



Creating Safe and Inclusive Environments for Trans and Non-Binary Youth



**Coalition des
Familles LGBT**
LGBT Family Coalition



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Familles LGBT**
LGBT Family Coalition

Justice

Québec 

**Éducation,
Enseignement
supérieur
et Recherche**

Québec 

Famille

Québec 

**Travail, Emploi
et Solidarité sociale**

Québec 



COSUM
Centre
d'orientation
sexuelle
de l'Université
McGill

CHAIRE

**de recherche
sur l'homophobie**
UQÀM

Game Plan for next 90 minutes

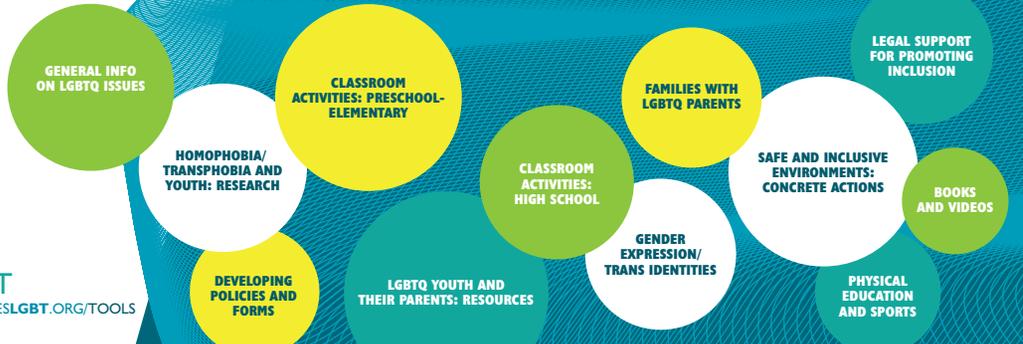
(Re)look at basic concepts regarding sexual diversity

Identify strategies to support trans and non-binary youth

Target specific actions to create inclusive environments



CHANGE THE WORLD! PROMOTE INCLUSION! TOOLS AND RESOURCES



VISIT
FAMILLESLGBT.ORG/TOOLS

General info on LGBTQ issues	Homophobia / transphobia and youth: research	Safe and inclusive environments: concrete actions	Legal support for promoting inclusion
Classroom activities: preschool-elementary	Classroom activities: high school	Books and videos	Families with LGBTQ parents
Physical education and sports	LGBTQ youth and their parents: resources	Developing policies and forms	Gender expression/trans identities

www.famillesLGBT.org/tools



Coalition des
Familles LGBT
LGBT Family Coalition

**CHANGE
THE WORLD!**

**PROMOTE
INCLUSION!**

STRATEGIES AND RESOURCES NEWSLETTER FOR ALLIES

Resource of the month

Give us your e-mail to receive the infoletter

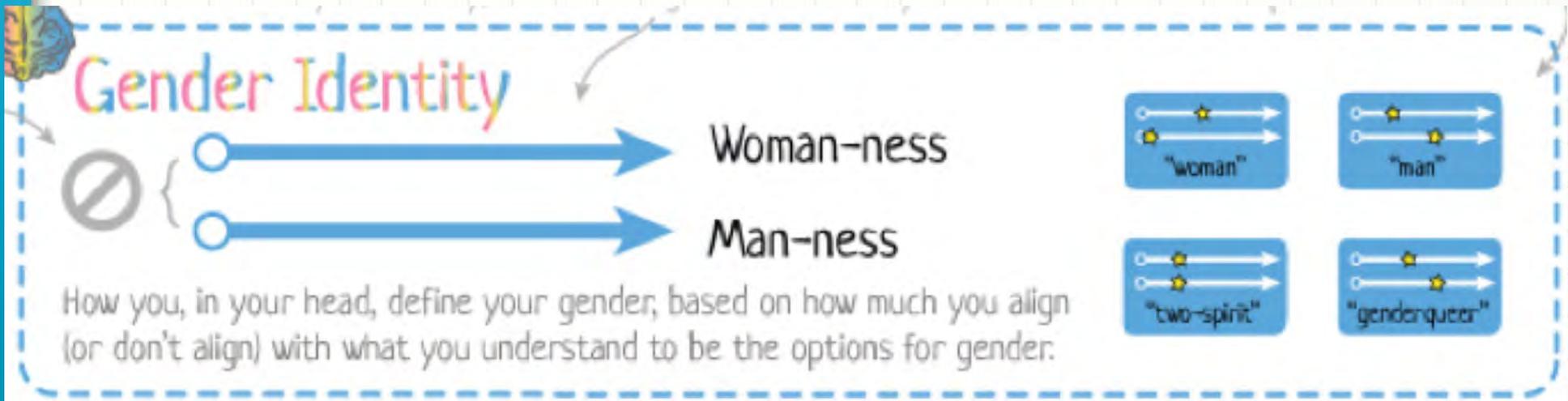
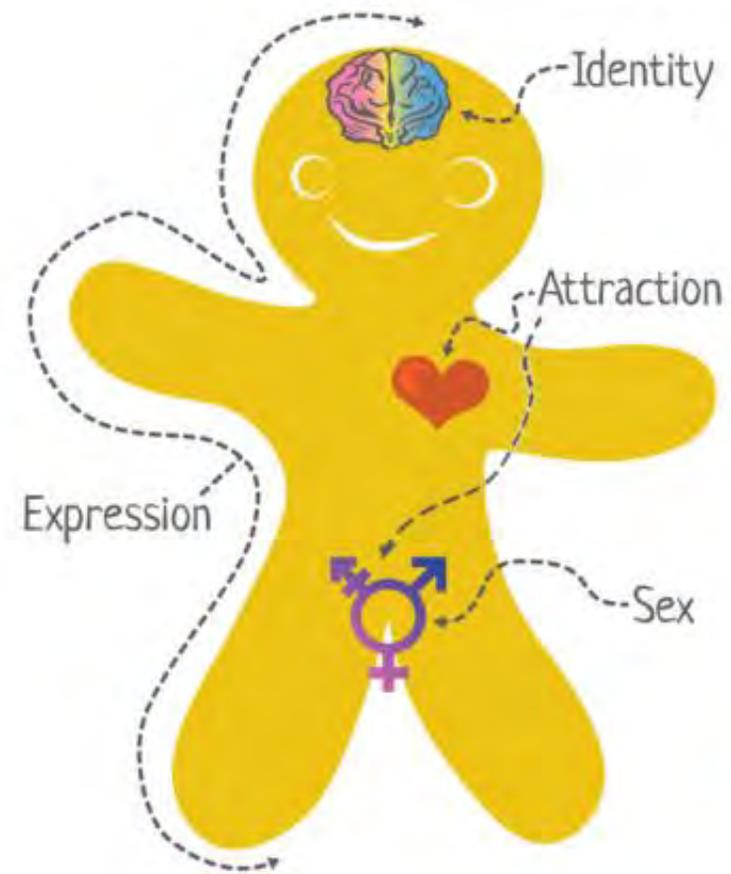
Definitions – Quiz

