



Gender Identity and Gender Expression Accommodation for Students

Responsibility:	<i>Superintendent Indigenous, Equity and Human Rights Human Rights and Equity Advisor</i>
Legal References:	<i>The Canadian Charter of Rights and Freedoms (Section 15); The Ontario Human Rights Code; The Education Act Municipal Freedom of Information and Protection of Privacy Act</i>
Related References:	<i>Ministry of Education Policy/Program Memorandum 144 – Bullying Prevention and Intervention Board Policy 1008 – Equity and Inclusion Board Policy 6010 - Student Dress Policy Board Policy 6000 – Safe Schools Board Policy 6001 - Code of Conduct Board Policy 6009 - Student Bullying Prevention and Intervention Board Policy 1017 - Human Rights Administrative Procedure 1050 – Ontario Student Record (OSR) Office Index Card (OIC) Administrative Procedure 1100 - Privacy Protection and Access to Information Administrative Procedure 1200 – Student Bullying and/or Harassment Administrative Procedure 1215 - Code-Based Complaint Resolution Procedure for Non-Staff Protocol and Guidelines for Reporting a Child in Need of Protection Student-Athlete Participation re: Gender Identity, Ontario Federation of School Athletic Associations</i>
Effective:	March 2, 2017
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1. Preamble

1.1 The WRDSB is committed to providing learning environments that are free from discrimination and harassment contrary to the Ontario Human Rights Code (“the Code”). In particular, this procedure outlines the process for those students who are entitled to accommodation on the basis of their gender identity (how someone identifies) and/or gender expression (how someone publicly presents) because they are transgender or gender diverse (including, but not limited to: transgender, transsexual, gender queer, gender fluid, nonbinary, agender, trans male, trans female, gender independent, people who do not identify with a particular gender identity and those who are questioning their gender identity/expression).

2. Belief Statements

2.1. Through Board Policy 1017 - Human Rights, the WRDSB recognizes the rights of all employees, students, families/caregivers and community members to equitable treatment without discrimination based upon gender identity and gender expression. This Administrative Procedure (Gender Identity and Gender Expression Accommodation for Students) affirms and clarifies the Board’s commitment to human rights and the freedom from discriminatory behaviors

based on gender identity and gender expression, as well as respect for diversity in our school environments as specified in the Code and Board Policy 1008 - Equity and Inclusion.

- 2.2. The WRDSB understands that gender and its expression is an important part of a person's identity. This procedure honours each student's right to a safe, respectful and inclusive environment. The WRDSB also recognizes that transgender people are at an increased risk of violence, discrimination and harm as they express their gender identities. All WRDSB schools play an important role in supporting those with different identities and beliefs to engage respectfully and in ways that contribute to the safety of all students.
- 2.3. Under the Code, the Board has a legal duty to accommodate individuals based on needs arising from their gender identity and/or gender expression, up to the point of undue hardship. As per the Code and Board Policy 1017 - Human Rights, accommodations must: uphold dignity, respond to an individual's unique needs, and allow for integration and full participation. No person shall be penalized for making an accommodation request.
- 2.4. Any student who shares their transgender identity with a staff member is entitled to accommodation and support. This support, through words and actions, is critical and will impact their well-being and safety.

3. Terms and Definitions

These terms and definitions are provided to be used only as a reference and are not meant to label individuals. A person's identity and how they identify is very personal, may change over time, and should not be assumed by others. Language is constantly changing and this list should only be used as a guide.

Assigned Biological Sex/Sex Assigned at Birth: the biological classification of people as male and/or female. Sex is usually assigned by a physician at birth and is based on a visual assessment of external anatomy. Someone may identify as "assigned female at birth" (AFAB) or "assigned male at birth" (AMAB). Assigned biological sex may also refer to someone who is intersex. Discrimination and/or harassment on the basis of sex is also prohibited by the Code and Board Policy 1017 - Human Rights.

Agender: a term which can be translated as "without gender". A person who is agender may feel that they have no gender, or have a gender identity that is neutral.

Bi-gender: refers to individuals whose gender identity is a combination of male/man and female/woman.

