

Administrative Procedure 168 – Appendix

Appendix – TRANSITION PLANNING

Background

A plan of support (transition plan) is encouraged in order to support transgender, transsexual and gender non-conforming students. This plan should be as collaborative in nature as possible. The plan should be flexible and able to change if circumstances warrant.

Procedures

1. Attempts to protect a student's right to confidentiality should be strictly maintained at all times. Transgender, transsexual and gender non-conforming students may have special confidentiality concerns (to ensure their safety). The student's right to privacy and confidentiality is subject to the following limitation:
 - 1.1 If a student discloses that he or she may be suicidal, suffering parental abuse, or at risk of hurting him or herself or others, school officials are legally required to report these incidents to the proper authorities.
2. If the transgender, transsexual or gender non-conforming student is open with their family, and the student consents, the starting point is meeting with the student and family to establish a transition plan.
3. The transition plan will be maintained in an administrative file by the school's Principal or designate on a yearly basis.
4. Areas to address with the student (and be as collaborative in nature as possible) are:
 - 4.1 Safe contacts and places in the school environment.
 - 4.1.1 Identified safe contacts understand inclusive practices and policies.
 - 4.1.2 Most schools will identify school administrators, counsellors, or homeroom teachers as safe people for transgender, transsexual or gender non-conforming students to seek out in the school environment; however, it is also important to seek student's input as they may have developed a caring relationship with another staff member whom the student identifies as a safe person.
 - 4.1.3 Safe places could be any area that is consistently supervised by staff (for example: main office, counsellor's office, or library).
 - 4.2 Name to be utilized.
 - 4.2.1 Identify which documents can be changed and which require legal name designation.

- 4.3 Washroom use.
 - 4.3.1 During discussions with the student and family (if student consents) it is important to review all available options (e.g. use the student washrooms, use a separate washroom, and/or use gender neutral washrooms). It is also imperative at this time to openly identify any safety concerns and risks that may exist and to what extent they can be minimized.
- 4.4 Student dress.
- 4.5 Locker room use, physical education classes and athletics.
- 4.6 Identify who will be given or able to access the information in the transition plan.
- 4.7 Transportation.
- 4.8 Siblings or other family members in the same school.
- 4.9 Media involvement or concerned parents who may come to the school.
- 4.10 Transgender, transsexual or gender non-conforming awareness training for staff.
 - 4.10.1 Identify if comprehensive and age appropriate training on gender identity issues need to be provided for staff, students and other parents/guardians.
- 4.11 Provide inclusive and user-friendly libraries with books that depict positive role models and transgender identities to all the school population.

Form: Diverse Sexual Orientations, Gender Identities and Gender Expressions Transition Plan