Can you place the definitions on the left onto the image on the right?

1. **SEX**
2. **GENDER IDENTITY**
3. **SEXUAL ORIENTATION/
ATTRACTION**
4. **GENDER EXPRESSION**



Gender identity

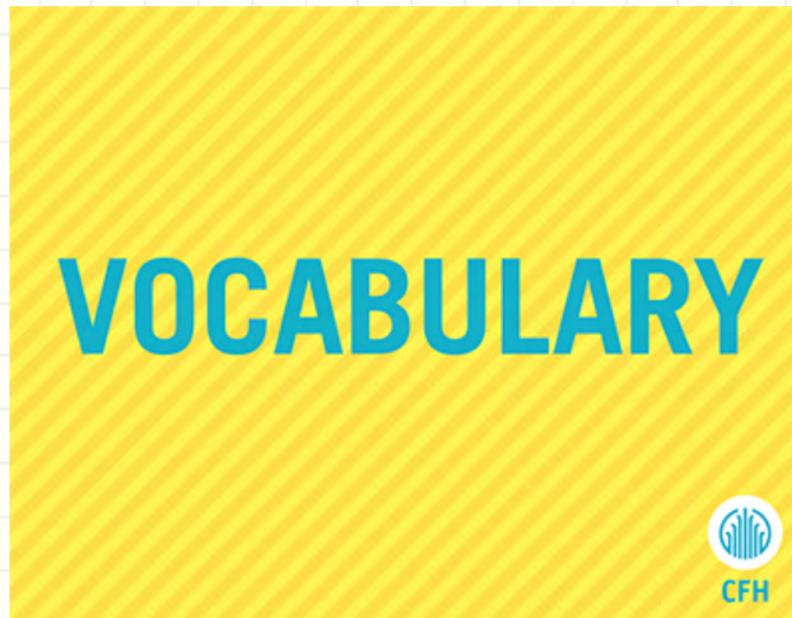


Some words related to gender identity

- Trans girl
- Trans boy
- Gender assigned at birth
- Cisgender person
- Non-binary person
- Queer or genderqueer person

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Website of the LGBT-FC: section “General info on LGBTQ issues”.



DÉFINITIONS SUR LA DIVERSITÉ SEXUELLE ET DE GENRE

LGBT
Acronyme pour personnes lesbiennes, gays, bisexuelles, transgenres et transsexuelles.

Gai
Identité que peut adopter un homme à partir de la prise de conscience d'attirances physiques, romantiques et érotiques pour d'autres hommes. Lorsqu'un gâle d'une personne gâle, on réfère généralement à l'identité qu'un homme construit à partir de son désir pour d'autres hommes. Certaines femmes s'identifient comme femmes gâles.

Lesbienne
Identité que peut adopter une femme à partir de la prise de conscience d'attirances physiques, romantiques et affectives pour d'autres femmes. Lorsqu'on parle d'une personne lesbienne, on réfère généralement à l'identité qu'une femme construit à partir de son désir pour d'autres femmes.

