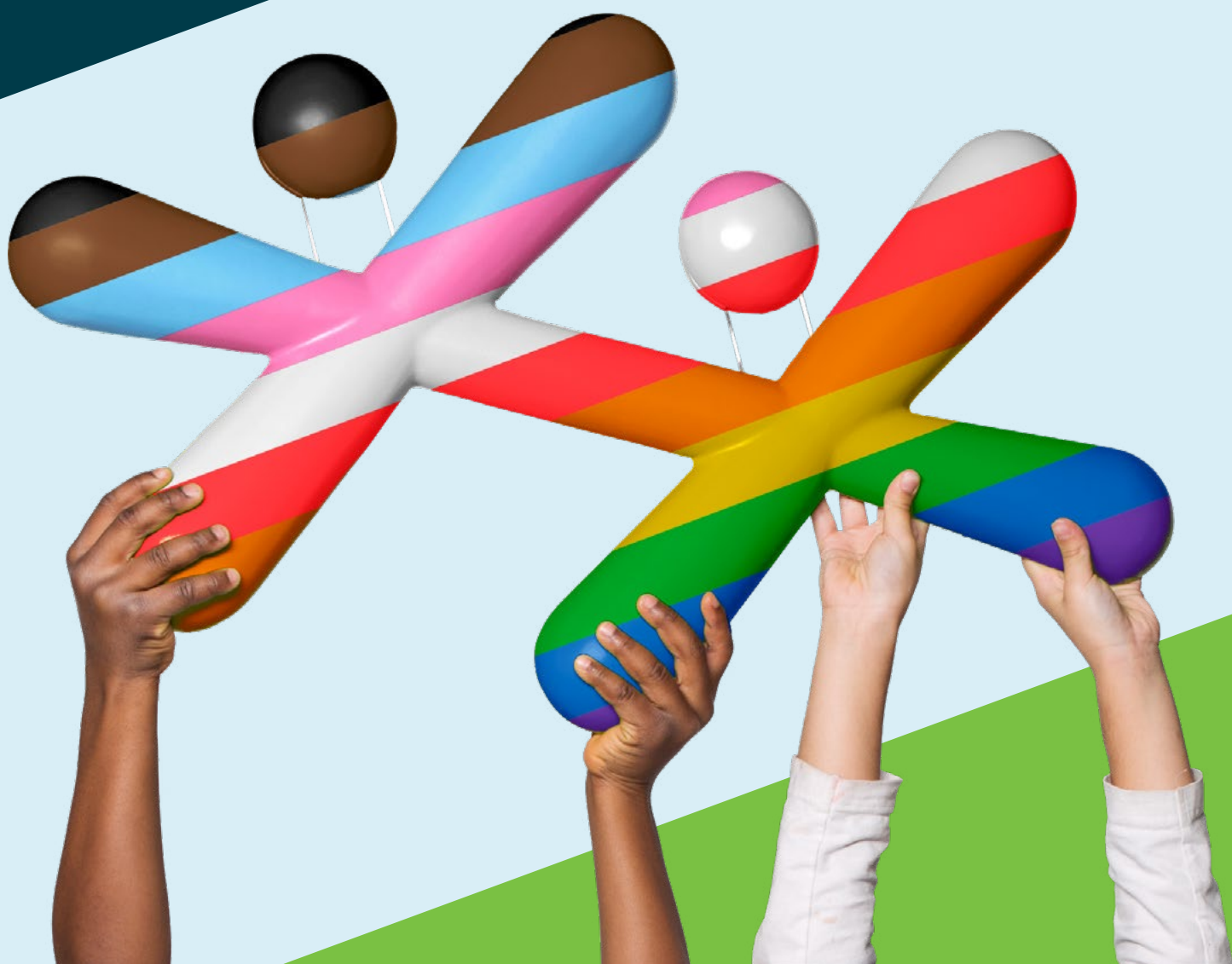




# 2S & LGBTQIA+ Toolkit

Made for Senior Leadership  
and Organizational Decision Makers

December 2021





## 2S & LGBTQIA+ Toolkit

*Made for Senior Leadership  
and Organizational Decision Makers*

*December 2021*

This document was created by Emmett Lamache, Manager of Equity, Diversity and Inclusion for BGC Canada. It is freely available for use by all BGC staff and decision makers to guide inclusion practices for members of the 2S & LGBTQIA+ community.