Cisgender: refers to individuals having a gender identity that is the same as their assigned biological sex. A man/boy identifies as male and a woman/girl identifies as female.

Cisnormativity: the assumption that everyone is cisgender. This assumption leads to systemic prejudice, exclusion and discrimination where the needs and identities of people who are transgender are considered outside of the norm.

Cissexism: prejudice, stereotyping and discrimination, directed against people who are not cisgender. Cissexism is also a set of assumptions or beliefs that people who are cisgender are superior to those who are not.

Deadnaming: calling or referring to someone by their given/legal name that does not honour their gender identity and expression. Deadnaming is harmful whether it is intentional or not; intentionally deadnaming someone is a form of harassment.

Gender: a socially constructed concept of identity, such as man, woman, boy and girl, with corresponding roles, behaviours, activities, and appearance.

Gender Binary System: a social system that requires everyone to be raised as a boy or girl (dependent on what sex you were assigned at birth), which in turn forms the basis for how you are educated; what jobs you can do (or are expected to do); how you are expected to behave; what you are expected to wear; what your gender and gender presentation should be; and who you should be attracted to/love/marry, etc.

Gender Diverse: an umbrella term for gender identities and/or gender expressions that differ from dominant cultural or societal expectations based on assigned sex. Other common terms associated with gender diverse are gender variant and gender nonconforming. Someone who is gender diverse may or may not also identify as trans.

Gender Expression/Gender Presentation: refers to the way an individual expresses their gender identity (e.g. in the way they dress; the length and style of their hair; the way they act or speak; the volume of their voice; and in their choice of whether or not to wear make-up).

Gender Fluid: a gender identity which encompasses a wide spectrum of gendered behaviour or appearance that blurs the lines of man, woman, boy, girl in a fluid way. In this sense, gender is not fixed and may change over time.

Gender Identity: is linked to an individual's intrinsic sense of self and their sense of being female, male, a combination of both, or neither regardless of their assigned biological sex.

Gender Independent: 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 diverse or gender nonconforming).

Genderqueer: refers to people who do not ascribe to gender and sex as a binary concept. Genderqueer people may identify as either male, female, both, neither or may reject gender altogether.

Intersex: refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having a mixture of XX and XY chromosomes.

Nonbinary: refers to a person who does not identify with either side of the man/boy/male or woman/girl/female binary. Nonbinary people are included under the transgender umbrella (see Transgender definition); however, there are also nonbinary people who do not identify as transgender.

Questioning: being unsure of one's sexual orientation and/or gender identity; feeling uncomfortable with or unwilling or unable to self-categorize within traditional labels such as gay, straight, man, woman, etc.

Trans: an adjective relating to gender diverse individuals, groups or interests. This inclusive category is used by many who also identify within the transgender/gender variant umbrella, including but not limited to: transgender; transsexual; genderqueer; gender fluid; nonbinary; two-spirit; trans man; trans woman; trans boy; trans girl; intersex; gender independent; questioning; or people who do not identify with a particular gender identity. Some people may identify as trans, but not with other terms under the trans umbrella.

Transgender: an umbrella term that refers to individuals whose gender identity is different from their assigned biological sex at birth, and/or whose gender expression may be different from the way males or females are stereotypically expected to look or behave.

Transition: the process (which for some people may also be referred to as the “gender affirming process”) whereby people change their appearance or physical body to align with their gender identity. Transition means different things to different people, due in part to issues of access, safety and personal choice. It may involve, if freely chosen, modification of bodily appearance, presentation or function by medical, surgical, or other means.

Transphobia: the fear, ignorance, and mistreatment of people who are, or are perceived to be, transgender. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender people.

Transsexual: for some people this is a stigmatizing term because of its historical association with the pathologization of gender diverse people, and the implication that a person’s gender identity is not valid unless they medically transition. A transsexual person does not identify with the gender associated with the sex assigned to them at birth. This term is most frequently associated with movement from one side of the gender binary to the other. Some transsexual people may physically alter their body (e.g., gender affirmation surgery and/or hormone therapy) to correspond with their gender identity. In addition, many transsexual individuals who make a surgical transition no longer consider themselves to be transgender upon completion of this process.