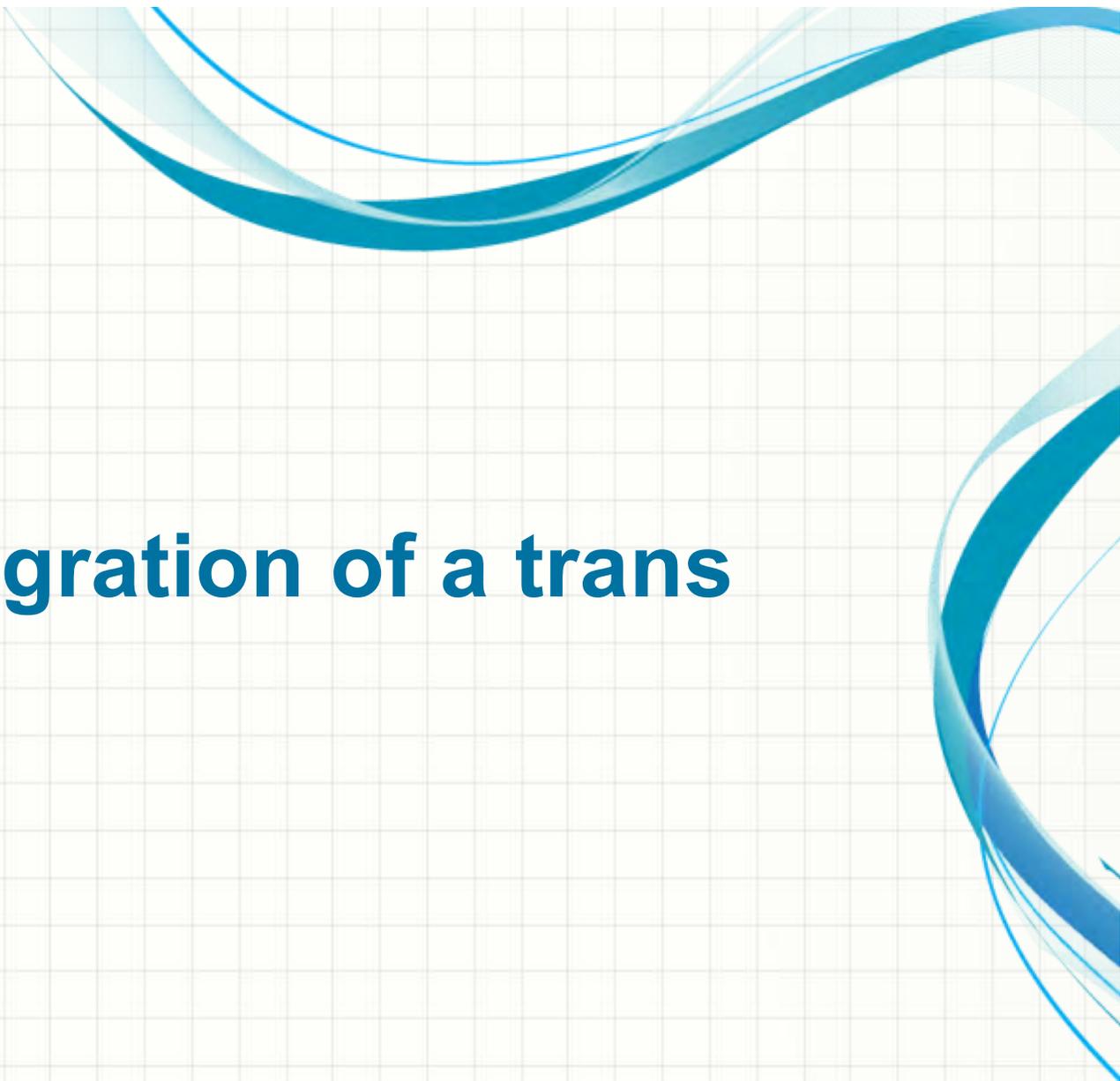
Bisexual-le
Le terme qualifie une personne qui est attirée par des hommes et des femmes et qui peut établir des relations émotionnelles, affectives ou sexuelles avec les uns comme avec les autres, quoique pas forcément dans la même mesure et en parallèle.

Trans ou transgenre
Terme parapluie qui englobe une diversité d'identités revendiquées par des personnes dont l'identité de genre ne correspond pas au genre assigné à la naissance. Il peut s'agir par exemple de personnes transsexuelles, de personnes transgenres, de personnes queer, d'hommes ou de femmes avec un parcours fem, de personnes non binaires/dans le genre, etc.

Transsexuel-le
La personne transsexuelle souhaite modifier son corps par un traitement hormonal ou chirurgical afin qu'il corresponde à son identité de genre.

Femme trans
Réfère à une personne qui s'identifie comme femme (ou sur un spectre féminin) alors qu'elle a été assignée au genre masculin à la naissance.

Homme trans
Réfère à une personne qui s'identifie comme homme (ou sur un spectre masculin) alors qu'elle a été assignée au genre féminin à la naissance.



Part 2 – Integration of a trans identity

Quantifying trans youth

The gender 'straight jacket'

- Gender stereotypes hurt many youth;
- Gender non-conforming youth are probably more numerous than we think but it is difficult to know how many because of strict gender policing in schools.

What happens to these youth?

- Some youth will become more gender conforming as they grow older;
- Others will adopt a gender expression that is more fluid or non-conforming;
- A certain number will turn out gay or lesbian;
- Some youth will self-identify as trans and will begin a transition process.



How early do kids know that they're trans?

- 59 % knew before the age of 10
- 80 % knew before the age of 14
- 90 % knew before the age of 19

- In the majority of cases, **during childhood or adolescence**, trans people feel the disconnect between their gender identity and the sex that was assigned to them at birth. This conviction is very deeply rooted.

Challenging the Binary: Gender Characteristics of Trans Ontarians

<http://transpulseproject.ca/wp-content/uploads/2011/12/E4English.pdf>

Types of transitioning

- People can transition (or not) in different ways. Sometimes this can imply **social**, **medical** or **legal** transition or a combination of the three.

Social transition

- First name
- Pronouns
- Clothing
- Chosen activities
- Etc.



Medical Transition – trans youth

- Postponing puberty (Lupron)
 - Delays the masculinization or feminization of the body (secondary sexual characteristics)
 - Reversible
 - Delaying hormone treatments can create problems as youth feel out of synch developmentally with their peers
- Hormones (estrogen and testosterone) somewhat-reversible
- Surgery (non-reversible)
 - 16 years of age: mastectomy
 - Other surgeries: 18 years of age.



Kim Petras

Legal transition

- 2015 : Quebec allows trans adults to change their names and gender marker in the civil registry without medical requirements
- 2016 : Under certain conditions Québec allows trans youth under 18 to change their name and gender marker in the civil registry
 - Before 14 years of age
 - Under 14

The background of the slide features a light gray grid pattern. Overlaid on this grid are several flowing, wavy lines in various shades of blue, ranging from a deep teal to a lighter, almost white blue. These lines curve across the top and right sides of the page, creating a sense of movement and depth.