BGC Canada wishes to acknowledge the contributions of the project task force listed below:

**Savannah Lapensee**

**Sarah Lalonde**

**Jennifer Turner**

**Nikki Jackson**

**Coehn Dubrule**

**Andrea Saley**

**Sophia Kopyna**

**Dani Sinasac**

**Virgilia Partridge**

**Brianna**

**Sam Connon**

**Ajay Booth**



*BGC Canada respectfully acknowledges that its national team office is situated in Treaty 13 territory, the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is the home of many diverse First Nations, Inuit and Métis peoples. BGC Canada's mission statement is to provide safe, supportive places where children and youth can experience new opportunities, overcome barriers, build positive relationships, and develop confidence and skills for life. We recognize that these values are impossible to attain without the ongoing guidance and partnership with Indigenous people.*

*BGC Canada understands its role as an allied organization to First Nations, Métis and Inuit organizations and peoples across Turtle Island, and as per our Truth and Reconciliation statement, we recognize and support Truth and Reconciliation Commission's Calls to Action, including CTA#66 and #43 which identifies the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation, uphold the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Calls to Action, applying both to our work.*



# Table of Contents

<b>Executive Summary</b> .....	6
<b>The Importance of 2S &amp; LGBTQIA+ Inclusion in the Workplace</b> .....	7
Your Legal Responsibilities Towards 2S & LGBTQIA+ Folks .....	9
<b>Key Concepts and Vocabulary</b> .....	10
SOGIE (Sexual Orientation, Gender Identity & Expression) .....	10
2S & LGBTQIA+ .....	10
The Gender Unicorn .....	11
Terms associated with sex assigned at birth .....	12
Terms associated with Gender Identity .....	12
Terms associated with Sexual and / or Romantic Attraction or Orientation .....	13
Terms associated with Gender Expression .....	14
Terms associated with both Gender Identity and Sexual and / or Romantic attractions .....	14
<b>Inclusive Language &amp; Frameworks</b> .....	15
Heteronormativity, Homophobia, Cisnormativity and Transphobia .....	15
The Homophobia & Transphobia Scale by Dr. Dorothy Riddle .....	16
Pronouns .....	17
Organizational language .....	19
Microaggressions .....	21
<b>Coming-Out and Brave Spaces</b> .....	23
Steps of Coming Out .....	23
Supporting a Coming Out .....	25
Brave Spaces in an Organizational Context .....	26

<b>Policies &amp; Procedures Best-Practices</b> .....	27
Dress Codes, bathrooms and change rooms .....	27
Transition Support Policy .....	28
Benefits, Medical Leaves & Parental Leave .....	30
Confidentiality .....	32
Anti-Discrimination & Conflict Resolution Policy .....	33
Organizational Auditing .....	34
Hiring practices .....	36
GBA+ & 4+ Ps Framework for policy development .....	38
<b>Communications, Action Statements &amp; Data Collection</b> .....	40
Accountable Action Statements .....	40
A list of days of significance for the community .....	41
Data collection, why, how and when? .....	42
Organizational Apology and Acknowledgement of Mistakes .....	44
<b>Training &amp; Resources</b> .....	45
Staff Onboarding .....	45
Workshops and staff-wide training .....	46
Board recruitment, retention & training .....	47
<b>References</b> .....	48
<b>Appendix 1</b> – Transition Support Policy .....	51
<b>Appendix 2</b> – Workplace Transition Plan .....	53
<b>Appendix 3</b> – Action Statement Example .....	55
<b>Appendix 4</b> – National 2S & LGBTQIA+ Organizations .....	57
<b>Appendix 5</b> – Bathroom and Change Room Policy Example .....	58
<b>Appendix 6</b> – Dress Code Policy Example .....	59



# Executive Summary

BGC Canada's journey into equity, diversity and inclusion is entrenched within its core values of belonging, respect, encouragement & support, working together and speaking out. These values create the standard for the need to make youth and staff feel seen, valued, empowered, and included for all aspects of their personhood. Driven by efforts of equity, the Boys and Girls Club of Canada made the transition to BGC Canada, demonstrating to youth from coast to coast to coast that they are welcomed and valued at BGC, regardless of their gender identity. 2S & LGBTQIA+ inclusion and affirmation in the workplace is not a matter of lip service or of identity politics, it is a matter of living by and honouring the values of BGC. If queer youth and staff do not feel a sense of belonging, respect, encouragement and support from the organization, if we do not work collaboratively regardless of background and speak out when there are injustices, we are failing to uphold our values.

This toolkit is meant to continue the journey towards equity, diversity and inclusion by tailoring resources and education specifically geared towards the 2S & LGBTQIA+ community in order to empower Club leaders to entrench 2S & LGBTQIA+ inclusion into all levels of the organization. It is provided to senior-level BGC staff, as well as decision makers, as a starting point to ensuring workplace inclusion for sexually and gender diverse people. Diversity, equity and inclusion are central values of BGC Canada. We are committed to creating an environment where gender diverse staff and youth accessing services feel safe, welcomed, valued and respected.