Trans boy/man: an identity label sometimes adopted by trans individuals to signify that they are boys/men while still affirming their history as female.

Trans girl/woman: an identity label sometimes adopted by trans individuals to signify that they are girls/women while still affirming their history as male.

2SLGBTQIA+: an acronym that stands for Two-Spirit, lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual. The plus sign (+) indicates the inclusion of all sexual orientations and gender identities within queer communities.

Two-Spirit: an Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine and/or nonbinary spirits. It is important to note that to identify as Two-Spirit, one must understand and identify with Indigenous heritage and the responsibility of holding this identity. Being an Indigenous person who identifies as a member of the 2SLGBTQIA+ community does not necessarily mean that someone is a Two-Spirit Person.

4. Responsibilities of School Administrators and Staff

The Code requires schools (who are service providers under the Code) to provide appropriate accommodation when needed based on gender-identity and gender expression. This is called the duty to accommodate. In a school setting, administrators play a key role in this process and are expected to provide leadership with regard to privacy; professional learning; transgender representation; empowering student advocacy; responding to accommodation requests; and responding to discriminatory behaviour. **However, all staff have a role to play in creating safe and affirming learning environments for students of all genders.**

This administrative procedure outlines the WRDSB's responsibilities related to the Duty to Accommodate students based on gender identity and gender expression. These responsibilities clarify expectations of staff to raise awareness and help protect people who identify as transgender from discrimination and harassment, which is a violation of Board Policy 1017 - Human Rights and contrary to the Code.

4.1 Privacy

As per the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), all persons have a right to privacy when it comes to their personal information, which includes their gender identity. WRDSB staff must keep a person's transgender identity private.

There is a difference between privacy and confidentiality.

In the fulfillment of an accommodation request it is possible that accommodations may be observable to other members of the WRDSB community (i.e. using a name other than the legal name or referring to the students with pronouns that do not correspond with their sex assigned at birth) and therefore not confidential. While the *process* of requesting and providing accommodations should be private - it is not feasible to suggest to students that complete confidentiality is possible.

WRDSB staff must not disclose a student's gender identity to others unless there is a specific "need to know," for example, where information would be required to fulfill a specific accommodation request. A recommended practice is to inform a student if/when circumstances arise that require disclosure of personal information relating to their gender and to ensure that they are notified before any such information is disclosed.

Discussing the limits of confidentiality with a student ahead of time is essential in order to ensure that students understand that there are circumstances in which the WRDSB cannot maintain confidentiality.

There will be students whose transgender identity is not known to the school. However, the student or their parents/caregivers may determine that there is a particular need to inform school staff - especially if there are circumstances that require accommodation. As always, **respecting the student's privacy is extremely important.** Only those staff who need to know this information in order to provide appropriate accommodation will be notified, with the student's informed consent.

Some students who identify as transgender are not open about their gender identity and/or expression at home (see Section 6 for additional guidance). School staff shall **not** notify parent(s)/caregiver(s) that a student's gender identity is different than their sex assigned at birth; however, parent(s)/caregiver(s) do have a right to access records (i.e. the OSR), which may contain information about a student's gender identity/expression (unless the student is an adult student or is 16/17 years old and has withdrawn from

parental control). If a parent(s)/caregiver(s) requests such information, you must connect with the student first to discuss the implications of such a disclosure and ensure the student's safety.

If a student has disclosed their gender identity to an administrator or staff member, privately ask the student how they want to be addressed (name and/or pronouns) in correspondence with parents/caregivers or at meetings with the student's parent(s)/caregiver(s). Talk to the student about letting other school staff know (i.e. their teachers, guidance counsellor, child and youth worker, and other administrators) and explain reasons why it may be helpful for them to be aware (e.g., making calls to home). As trusted adults, administrators and staff members play an important role in advising a student of the limits of confidentiality and to have conversations regarding a student's desire to keep information about their gender identity and/or expression private.