Part 3 – Violence experienced by trans youth

Experience

- Because their **realities are not very well known** and there are many **prejudices** against them, trans youth are **more susceptible than other youth to be the subject of abuse and violence, notably with harassment and bullying** (in particular at school).
- **Trans youth can experience both homophobia and transphobia at school.**
- **Harassment and violence (verbal and physical)**
- **Social exclusion and rejection**

Homophobia and transphobia: frequency

- **63% of students** hear comments like ‘that’s so gay’ or ‘faggot’ each day at school;
- **39% of students** were personally the victim of at least one episode of homophobia;
- **69% of lesbian, gay, bisexual and trans (LGBT)** students were victims of homophobia.

(Chamberland, 2010, Egale Canada, 2011)

Homophobia and transphobia: frequency (cont'd)

- Often occurs in places not always under adult supervision:
 - bathrooms
 - locker rooms
 - hallways or lockers
 - schoolyard
 - cafeteria
 - classroom
- Places that students found least safe are often gendered;
- Do students report having been targeted? **No: 77.8%.**

Violence based on gender expression: frequency and impact - Canada

90% of gender non-conforming youth reported having been verbally harassed. Of those youth that were harassed, **50% said that the adults in authority did nothing to respond.**

95% of trans students don't feel safe at school.

Violence based on gender expression: frequency and impact - Québec

- **70.3% of trans youth have experienced violence because they do not conform to gender norms;**
- **65.6% of trans youth were insulted or received hurtful messages from their parents;**
- **73% of trans youth experience psychological distress (precursor to suicidal ideation).**

Quotes

I was always bullied. There was one course that was worse than the other because the prof didn't know [if I was a boy or a girl]. So everyone was confused. He wasn't sure and he harassed me with that. (Claude, trans man, high school)

Everyday, at the end of the school-day, I got beaten up. (Christopher, trans man, high school)

Quotes

I just didn't go to the washroom, I held it in all day. My friend Jack as well. He didn't go to the guy's washroom because he was afraid of being beaten up. So we would go to the hot-dog place (restaurant). (Benoît, young trans man, high school)

If you go in the guys' locker room, you'll be kicked out, they don't want you there; if you go in the girls' locker room, they don't want you either, so I just didn't go to phys ed. It was just easier to cut classes. I made myself a fake doctor's note and at one point it worked. (Benoît, young trans man, high school)

Quotes

I sent e-mails to all my teachers to let them know that the name that they had on the registry was not the name that I used and to please speak about me with masculine pronouns. Some teachers were okay with that. For others it didn't go as well. They didn't want to use masculine pronouns with me. One of them said to me « For me you will always be a girl » (Christopher, trans man, cégep)

Impact on trans youth

- There is a link between negative experiences, **psychological maladjustment (depression, anxiety, low self-esteem, PTSD)** and **academic success**.
- These experiences lead to vulnerability, distress and trauma that persist into adulthood. Because of this trans people are **over-represented** in populations of people who are **homeless, incarcerated, substance abusers, etc.**



Impact on trans youth

- Trans youth are particularly vulnerable (47 % suicidal ideation, 19 % attempts) (Trans Pulse Project).
- Another pan-Canadian study, concluded that one third of trans youth have attempted suicide (Canadian Trans Youth Health Survey, SARAVYC)
- A third said that they could not discuss their problems with an adult in their family and two-thirds said that their families did not understand them.

Parental support is one of the most important protective factor in terms of suicidal behaviour.

General info on LGBTQ issues

Homophobia / transphobia and youth: research

Safe and inclusive environments: concrete actions

Legal support for promoting inclusion

Classroom activities: preschool-elementary

Classroom activities: high school

Books and videos

Families with LGBTQ parents

Physical education and sports

LGBTQ youth and their parents: resources

Developing policies and forms

Gender expression/trans identities

Website of the LGBT-FC: section “**Homophobia/transphobia and youth: research**”.



Part 4: How to create inclusive environments for trans and non-binary youth?

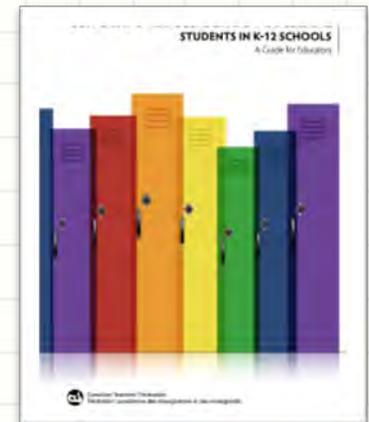


Presence of trans youth in schools

- **1 youth in 150** (between 13 and 17 years of age) self-identifies as trans (0.7%) (Williams Institute (2017)).
- A growing number will transition while at school.
- Our laws support these youth and thus Quebec schools have a legal and ethical obligation to adapt their practices.

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Website of the LGBT-FC: Section “**Gender expression/trans identities**”.



Fundamental principles

- Institutions and school staff are responsible for developing their **competency and knowledge before** noticing the presence of trans or non-binary youth in their community.
- **Adhere to the fundamental principles** that:
 - Being trans or non-binary is normal
 - The only indicator of a trans identity is self-identification
- Best practices are needed to **ensure equality, dignity, well-being and security** of trans and non-binary youth.
- These students, like all other students, have the right to evolve in a community **exempt from intimidation, discrimination and violence.**



Concrete measures for administrative and teaching staff

Action : Provide individual support for each trans or non-binary student

- Support based on **their personal needs**
- Coordinate between the **school team** (or student services), **youth** and **their parents** (if desired)
- Youth must **consent to parental involvement** (in particular for youth 14 years and over)
- Depending on availability, involve a **diverse support team**: psycho-educators, teachers, special educators, social workers, administration, assistants, etc.



Action : Use first name and pronouns (feminine, masculine or neutral) chosen by youth

- The official student file includes their legal name, sex designation and permanent code (MEES)
- Even if changes were NOT made officially they must be changed internally.
- All personnel must be informed of these changes: for the wellbeing of the student, as well as for legal reasons (Quebec Charter of Human Rights and Freedoms)
- Modify presence lists in case of substitute teachers
- Initiate a process to facilitate internal changes to a student's name and sex designation.
- Update information systems if needed.
- Assess the pertinence of mentioning designated sex on documentation. Remove if not needed.