This toolkit is by no means comprehensive of all subject matter regarding the 2S & LGBTQIA+ community, nor is it representative of the full breadth of its community members. Rather, it is a way to gain insight into strategies for inclusion and provide a roadmap to concrete and actionable goals that are result oriented.

*Artwork by youth from the BGC Hamilton-Halton Club*



# The importance of 2S & LGBTQIA+ inclusion in the workplace

BGC Canada maintains strong values of belonging, respect, encouragement & support, working together and speaking out. These values are the standard not only for working with our youth, but also for the creation of a workplace that is affirming to all employees. As a Senior Leader and/or decision maker, it is your responsibility to set the tone and model workplace behaviour, your leadership will provide opportunities for your staff to also learn and grow.

2S & LGBTQIA+ folks are in every community, regardless of how visible or vocal they might be. The first mistake is thinking that 2S & LGBTQIA+ people don't exist in your community just because they are not out, and the question that should then be asked is "why do 2S & LGBTQIA+ folks not feel safe coming out in this environment?". The second mistake is thinking that you do not have to talk about it just because it might not be a visible identity in your community. Regardless of visibility or presence, it is to the benefit and wellbeing of ALL to receive training and resources humanizing and demystifying 2S & LGBTQIA+ identities.

Today's work landscape is much more aware and preoccupied by questions of equity, diversity and inclusion than it has ever been. Furthermore, in order to boost engagement and productivity from the workforce, it is in the best interest of an employer to create a work environment that feels welcoming and affirming to the employee. According to the Human Rights Campaign Foundation's workplace climate report "The Cost of the Closet and Rewards of Inclusion", employee engagement suffers by up to 30 percent in unwelcoming environments. In contrast, inclusive work environments boost productivity and innovation.

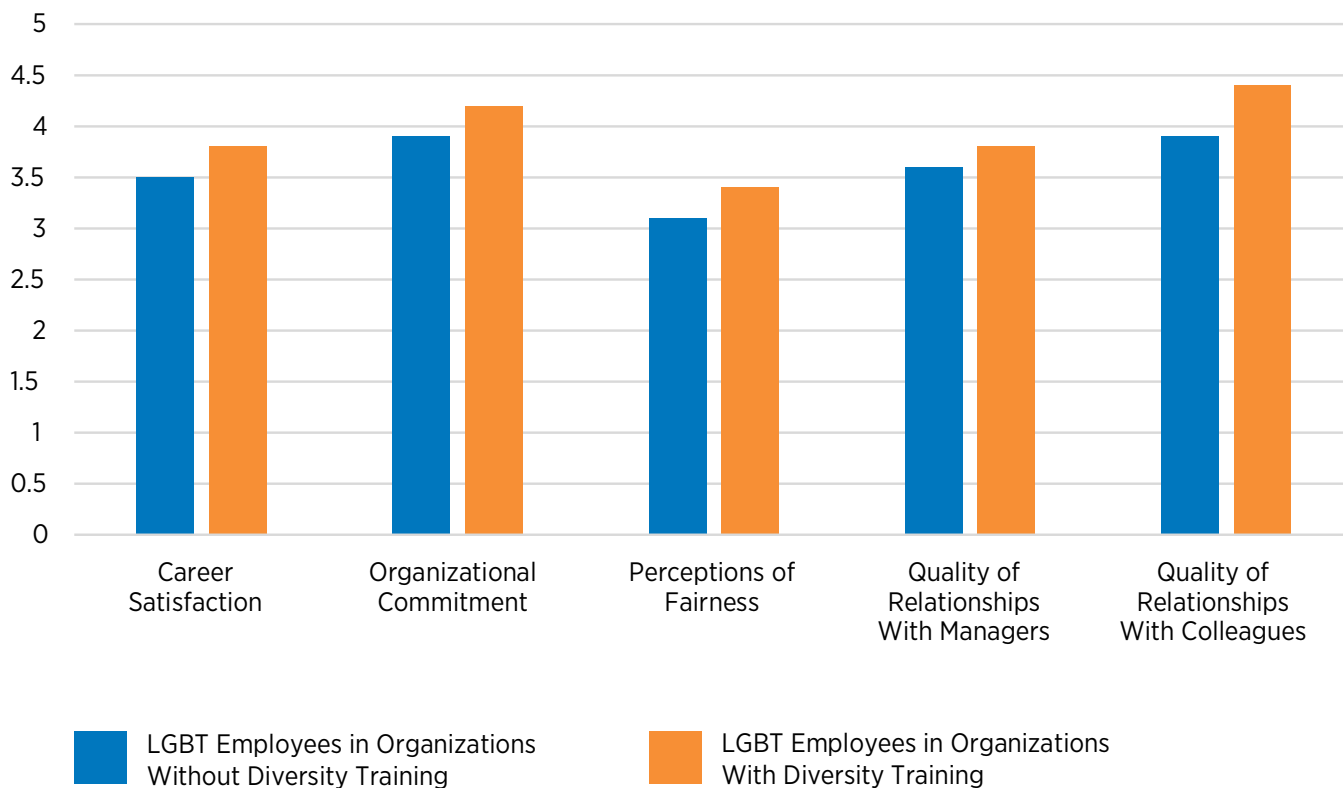
In terms of Trans-specific inclusion in the workplace, affirming work environments for trans people drastically increases the loyalty from trans employees, their allies,