Schools are a part of the broader community so it is important to help students understand that it is often not possible for them to be out at school without this information becoming known in the broader community. That said, staff will respect a student's decision not to disclose to others. Not doing so can potentially put a student's well-being at risk.

Nothing in this procedure infringes on the Duty to Report for circumstances where there are reasonable grounds to suspect that a child or youth under the age of 18 is or may be in need of protection, as outlined in the Protocol and Guidelines for Reporting a Child In Need of Protection. If you are unsure, contact your Superintendent/Supervisor/Principal for guidance.

4.2 Professional Learning

The Board will strive to ensure that professional development and training opportunities are provided for staff to develop the awareness, knowledge, skills and attitudes necessary to deliver an inclusive curriculum which includes anti-homophobia and anti-transphobia education; identify and address homophobic and transphobic attitudes and behaviour; and support and advocate for 2SLGBTQIA+ students. School leaders must ensure that staff are educated in anti-transphobia education, in challenging gender stereotypes, and in using gender inclusive language.

4.3 Transgender Representation

Transgender students may hesitate to be open about their gender identity and expression if they are unsure that their school is a safe place to express this part of their identity. As such, ensuring positive transgender representation and proactively communicating that transgender students belong, have inalienable rights, and are welcome is essential for all schools - whether or not there are openly transgender students in attendance.

Transgender students may not see themselves represented among the staff in a school, and the few openly transgender staff in our system may feel a disproportionate responsibility for trans representation. All staff have an important role to play in ensuring that all students see themselves represented in the school and in their learning. School leaders should ensure that resources and guest speakers represent the transgender community in a positive way.

4.4 Empowering Student Advocacy

As per the Education Act (S. 303.1) schools must support students who seek to lead activities or organizations that promote a safe and inclusive learning environment - this includes a trans-inclusive GSA (Gay-Straight Alliance/Gender Sexuality Alliance) or similar group, developed and named by the students.

They should support actions, activities and campaigns that are trans-positive and create awareness about transphobia, gender stereotypes, and gender-based violence.

4.5 Responding to Accommodation Requests

Accommodation requests will arise from any circumstances where a student's integration and full participation is limited because of their gender identity or gender expression (some circumstances that commonly require accommodation are outlined in Section 5, below). Accommodation requests may come directly from students to discuss their accommodation needs with a staff member or administrator. Students are invited to bring a chosen advocate to help make the accommodation request with them.

Each request will be responded to on a case by case basis. **Anybody who identifies as transgender is unique and will have different needs.** An accommodation that works for one person cannot be assumed to work for another. Each accommodation may involve collaboration between the school, the student, and their parents/caregivers (as appropriate) to jointly explore accommodation solutions.

Where fulfilling accommodations generates the creation of records, administrators must consider whether such records need to be filed in the OSR. For example, accommodation requests that result in changes to students' records should be documented on the IS-25-CSR Form, and are to be stored in the OSR (see Section 6 for additional information on record management).

Be open-minded and discuss the needs and concerns of the student in a respectful way. Never voice personal opinions regarding the person's gender identity or gender expression. Take the time to listen. Also take the time to acknowledge and reflect on personal bias. Make it clear that your conversation will be private while ensuring that the student understands the practical limits of confidentiality. Consult with the Human Rights Branch about questions that arise from an accommodation request.

4.6 Responding to Discriminatory Behaviour

Responding to discriminatory behaviour is different from providing accommodation. As administrators, you may need to respond to the expression of attitudes and/or beliefs of students, staff, parents/caregivers and community members that are not aligned with Board expectations. A lack of knowledge about transgender rights and issues has the potential to undermine safety in the learning environment. Please be advised that there will be people who will be resistant to learning about the transgender community. In such circumstances, remind all students and employees that they are expected to conduct themselves in accordance with Board Policy 1008 - Equity and Inclusion, Board Policy 1017 - Human Rights, Board Policy 1012 - Religious and Creed Accommodations, Board Policy 6000 - Safe Schools, Board Policy 6001 - Code of Conduct, Board Policy 6009 - Student Bullying Prevention and Intervention, the Charter of Rights and Freedoms, and the Ontario Human Rights Code. Failure to comply with the expectations for staff and students to behave in non-discriminatory ways as outlined in Board Policy will be addressed through the appropriate progressive discipline procedures.