2016 : Article 10 of the Quebec Charter of Human Rights and Freedoms was modified to include **gender identity and gender expression as prohibitive grounds** for discrimination or harrassment. The effect is to grant explicit protection to trans and non-binary youth.



Quebec Charter of human rights and freedoms

By virtue of the Charter: intentional or persistent refusal to respect gender identity or expression of trans or non-binary youth, and the refusal to enact measures to ensure their physical, emotional and psychological well-being, can be considered a form of harassment or discrimination that could lead to legal action.

Action : Ensure confidentiality.

- Vital to know wishes of youth.
- Sometimes youth prefer to keep their gender identity confidential. (ex. when social transition is not complete or after transition has been completed)
- Unwanted disclosure could expose youth to serious psychological distress, rejection or violence.
- For youth 14 years and + you must maintain confidentiality unless youth has provided authorisation to contact parents.
- Once information systems have been adapted, these must be kept confidential as well.



Action : Educate parents on trans and non-binary youth rights

- Parents might have questions.
- Remind them of the update to article 10 of the Charter.
- Information on trans and non-binary youth must remain confidential.



Action : Allow youth to choose restrooms, locker rooms and residences of their choice.

- Using gendered spaces can cause anxiety in youth: They fear harassment and violence.
- Youth should be allowed to choose restrooms, locker rooms and residences where they feel safest.
- Work with youth to find best solutions.
- Youth should decide for themselves what is best for them; without the influence of others (peers, staff or parents).
- Youth security should be considered when making a decision.



Action : Encourage participation in phys-ed class.

- The right to play on the sports team of one's choice (when teams are separated for boys and girls).
- Youth should be respected and safe.
- Encourage the full participation of all students in all school activities, regardless of gender identity.



Action : Reduce activities where students are separated in terms of gender

- Reduce: girls' teams (gymnastics) and boys' teams (hockey); « girls' activities » and « boys' activities », etc.; one entrance for boys, one for girls;
- Promote activities that deconstruct gender stereotypes.



Action : Ensure gender-affirming health and counselling services.

- Many schools offer health services or psychological support through their local CLSC or other public organization.
- Ensure that these service providers have been trained to adequately take in and follow trans and non-binary youth.
- These professionals should have access to sensitization training and continuing education opportunities regarding trans and non-binary youth.

Action : Organise training sessions for school staff

- Offer the possibility of training sessions to the entire school staff
- Continuing education is available on a variety of topics:
 - Family diversity
 - Coming out
 - Trans youth
 - Sensitization on homophobia, transphobia, heterosexism and cissexism
 - Available resources (pedagogical, community, etc.)



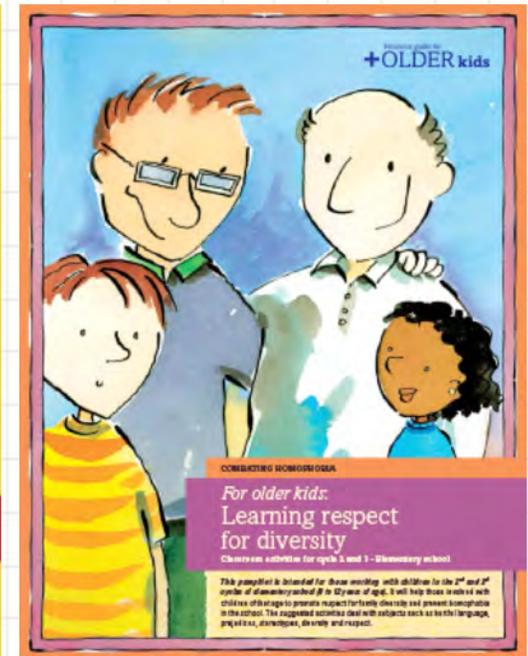
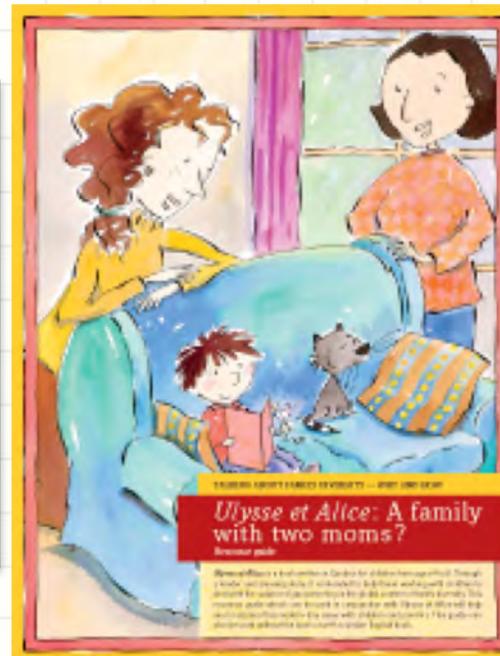
Action : Assure access to classroom activities where these topics are covered

- Present positive models of LGBTQ families, as well as sexual and gender diversity.
- Speak (positively) about trans and non-binary journeys in the classroom, because this will help trans youth to have positive relationships with their peers and can encourage students to respect trans and non-binary people through **positive modeling**.
- Render educational material **available and accessible** (books in the classroom and library, films, classroom activities, etc.)