and their community. Additionally, providing transgender-affirming healthcare shows a strong commitment to the wellbeing of all employees, regardless of their gender identity. It ensures caring for and ensure a healthy and productive workforce. (Human Rights Campaign Foundation, 2016)

It is challenging to collect precise statistics due to the fact that 2S & LGBTQIA+ identities are more often than not "invisible" and require a self-disclosure to identify, but it has been estimated that lesbian, gay, and bisexual individuals represent up to 21 percent of the population depending on country, age, and whether researchers measure identity, attraction, or behaviour. (Savin-Williams, 2006) However, the amount of people impacted by 2S & LGBTQIA+ inclusion and issues is much larger as it includes, family, friends, coworkers, managers, clients, and allies.

According to research by Catalyst, diverse teams have "substantial benefits for organizations to generate more innovative solutions when their different perspectives are used to solve problems (Silva & Warren, 2009)". It also decreases staff turnover and increases partnership variety and potential. As the organization becomes more and more 2S & LGBTQIA+ inclusive, the community will start viewing it as an "employer of choice" which will in turn increase the amount of community members applying to open positions.

A research conducted by Catalyst on “Building LGBT-Inclusive Workplaces” provided a very interesting graph showcasing the “Workplace Perceptions of LGBT Employees at Organizations With and Without Diversity Training”, shown below:



This chart demonstrates that organizations that had followed diversity training saw their LGBT staff have a 6% increase in career satisfaction, 5% increase in organizational commitment, 9% increase in the quality of their relationship with managers, and a 10% increase in the quality of their relationship with their colleagues.



## YOUR LEGAL RESPONSIBILITIES TOWARDS 2S & LGBTQIA+ FOLKS

In Canada, we have created a broad framework of laws and policies that protect individuals on the basis of sex assigned at birth, gender identity, gender expression, and sexual orientation. Above all other documents, the Canadian Charter of Rights and Freedoms provide the overarching rules for equity and inclusion. All legislations governing employment must comply with the Charter, otherwise they place themselves at risk of going through a human rights complaint under the Supreme Court of Canada.

The Supreme Court of Canada has also made it clear that the Charter protects employees and clients in Canada from discrimination based on sexual orientation, gender identity and gender expression (Silva & Warren, 2009). This means that you cannot fire or dismiss someone based of their sexual orientation, gender identity or gender expression. Employees who qualify for workplace benefits and can add a partner can do so even if they have a same-sex partner, and same sex couples have the same income tax and EI benefits as opposite sex common-law couples.

In 1996, the Canadian Human Right Act was amended to “specifically include sexual orientation as one of the prohibited grounds of discrimination” (Government of Canada, 2018). In 2000, Parliament passed Bill C-23 which gave same-sex couples the same social and tax benefits as heterosexuals in common-law partnerships. In 2005, the enactment of the Civil Marriage Act allowed same-sex couples to marry anywhere in Canada. Since 2017, the Federal Government allows individuals to put “X” on their passports to indicate an unspecified gender. Still in 2017, Bill C-16 amended the Canadian Human Rights Act to add gender identity and gender expression to the list of prohibited grounds for discrimination (Equaldex, 2021).

Learn more about provincial and territorial human rights legislation:

- **Alberta**  
Alberta Human Rights Commission
- **British Columbia**  
Ministry of Justice – Human Rights Protection
- **Manitoba**  
Manitoba Human Rights Commission
- **New Brunswick**  
New Brunswick Human Rights Commission
- **Newfoundland and Labrador**  
Newfoundland and Labrador Human Rights Commission
- **Northwest Territories**  
Justice
- **Nova Scotia**  
Nova Scotia Human Rights Commission
- **Nunavut**  
Government of Nunavut
- **Ontario**  
Ontario Human Rights Commission
- **Prince Edward Island**  
Prince Edward Island Human Rights Commission
- **Québec**  
Commission des droits de la personne et des droits de la jeunesse
- **Saskatchewan**  
Saskatchewan Human Rights Commission
- **Yukon**  
Yukon Human Rights Commission

# Key concepts and vocabulary

For many, the introduction to the community starts with terms or “an” acronym, not “the” acronym, as many different acronyms exist and are used in different contexts. Using appropriate language is a meaningful part of building rapport and developing trust with the 2S & LGBTQIA+ community. In this section, we will cover acronyms, key concepts and commonly used vocabulary to provide you with tools that will help navigate conversations on the subject. However, remember that words representing identities can mean slightly different things to different people, so these definitions are meant as a starting point, not as a dictionary. It is always best to ask the person how they define the words they are using to make sure you understand them accurately, and to use the terminology used by the person to describe themselves instead of imposing your own interpretation of the term.