5. Common Accommodation Considerations

This section outlines some guidance as it pertains to common areas of accommodation for transgender students. This list is not exhaustive, and any time that a student experiences discrimination (imposition of burdens, denial of benefits) because of a Code-protected ground the Board has the duty to accommodate them to the point of undue hardship as prescribed in the Code.

5.1 Gender Segregation

Gender segregation is a practice that often results in discrimination for transgender students and therefore requires accommodation. Administrators are guided to minimize gender segregation in a proactive effort to include students of all genders fully. In circumstances where gender segregation cannot be avoided, administrators must consider what accommodations can be provided to allow for the integration and full participation of transgender students.

5.2 Names and Pronouns

As per the Code and this procedure, transgender students, of any age, have the right to be called by their name, which may be different from their legal name, and to be addressed by pronouns that correspond to their gender identity. Students are not required to change their “Preferred Name” in the Student Information System (SIS) to use a name other than their legal name. Proof of a legal name change is **not** required to honour someone’s gender identity or gender expression. **See Section 6 “Record Management and Changes” for more information.**

Note on the term “preferred name” - it is not advisable to use “preferred name” to describe a name that someone uses to reflect or express their gender identity. Instead, use “name” and “legal name” to distinguish. Although Aspen uses the term “Preferred Name”, you are advised to not refer to someone’s “preferred name” unless you are referring specifically to that field in Aspen.

Intentionally addressing a student by the incorrect name or pronouns is a form of discrimination and harassment. While it is understood that inadvertent slips or honest mistakes may occur, the intentional and/or persistent refusal to acknowledge a student’s gender identity or use their gender affirming name is not acceptable.

Students who wish to use gender-neutral and gender inclusive language in WRDSB schools are to be supported. For example, some people do not feel included in the gender 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.

The teacher is to ensure that the supply teacher is aware of the name of any transgender students in the classroom. Also, teachers are asked to be discreet to ensure the privacy and well-being of transgender students, especially as it pertains to the distribution of report cards that may reflect a student’s legal name.

5.3 Washroom Access

Under the Ontario Human Rights Code, all people have a right to safe restroom facilities and the right to use a washroom that best corresponds to their gender identity, regardless of their sex assigned at birth. Requests for accommodation may include the use of one, or both, gendered washrooms, or the use of a private single stall washroom. **The individual’s self-identification is the sole measure of their gender.**

Schools will provide an easily accessible all-gender single stall washroom for use by any student who desires increased privacy, regardless of the underlying reason. However, use of an all-gender single stall washroom should always be a matter of choice for a student. Schools with a single stall accessible washroom already have what is considered a gender inclusive washroom.

5.4 Sports, Extracurricular Activities, and Physical Education Classes

School staff must ensure students can exercise their right to participate in sex segregated sports and physical education (P.E.) class activities in accordance with each student’s gender identity.

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 gender independent or transgender student to use the change room corresponding to the student's sex assigned at birth.

5.4.1 Competitive Sports

A student is able to compete in sports in accordance with their gender identity, this is affirmed through OFSAA's statement "[Student-Athlete Participation re: Gender Identity](#)".

The following additional guidelines will assist schools, athletics departments, coaches, teams, and student-athletes in creating an environment in which all student-athletes are safe and fairly treated. Please note that as every transgender student is different, it is advisable to have a conversation with them to ensure that the accommodations are acceptable.

5.4.1.1 Competition at Another School — A transgender student-athlete may require accommodations to ensure access to appropriate changing, showering, or bathroom facilities. School leaders, athletic directors, and coaches, in consultation with the transgender student-athlete, should consult with their counterparts at other schools prior to competitions to ensure that the student has access to facilities that are comfortable and safe. **This consultation should maintain the student's confidentiality.** Under no circumstances should a student-athlete's identity as a transgender person be disclosed without the student's permission.