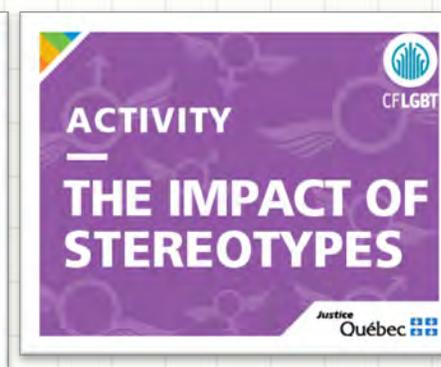
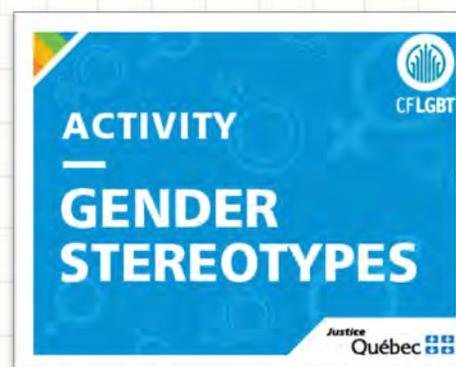
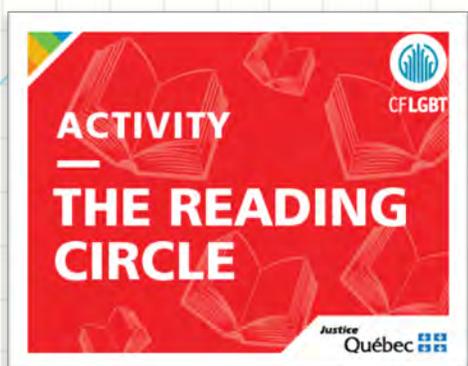
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Website of the LGBT-FC : section “Classroom activities: preschool - elementary”.



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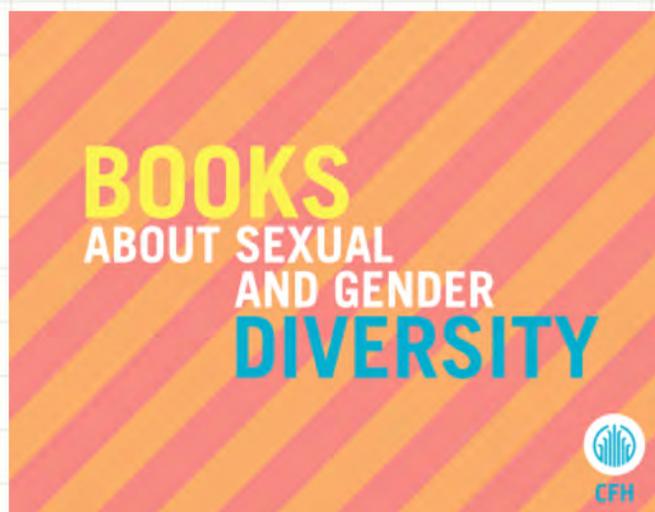
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Website of the LGBT-FC: section « Physical education and sports ».



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Website of the LGBT-FC: section “**Books and videos**”.

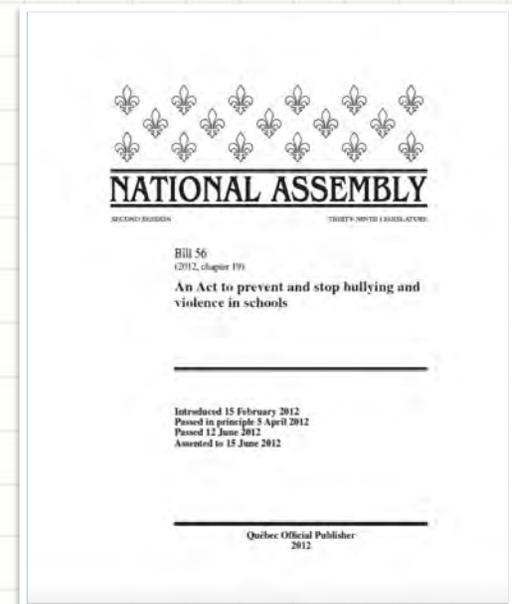


Action : Adopt policy and a code of conduct

- Revise the school's code of conduct and policies to **explicitly include** gender identity and expression, as well as sexual orientation, in appropriate sections (bullying, harassment, violence, dress code, etc.);
- Initiate an **official procedure to lodge complaints** of transphobic or homophobic bullying, harassment and violence;
- Have **the policy and code of conduct approved by the** governing board (parents and personnel);
- Initiate an **action plan** against bullying, as well as a **bullying committee** ;
- Initiate a **committee on sexual and gender diversity** or a **resource person for these issues**;
- Explain the **charter dispositions** to the school community (staff and parents);
- Remind **students and personnel about policies and the code of conduct** at the beginning of each school year.

An Act to prevent and stop bullying and violence in schools

- The law emphasizes bullying and violence resulting from different forms of oppression (ex.: racism, homophobia, transphobia).
- The legislation creates new obligations for schools :
 - Creation of a school team dedicated to coordinating actions against bullying;
 - Clearly defined responsibilities for the administration and school staff.



The law : specific extracts

Article 4

- *75.1. The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal. The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.*

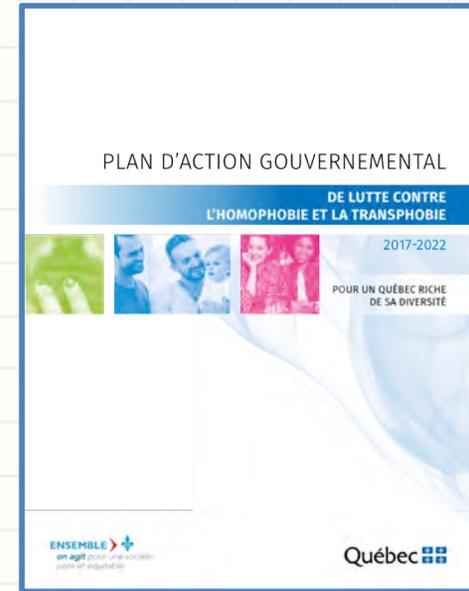
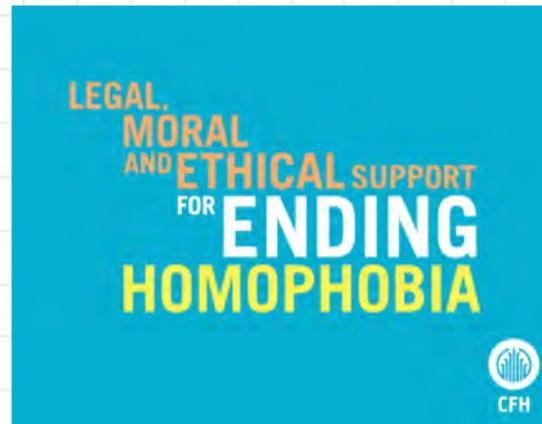
In addition to any elements the Minister may prescribe by regulation, the plan must include:

...

2° prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;

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Website of the LGBT-FC: section “**Legal support for promoting inclusion**”.



Action : Adapt forms

- Modify forms to take into account LGBTQ families and diverse gender identities (for school enrolment, daycare enrolment, school transport, extra-curricular activities, financial aid, etc.).
- Question the necessity of using gender markers on certain forms
- Add the « other » option

POUR L'ANNEE SCOLAIRE 2012/2013

IMPORTANT : Les inscriptions se font exclusivement auprès du directeur de l'école.

NOM de l'enfant : _____ Prénom : _____
Adresse : _____
Ecole : _____ Classe : _____
Date de naissance : ____/____/____

SITUATION FAMILIALE DECLAREE :

Tous les élèves peuvent accéder au restaurant scolaire, sous réserve des capacités d'accueil.
Si les capacités d'accueil sont insuffisantes, l'article 2 du règlement intérieur de la restauration scolaire, fixant des ordres de priorité, s'applique :

- Les deux parents travaillent ou sont en formation
- La famille est monoparentale et le parent travaille ou est en formation

Puis, en fonction des places disponibles par jour, les enfants des familles :

- en situation particulière (longue maladie, maternité, recherche d'emploi...) et pour une période limitée
- bénéficiant du tarif minimum
- composées de 3 enfants ou plus, même si l'un des parents demeure au foyer
- composées de moins de 3 enfants, si ceux-ci sont très âgés à un jour par semaine délégué pour l'année scolaire

(Des attestations ou justificatifs pourront être demandés)

En signant ce formulaire, la famille s'engage à prendre connaissance du règlement intérieur de la restauration scolaire et à en respecter les termes.

JOUR(S) DEMANDE(S) :

Lundi Mardi Jeudi Vendredi

Demande de menu sans porc : Le ____/____/____

Allergie alimentaire : Signature des parents

(pour mise en place d'un PA)

----- X X X -----

NOM de l'enfant : _____ Prénom : _____

JOUR(S) ACCORDE(S) PAR LE DIRECTEUR :

Lundi Mardi Jeudi Vendredi

Pour une durée de : _____
Le ____/____/____
Signature du Directeur de l'école

ATTENTION :

Action : Permit a dress code that matches with the youth's identity

- Allow students to wear uniforms that correspond to their gender expression and identity
- Take into consideration that some non-binary youth might not be comfortable wearing clothes that are too strongly identified as being 'masculine' or 'feminine'
- Modify the language around the dress code (i.e. 'girls should not wear short skirts').



Action : Consider being flexible when enforcing rules for trans youth who are undergoing hormonal therapies.

- Certain hormone therapies associated with transitioning can affect energy levels, the capacity to concentrate and have other side-effects on behaviour and mood.
- Absenteeism might result.
- Be flexible and offer help (peer accompaniment, individual help, catch-up work, etc.)



Part 5 – Resources for trans youth and their families

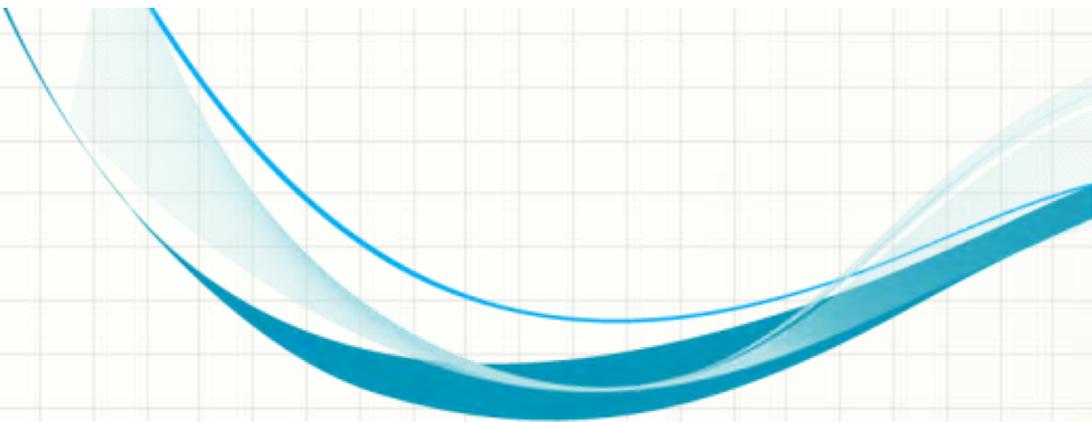


Resources to evaluate trans youth

- **Meraki Health Centre**
 - centremeraki.com
 - Less than 18 years of age (Dr Shuvo Ghosh)(RAMQ)
 - 18 and older (Françoise Susset or other therapists)(\$)
- **Argyle Institute (Pride psychotherapy team)**
 - <http://argyleinstitute.org/therapy/pride/>
 - (sliding scale from 35\$/hour)
- **McGill University Sexual Orientation Centre (MUSIC)**
 - <https://www.mcgill.ca/cosum/> (RAMQ)
- **Gender reassignment surgery GRS**
 - <http://www.grsmontreal.com/> (RAMQ)