## SOGIE

*(Sexual Orientation, Gender Identity & Expression)*

This is an acronym often used instead of the 2S & LGBTQIA+ acronym to refer to the community. It is a concise acronym defining overarching concepts (sexual orientation, gender identity and gender expression) as opposed to specific identities (gay, bisexual, lesbian, etc.).

## 2S & LGBTQIA+

As mentioned earlier, this acronym can look different depending on context, intent, audience, and personal preference. The variations all serve the same function of being an umbrella term for the community, even though there is no community-wide consensus of which acronym to use. The Federal government’s official acronym is LGBTQ2+, some organizations or individuals will simply use the acronym LGBT+ or LGBTQ+, and here at BGC Canada we use 2S & LGBTQIA+. The reason why we chose this acronym is that we wanted to highlight Two-Spirit identities first as they have existed on these lands for millennia. The 2S is also separate from the rest of the acronym with an ampersand to honour the multiple dimensions represented within the Two-Spirit identity, which includes cultural and spiritual roles and responsibilities. The reason why the “L” appears first after the 2S in the Canadian context, and first in the acronym outside of Canada is to highlight and honour the contributions of lesbians to the Gay Liberation movement, especially the roles the lesbian community took upon itself during the AIDS crisis of the 80s. During the AIDS crisis, there was a significant shortage of blood donations which mostly impacted gay and queer men suffering from AIDS.

Due to homophobia and vicious stigmatization of HIV/AIDS as a “gay illness”, mobilization for blood donation was poor. Lesbians stepped up by organizing blood donation events, providing blood to the gay and queer men in their communities. Lesbians also stepped up to care for gay and queer men suffering from AIDS at a time when even nurses would leave food at the hospital door out of fear of getting in contact with the person. From that point on, the “L” became first in the acronym.

It is important to note that many terms used to describe gender and sexual diversity can be sensitive and subject to evolution or re-appropriation. For example, the term “Queer” was historically used as a slur against members of the community and has been re-appropriated by many members of the community as an umbrella term. However, this does not mean that every member of the community will feel comfortable with the use of the term, especially older folks who may have been actively victimized by the use of the term.

**2S** Two-Spirit

**L** Lesbian

**G** Gay

**B** Bisexual, Biromantic, Bigender

**T** Transgender

**Q** Queer, Questioning

**I** Intersex

**A** Asexual, Agender, Aromantic, Ally

**+** All other identities not listed here

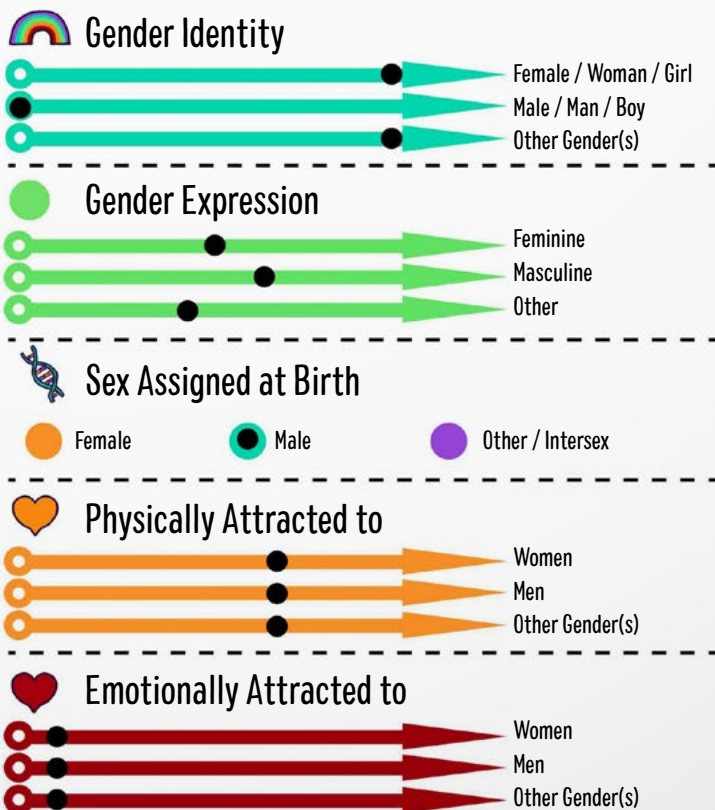
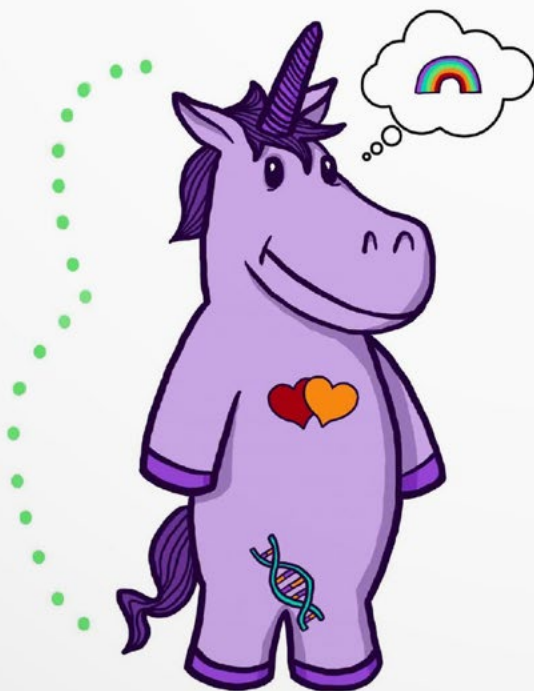
## THE GENDER UNICORN