5.4.1.2 Overnight Accommodations - Where overnight accommodations are required, consult with the student-athlete about arrangements that are respectful of their gender identity, comfortable and safe, especially when room sharing is a possibility.

5.4.1.3 Dress Codes—Transgender student-athletes are permitted to dress consistently with their gender identities. Dress codes for athletic teams must be consistent with Board Policy 6010 - Student Dress.

5.4.1.4 Uniforms — All team members should have access to uniforms that are appropriate for their sport and that they feel comfortable wearing. No student should be required to wear a gendered uniform that conflicts with the student's gender identity.

5.4.2 Change Rooms

Students have the right to a safe change room that corresponds to their gender identity. Any alternative arrangement will be provided in a way that protects the student's ability to keep their gender identity private. In addition, transgender students have the right to an accommodation if requested that best meets the individual student's particular needs. Such accommodations may include: (a) use of a private area within the public area (a bathroom stall with a door; an area separated by a curtain; a P.E. instructor's office in the change-room); (b) a separate changing schedule in the private area (either utilizing the change room before or after the other students); (c) use of a nearby private area (a nearby washroom; a vacant room); (d) access to the change room corresponding to the student's assigned sex at birth, or (e) satisfaction of the P.E. requirement by independent study outside of P.E. class. The accommodation must be acceptable to the student.

5.5 Student Transfers

There may be accommodation considerations if a student transfers schools within the WRDSB. Accommodations that are documented outside of the OSR will not be automatically transferred. If in discussion between the student and the administrator it is determined that the student would like other

accommodation documentation shared with their new school, the administrator can make arrangements to share relevant records, while maintaining the student's privacy (refer to AP 1100 - Privacy Protection and Access to Information). Transferring to a new school can be a challenge for all students, it is especially important to consider the unique challenges or concerns transgender students may face.

5.6 Report Cards

Report cards must be filed in the OSR in the student's legal name. Where a student uses another name because of their gender identity or gender expression and would like this name printed on their report card, the school will provide a copy of the report card in the name that the student uses at school. A copy of the report card printed in the student's non-legal name should be stapled to the report card printed in legal name and stored in the OSR. Pronouns used in report cards should reflect the student's preferences for communication. Additional details below in Section 6 - "Record Management and Changes", see also Appendices

5.7 Email Address and Virtual Learning Environments

The "Preferred Name" field in Aspen will flow to the OEN database, Google Classroom, School Day, Compass, D2L, Insignia, Dreambox, S4S, and MyWay. If a student changes their "Preferred Name" in Aspen, the "Preferred Name" will be visible in these platforms. It is possible that other platforms not included in this list will also reflect "Preferred Name". Should you have any questions please contact IT Services for assistance.

Students may also request a change to their email address and the name associated with their Google Account. After confirming that the student understands where this change will be reflected, you can submit a ticket to IT requesting an update to the student's email address.

6. Record Management and Changes

In some cases, fulfilling the duty to accommodate will require changes to official records or the creation of records (i.e. documenting an accommodation plan).

NOTE - The legal right of children of any age to request accommodations is fundamental to this procedure, in compliance with the Ontario Human Rights Code.

For some students, accommodation will include changes to records based on the Code-protected grounds of gender identity and expression. These conversations or requests can be highly sensitive for all parties involved.

Students may not yet have discussed their wishes with parents/caregivers and the school environment may be the first place that students express these wishes. Educators play an important role in affirming student rights and may also facilitate necessary conversations with students about the limits of privacy and confidentiality. Schools are a part of the community and thus it is not possible to keep this information contained within the walls of a school building. **Exploring this reality with students is an essential step in securing informed consent from a student to change their records.**

We recognize this can also create uncertainty for staff and/or parents/caregivers where there may be feelings that students are not mature enough to make such decisions. The rights of students at any age are granted through the Code and are inalienable. This means that no Board policy or procedure can

contradict a student's human rights. Simply put, students of any age can request changes to their records to reflect their gender identity or gender expression.

