laub, S. Wall, C. Daley, and C. Joslin. 2004. *Beyond the Binary: A Tool Kit for Gender Identity Activism in Schools*.
<http://gsanetwork.org/files/getinvolved/BeyondtheBinary-Manual.pdf>

Nova Scotia. 2013. *Anti-Bullying Web site*.
<http://antibullying.novascotia.ca/cyber-safety-act>

Nova Scotia. 2013. *Cyber-safety Act*.
http://nslegislature.ca/legc/bills/61st_5th/3rd_read/b061.htm

Nova Scotia, Department of Education and Early Childhood Development. 2014. *Bias Evaluation Instrument* <http://studentservices.ednet.ns.ca>

The Youth Project (www.youthproject.ns.ca) is “a non-profit charitable organization dedicated to providing support and services to youth, 25 and under, around issues of sexual orientation and gender identity.” A toolkit for teachers has been developed to assist in using these guidelines. The Youth Project has an extensive library available to youth, their families, and those who work with youth across Nova Scotia. See library catalogue at www.youthproject.ns.ca/library/index.php.

Nova Scotia, Department of Education and Early Childhood Development. 2013. *School Boards and Public Schools*. Online directory.
www.ednet.ns.ca/contact/schools.shtml

Toronto District School Board. 2011. *TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff*.
www.tdsb.on.ca/Portals/0/AboutUs/Innovation/docs/tdsb%20transgender%20accommodation%20FINAL_1_.pdf

Wells, K., G. Roberts, and C. Allan. 2012. *Supporting Transgender and Transsexual Students in K-12 Schools: A Guide for Educators*. Ottawa, ON: Canadian Teachers' Federation.

Transgender & Gender Nonconforming Youth in School. Fact Sheet. Website.
<http://srtp.org/resources/fact-sheet-transgender-gender-nonconforming-youth-school>

Think B4 You Speak. Website. <http://thinkb4youspeak.com>

Legislation and Policies

Nova Scotia. 2013. *Cyber-Safety Act*. Information sheet.

http://novascotia.ca/just/global_docs/Cyberbullying_EN.pdf

Nova Scotia, Department of Education. 2002. *Racial Equity Policy*.

[http://studentservices.ednet.ns.ca/sites/default/files/](http://studentservices.ednet.ns.ca/sites/default/files/RacialEquityPolicy_Webversion.pdf)

[RacialEquityPolicy_Webversion.pdf](http://studentservices.ednet.ns.ca/sites/default/files/RacialEquityPolicy_Webversion.pdf)

Nova Scotia, Department of Education. 2008. *Provincial School Code of Conduct and School Code of Conduct Guidelines*.

http://studentservices.ednet.ns.ca/sites/default/files/provincial_school_code_of%20conduct.pdf

Support Information

Antigonish Rainbow Warriors. Facebook page.

www.facebook.com/groups/96481357408/

Cape Breton Queer Youth Matter. Facebook page.

www.facebook.com/trans.forming.communities

Allies at Dalhousie. Website.

www.dal.ca/campus_life/student_services/health-and-wellness/lgbtq/dal-allies.html

Halifax Pride. Website. <http://halifaxpride.com>

Nova Scotia Rainbow Action Project (NSRAP). Website. <http://nsrap.ca>

Capital Health. Halifax: *prideHealth*. Website. www.cdha.nshealth.ca/pridehealth

South House (“The South House (SoHo) is Halifax’s only full time gender justice centre”). Website. <http://southhousehalifax.ca>

Trans Family. Facebook page. www.facebook.com/groups/transfamilynovascotia

TransAction Society of Nova Scotia. Facebook page.

www.facebook.com/TransActionNS?sk=info

Valley Youth Project. Website. <http://valleyyouthproject.wordpress.com>

Venus Envy Halifax. Website. <http://venusenvy.ca/Halifax>

Wayves. Website. <http://wayves.ca>

Canadian Professional Association for Transgender Health (CPATH). Website.
www.cpath.ca

EGALE (Equality for Gays and Lesbians Everywhere). Website. <http://egale.ca>

Jer's Vision, Canada's Youth Diversity Initiative. Website. www.jersvision.org

PFLAG Canada (Parents and Friends of Lesbians and Gays).
www.pflagcanada.ca/en/index.html

Pride Education Network. Website. <http://pridenet.ca>

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