(sex assigned at birth, gender identity, gender expression, sexual orientation, romantic orientation)

As will be described below, there is a tremendous number of terms that have been created, re-claimed or re-appropriated by the 2S & LGBTQIA+ community to describe their identities and experiences. This is by no means an exhaustive list of the terms that exist, and the definition of the identities are always open to the interpretation of the individual.

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

---

## Terms associated with sex assigned at birth

- a. **Sex assigned at birth** is the biological, chromosomal and physiological attributes that categorizes individuals as male, female or intersex.
- b. **Intersex** is a general term used to describe a person whose sex assigned at birth is not immediately categorizable as male or female, either through chromosomal, hormonal or anatomical sex characteristics that differ from the expected patterns. Intersex characteristics can present themselves from birth, or during puberty depending on the causality.
- c. **AFAB or Assigned Female at Birth** is an acronym that can be but does not need to be used by trans people to denote the sex they were assigned at birth, in this case female.
- d. **AMAB or Assigned Male at Birth** is an acronym that can be but does not need to be used by trans people to denote the sex they were assigned at birth, in this case male.

---

## Terms associated with Gender Identity

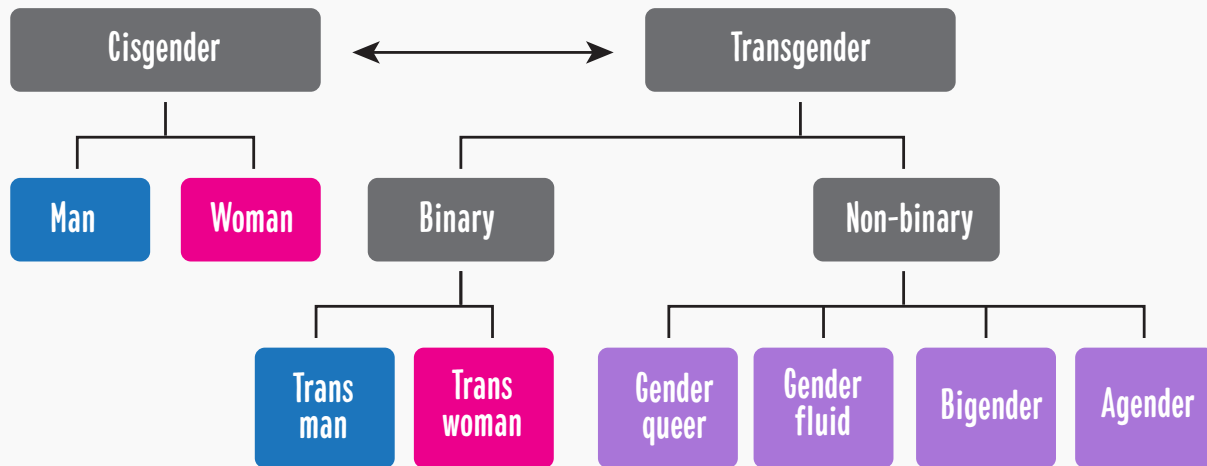
- e. **Gender identity** is the way a person understands themselves; it is their own internal experience of being a man, woman, both, neither, in-between, or anything else outside of the man-woman binary. Gender identity is innate and influences how we are perceived in and navigate society.
- f. **Transgender or Trans** is an umbrella term that describes people whose gender identity does not exclusively correspond to their sex assigned at birth. For example, someone whose sex assigned at birth is male who does not identify as a man would be under the transgender umbrella. It is important to note that some folks who use more specific terms, like genderqueer for example, may also use the term trans to describe themselves since the genderqueer identity falls under the trans umbrella.
- i. **Binary Transgender** is an umbrella term used to describe people who identify as a trans man or a trans woman. They have essentially moved from one end of the spectrum to the other in terms of their gender identity i.e. going from man to woman and vice-versa.