Staff and/or parents/caregivers may feel that by making such changes without informing the parents/caregivers, the school is compromising the integrity of school and parent/caregiver relationships. School personnel do not need to notify parents/caregivers that such a change has been requested, but this information will be accessible to parents/caregivers through the OSR (unless the student is an adult student or is 16/17 years old and has withdrawn from parental control) and some school-home communication platforms. It is very important that students provide informed consent - meaning that they understand where the changes will be reflected and the potential impacts of such changes.

For any staff, if you are uncertain about a student's name or pronouns, please reach out to your administrator to discuss your concerns without identifying the student. You may also contact the Human Rights Branch for a confidential consultation.

6.1 Changes to "Preferred Name" in Student Information System

Transgender students have the right to be addressed by a name and pronoun corresponding to their gender identity other than that which appears on the student's birth certificate. They may request that their "Preferred Name" be changed in the Student Information System (SIS). This change will only be reflected in updates moving forward and changes will not be made to historical records. The SIS does not record or track any student's pronouns.

Note: There is no mechanism for changing the "Preferred Name" field in the WRDSB student information system (Aspen) to use the name of the student **without** this information being accessible to parents/caregivers. Students need to provide informed consent and understand where the "Preferred Name" will be visible prior to making the change in the SIS. A student of any age may provide informed consent to change their name in the SIS.

6.2 Gender Marker

Transgender students have the right to be known by a gender other than that which appears on the student's birth certificate. This change will only be reflected in updates moving forward and changes will not be made to historical records.

The WRDSB's current student information systems (Aspen) allows for Male "M", Female "F", Prefer Not To Disclose "N", and Prefer to Specify "S" options for gender. The SIS does not keep a record of pronouns.

Note: There is no mechanism for changing the gender field in the WRDSB student information system (Aspen) to reflect the student's gender identity **without** this information being accessible to parents/caregivers. Students need to provide informed consent and understand where the "Gender" will be visible prior to making the change in the SIS. A student of any age may provide informed consent to change their gender in the SIS.

6.3 Legal Name and/or Gender Marker Changes

A student who has obtained a legal change to their name (first and/or last) and/or gender marker has the right to have their present, future and historical records updated to accurately reflect their legal name and/or gender marker. In order to ensure a comprehensive update and accurate record management, administrators are directed to submit a ticket through TOPDesk indicating that a student has had a legal

change to records that must be updated. The individual requesting the change will indicate which records they would like changed.

7. Complaints

Any WRDSB student who has experienced harassment and/or discrimination on the basis of their gender identity or gender expression is directed to AP1215 - Code-based Human Rights Complaint Resolution Process for Non-Staff.

**Appendix 1: Quick Reference Chart
Use of Non-Legal name, Pronouns and Gender Marker - Transgender Students**

Type of Accommodation	Students (any age) <u>with</u> Completed IS-25-CSR Form	Students (any age) <u>without</u> Completed IS-25-CSR Form	Additional Considerations
Verbal Use of Preferred/Chosen Names/Pronouns	Staff to use student's preferred/chosen name and pronouns in class and within the school (as directed by the student)		Where a student indicates that they do not use this name at home, clarify how the student would like to be addressed in home communication
Reflect Preferred/Chosen Name in Aspen, OEN, Google Classroom, School Day, Compass, D2L, Insignia, Dreambox, S4S, MyWay; Add manually, in writing to OSR folder label.	Refer to Completed IS-25-CSR form	Not applicable	Where a student is not prepared to change their name in the SIS be mindful of the student's preferences for communicating with parents/caregivers
Reflect Gender Marker in Aspen and OSR label	Refer to Completed IS-25-CSR form	Not applicable	
Print Report Cards in Preferred/Chosen Name for student; place copy in OSR along with Report Card in Legal Name	Refer to Completed IS-25-CSR form; discuss student expectations and preferences for report card	Discuss student expectations and preferences for report card	Pronouns in the comments section should be aligned with the student's preference, understanding that this will be visible to parents. It may be important to advise students ahead of time that their legal name may appear on the report card.
Print Transcript in Preferred/Chosen Name for student; place copy in OSR along with Transcript in Legal Name	Refer to Completed IS-25-CSR form		
Print Diploma in Preferred/Chosen Name for student; place copy of diploma in OSR (no diploma in legal name is required)	Refer to Completed IS-25-CSR form		