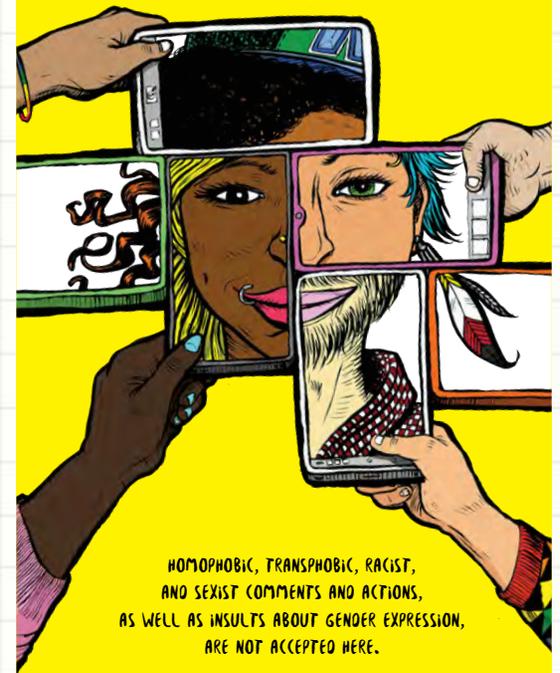
Community Resources

- Lists of doctors and counsellors with expertise on the health of trans people and their families are available from certain community organisations :
 - ASTTeQ
 - <http://www.astteq.org/>
 - Asterisk and Projet 10
 - <https://coalitionjeunesse.org/>
 - ATQ
 - <http://www.atq1980.org/>
 - Concordia: Centre for Gender Advocacy
 - <http://genderadvocacy.org/>
 - Gender Creative Kids Canada
 - <http://enfantstransgenres.ca/>



**What messages will
you take home with
you?**

SAFE SPACE



HOMOPHOBIC, TRANSPHOBIC, RACIST,
AND SEXIST COMMENTS AND ACTIONS,
AS WELL AS INSULTS ABOUT GENDER EXPRESSION,
ARE NOT ACCEPTED HERE.

LET'S RESPECT
OUR DIFFERENCES!



WORKSHOPS ON SEXUAL
AND GENDER DIVERSITY

INFORMATION, RESOURCES, & STRATEGIES

An offer of TRAINING SESSIONS for those
working with youth and families.

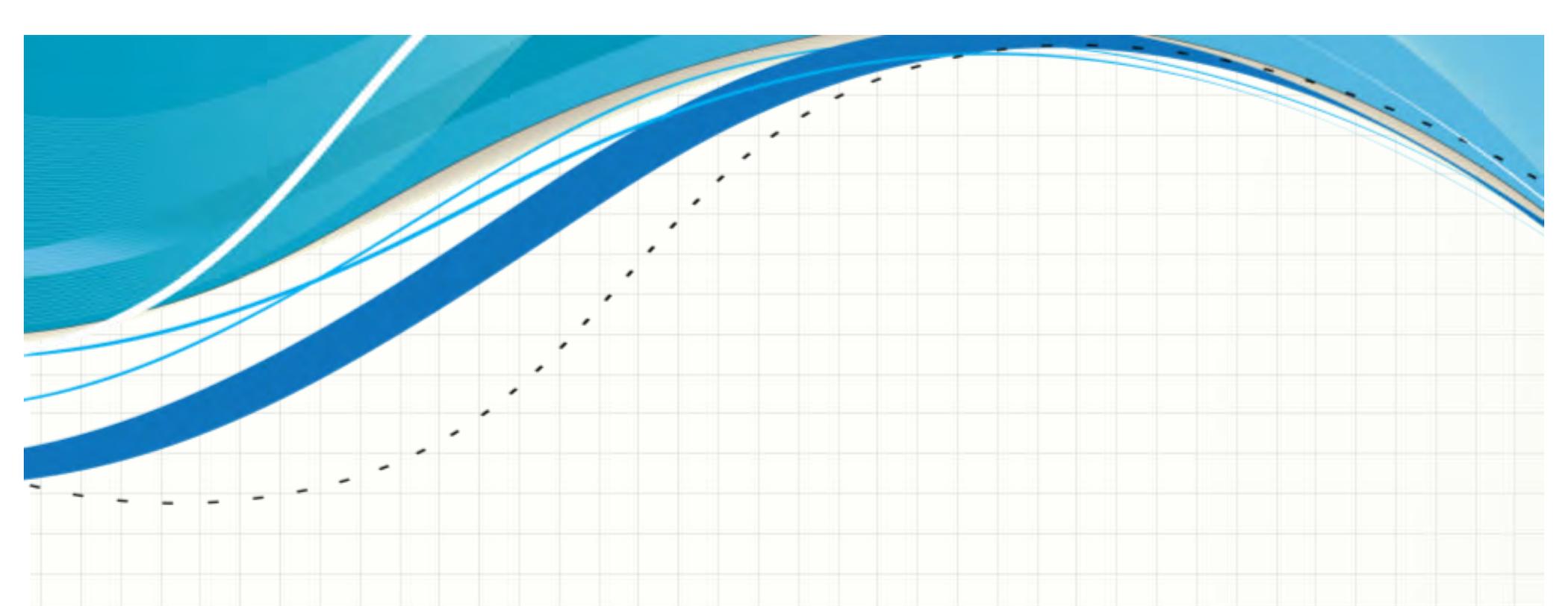
RESPECTING
DIFFERENCES

CELEBRATING
LESBIAN, GAY,
BISEXUAL AND TRANS
(LGBT) DIVERSITY

PROMOTING
OPENNESS AND
INCLUSION

Justice
Québec

Éducation,
Loisir et Sport
Québec



EVERY ACTION COUNTS!

THANK YOU!!!