- ii. **Non-Binary Transgender** is an umbrella term used to describe gender identities outside of the man-woman dichotomy and binary. Some people identify as non-binary and leave it as that, others use other terms housed under the non-binary umbrella to describe their gender identities. Some identities that fall under the non-binary umbrella are as follows:

1. **Genderqueer** is a term often used interchangeably with non-binary; it denotes a break from the binary without necessarily defining what that looks like precisely.
2. **Genderfluid** is a person whose gender identity is not fixed and fluctuates over certain periods of time. Some gender fluid folks experience shifts in their gender identity multiple times a day, others only a few times in their life.
3. **Agender** refers to someone who does not identify with a particular gender.
4. **Bigender** refers to someone who experiences two gender identities, either simultaneously or by fluctuating between the two,

- g. **Transexual** is a mostly outdated term used to describe transgender people. The term predates the creation of the term “transgender” and is therefore still used by some members of the community, especially older folks. In some cases, the term is used to describe a subset of the community to either describe trans people who have undergone a medical transition, or to refer to binary transgender people. Only use the term to refer to someone else if they have used the term to describe themselves and specified this was their preferred label.
- h. **Cisgender** is a term that describes someone whose sex assigned at birth and gender identity align. It is the opposite of the term transgender. People who are cisgender identify as either man or woman
- i. **Transitioning** refers to the process a transgender person goes through to better reflect and affirm their gender identity. This process can be one or a combination of social, legal, or medical transition.

# The Gender Identity Tree



## Terms associated with Sexual and / or Romantic Attraction or Orientation

- j. **Sexual Attraction** refers to an attraction that stems from a want to have sexual contact or shows sexual attraction to another person.
- k. **Romantic Attraction** refers to an attraction that stems from a need for a romantic contact or interaction to another person.
- l. **Asexual** refers to a person who experiences little to no sexual attraction to others, and who may or may not display a lack of sexual activity interest.
- m. **Bisexual** refers to someone who is sexually and / or romantically attracted to people of their own gender and / or sex and people of other genders and sex. It is often used as an umbrella term for other sexual and / or romantic attractions and / or orientations that describe being attracted to more than one gender, including but not limited to:
  - i. **Pansexual** refers to someone who is sexually and / or romantically attracted to others regardless of their sex or gender identity.
  - n. **Gay or Homosexual** refers to a man who is sexually and / or romantically attracted to another man. The term can also be used as an umbrella term for the whole community, like we see when talking about “gay pride”, the “gay flag”, the “gay community” or a “gay bar”.
  - o. **Straight or Heterosexual** refers to people who are sexually and / or romantically attracted to someone of the opposite gender and / or sex as they are.
  - p. **Lesbian or Homosexual** refers to a woman who is sexually and / or romantically attracted to another woman.
  - q. **Polyamorous** refers to someone who practices polyamory, a “non-possessive, honest, responsible, and ethical philosophy and practice of loving multiple people simultaneously” (The Polyamory Society, 2020). It is characterized by both sexual and emotional relationships between partners, where all relationships are disclosed to all involved and consensual.

## Terms associated with Gender Expression

- r. **Gender Expression** refers to the way a person presents themselves and are viewed as through their appearance, mannerisms, pronouns, interests and hobbies, career paths, etc. Gender expression tends to be strongly influenced by culture, and even time period. For example, in 17th and 18th century France, high heels were considered a status and wealth symbol for both men and women, they were not associated with gender the way they are today.
- s. **Androgynous** refers to someone whose gender expression is ambiguous and can include in its presentation both stereotypically masculine and feminine aspects.
- t. **Masculine** refers to a gender expression that is stereotypically associated with men and males in one's particular cultural group. Elements often associated with masculinity include defined musculature, manual labour, short hair, facial and body hair, etc.
- u. **Feminine** refers to a gender expression that is stereotypically associated with women and females in one's particular cultural group. Elements often associated with femininity include long hair, skirts and dresses, makeup, high heels, people-oriented labour, etc.