**Appendix 2
Legal Changes**

ACCOMMODATION OF LEGAL NAME/ GENDER MARKER CHANGES	STUDENT (any age) WHO HAS OBTAINED A LEGAL NAME/GENDER MARKER CHANGE	ADDITIONAL CONSIDERATIONS
<p>Enter new Legal Name and Gender Marker in Student Information System, OEN, OSR and change other systems/records as required</p>	<p>Proof of legal name/ gender marker change required (e.g., birth certificate) – submit IT TopDesk ticket to request assistance with changing historical OSR records and OEN if applicable, if request to do so is received. This may include changing course code/descriptions that specify gender.</p>	<p>Active student OSR changes are managed by the home school, retired OSRs are managed by the Records Department.</p> <p>The Board does not administer or monitor the process for any student to pursue a legal name change - this is managed through the government body that grants official documentation (i.e. Ontario Government for legal documents issued in Ontario - birth certificate, driver's license, health card etc.)</p>

Appendix 3
IS-25-CSR Form Request for Change to Student Records

Page 1 to be completed by Student or Student's Parent/Caregiver

Student's Legal¹ Name (First & Last): _____

Date of Birth: _____

School: _____

The name I would like entered as "Preferred Name" is: _____

- I understand that by completing this form, the name listed above will be reflected in the following administrative systems and records: Aspen (student information database), Ontario Education Number (OEN) database, Google Classroom, School Day, Compass, D2L, Insignia, Dreambox, S4S, MyWay. Note: OCAS and OUAC use a student's legal name.
- The "Preferred Name" may be requested on report cards and transcript/diploma and added manually, in writing, to the OSR label.

The gender identity I would like reflected in the Student Information System is (select one):

Prefer to Specify (see below) Prefer not to disclose Female Male

If you selected "Prefer to Specify" above please select one of the following gender identities:

Gender Fluid Gender Non Conforming Genderqueer
 Non-Binary Trans Two-Spirit A gender-identity not listed here

- I understand that the information entered as "Preferred Name" and "Gender Identity" is accessible to parents/caregivers.

I understand the above-noted changes will be applied and updates will be made moving forward; however, changes cannot be made to historical records without proof of a legal name/gender change (e.g. updated birth certificate). I also understand this form will remain in the student's Ontario Student Record, which transfers to each Ontario elementary and secondary school attended by this student.

Signature of Student (or student's parent/caregiver)

Date Signed

¹ * Note - if the student has obtained a legal name change, proof of this change can be provided to the school administrator to arrange for records to be updated appropriately. *

Date Accommodation Request received from Student/Parent/Caregiver:

Request received by (name of Administrator):

Request submitted by Student Parent/Caregiver

Date that record changes requested on page 1 are reflected in the Student Information System:

School Administrator's Signature:

Additional Comments (eg., name on report card):

NOTE: Are there other accommodations required to ensure the integration and full participation of the student? It is possible that the student may require additional accommodations because of their gender identity or expression. See AP1235 for additional guidance or contact the Human Rights Branch if you would appreciate additional support in the accommodation process. Where documentation is required to detail the accommodations, administrators are directed to create a site-file (that is separate from the OSR) to maintain these records.

Notice of Collection: Personal information contained on this form is collected under the authority of the current Education Act of the Province of Ontario, and in accordance with the Municipal Freedom of Information and Protection of Privacy Act. It will be securely stored and used for registration, administrative, communication, educational and reporting purposes. Questions about the Ontario Student Record should be directed to the school Principal. Questions about this notice of collection should be directed to the Freedom of Information, Privacy and Records Information Management Officer, Waterloo Region District School Board, Education Centre, 51 Ardelt Avenue, Kitchener, ON N2C 2R5 or privacy@wrdsb.ca

Retention: OSR – Documentation File