

**PLANNING INFORMATION RELATED TO STUDENTS**

If a student talks to you about their gender identity, listen in a respectful and non-judgmental way. Do not brush them off, react with skepticism, humour or disapproval, or pressure them into providing anything more than they are ready to share. Support them in developing their own understanding of their gender and direct them to resources for transgender, gender non-conforming and questioning students. Do not “out” a young person or disclose their gender identity to another person without their permission.

Avoid perpetuating gender stereotypes. Many of us enforce gender norms without even realizing it, but these stereotypes hurt everyone, especially transgender young people, gender non-conforming young people, and young women. Think carefully about the messages in everything you say, do, teach or communicate about gender. Are you complimenting girls more often on their appearance and boys more often on their athleticism? Do you ever imply there is something wrong with men who behave in stereotypically feminine ways? Do you discipline girls more harshly than you would otherwise if they seem “masculine” to you? Does your language ever equate gender (the way people view themselves and express their genders) with genitals (a person’s birth sex and anatomical designation) or otherwise imply that the gender identities of transgender people are not “real”?

Intervene and take action when students use gender-specific terminology to make fun of each other. Failing to intervene when inappropriate language is used, results in the words being perceived as acceptable. The use of such language further alienates transgender and gender non-conforming individuals and perpetuates discriminatory stereotypes about gender, gender identity and sexual orientation.

Create gender-neutral and/or mixed gender spaces. Be mindful about the ways in which single-gender teams and/or groups (like girls-only and boys-only) 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 all.

See other preparations related to Staff in Appendix 2 that may be helpful in developing a detailed plan for the student using AC-E-1.

ADOPTED	REVIEWED	REVISED	PAGE
11-April-2017			1 of 3
06-09-17			



**PLANNING GUIDE FOR TRANSGENDER AND GENDER DIVERSE  
STUDENTS/TRANSITION PLAN**

Directions: This planning tool should be reviewed with the student and relevant parties as a way to ensure the school environment is both safe and supportive. Affirm that the disclosure will be kept confidential.

School:

Date:

Student's Name Prior to Transition:

Student's Name After Transition:

Student's Pronouns After Transition:

Assigned Gender at Birth:

Gender After Transition:

Time Frame for Transition:

School Support Team:

Meeting of the interested parties is scheduled for:

Who will be attending? Administrator, Parent/Guardian, School Contact Person, Teacher, Counsellor, Clinician, Community Provider, Designated Support Person, Other:

Plan for washroom?

Plan for change room?

Plan for segregated activities?

Plan for field trips? (Who is responsible for seeing the plan is in place?)

Plan for overnight activities?

Check-in plan?

Which team support person will be the student's main support?

Other accommodations requested?

Will there be a legal change in gender?

Will there be a legal change in name?

ADOPTED	REVIEWED	REVISED	PAGE
11-April-2017			2 of 3
06-09-17			



What gender marker/name will be used in the Student Information System?

What gender/name/pronouns will be used in other areas?

Who else is aware?

Who else needs to know?

Is there anything we can do to help the student feel safer at school?

How should any discrepancies in name/pronoun use be handled with other students, parents, or staff?

Is the student connected to the trans community?

Does the student need other supports?

Is the parent/guardian aware of the correct name and gender identification?

Has the parent/guardian been informed/will they be informed as part of the process?

Name/pronouns to be used when calling home?

Has an alert related to privacy wishes been inputted in the Student Information System if necessary re any above discrepancies?

Does the student wish to inform their teachers, friends, others themselves, or prefer that this be done for them?

Does the student wish to be included in the communication to and/or training of peers?

Anticipated time loss required for any potential medical procedures and plan for loss of school work?

Additional information?

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ADOPTED	REVIEWED	REVISED	PAGE
11-April-2017			3 of 3
06-09-17			