## Terms associated with both Gender Identity and Sexual and / or Romantic attractions

- v. **Queer** is an umbrella term used to describe any sexual or gender diverse identity. Historically speaking, the term queer was used as a slur against 2S & LGBTQIA+ people, but in recent years it has been reclaimed and reappropriated by the community. However, some members of the community still find the term offensive, so it is best practice to only use it to refer to someone if they've stated they identify as such, and not assume that someone will be ok with the use of the word.
- w. **Two-Spirit** is an English umbrella term used by some Indigenous Peoples to describe gender and sexually diverse identities that existed throughout what is now Canada (or to some Indigenous Peoples Turtle Island) prior to colonization. It was first coined in a 1990 gathering of Indigenous 2S & LGBTQIA+ peoples in Winnipeg, Manitoba. In pre-contact times, many First Nations referenced Two Spirited People as the Gifted Ones. Many Indigenous communities held traditional roles, responsibilities, and teachings for 2 Spirit people such as marriage counsellors, mediators, adoptive parents, caregivers and medicine people (Anishinabek News, 2017). And so the term 2 Spirit embodies more than just sexual or gender diversity, it also includes societal and spiritual roles and responsibilities. Many Indigenous languages have specific words to describe 2 Spirit people, including but not limited to (OUT Saskatoon, 2021):
  - i. **Cree:** Aayahkwew (roughly translates to "neither man nor woman")
  - ii. **Ojibwe:** Okitcitakwe (warrior woman) and Ogokwe (warrior man)
  - iii. **Navaho:** Nadle (weaver transformed, that which changes, or he who transforms)
  - iv. **Dakota/Lakota:** Wintike (double woman)
  - v. **Inuktitut:** Sipiniq (infant whose sex changes at birth)
  - vi. **Mohawk:** Onawa (I have the pattern of two spirits inside my body)
- x. **Indigiqueer** is a newer term that "encompasses Queer Indigenous Peoples who do not identify as 2 Spirit and those who identify as both" (Elliot & Chopiuk, s.d.).
- y. **Questioning** refers to someone who, as the name states, is still in the process of figuring out their identity. They might not be sure if they are sexually or gender diverse yet, or they might know they are part of the community but not sure what words to use to describe themselves yet.



# Inclusive language & frameworks

Language is constantly evolving, and therefore as a society we must always re-evaluate best-practice when it comes to language use and terminology. However, there are some overarching concepts pertaining to inclusive language that can be extremely useful to identify and challenge our own internal biases, as well as broader institutional barriers to accessibility.

## HETERONORMATIVITY, HOMOPHOBIA, CISNORMATIVITY AND TRANSPHOBIA

Heteronormativity and cisnormativity are the systemic, institutional roots of discriminatory language, behaviours, policies & legislations, and violence against 2S & LGBTQIA+ people. Heteronormativity and cisnormativity are both the result of limited and limiting worldviews and have been and continue to be used as tools of colonization to erase and devalue Indigenous and pre-colonized worldviews. They tend to be based in “purity” and authority driven ideologies, where heterosexuality and cisgenderism are considered the natural order that must be upheld at all costs. In these colonized societies, diversity is considered a threat to balance and to carefully constructed hierarchies that enables certain groups to maintain their power. Heteronormative and cisnormative societies tend to have very rigid and strict gender roles, extremely controlled and shamed sexuality, and harsh punishment for failure to comply with the expectations and create the breeding ground for homophobia and transphobia.

This means that in order to fully deconstruct heteronormativity and cisnormativity, society needs to decolonize itself.

***There is no  
queer liberation  
without decolonization.***

### Heteronormativity

A cultural and colonial construct that is inherently biased, it assumes and imposes heterosexuality as a default, which almost always results in homophobia and the active discrimination and violence against sexually diverse people.

### Homophobia

An umbrella term used to describe fear, intolerance, discomfort, and abuse towards sexually diverse folks.

### Cisnormativity

A cultural and colonial construct bias that assumes and imposes cisgenderism as a default, which almost always results in transphobia and the active discrimination and violence against gender diverse people.

### Transphobia

An umbrella term used to describe fear, intolerance, discomfort and abuse towards transgender and gender diverse folks.

Table inspired by the table on page 11 of the CACP resource: CACP – Supporting the 2SLGBTQ+ Community: Equity and Inclusion Toolkit (Cheung, 2020).

# THE HOMOPHOBIA & TRANSPHOBIA SCALE

by Dr. Dorothy Riddle

This scale is a good way to identify the level of negative or positive attitudes at your Club regarding the gender and sexually diverse community. Use it as a tool for self-assessment and institutional assessment.

<b>NEGATIVE HOMOPHOBIC / TRANSPHOBIC LEVELS OF ATTITUDES</b>	<b>Repulsion</b>	Homosexual and Transgender people are seen as a “crime against nature”. 2S & LGBTQIA+ people are seen as immoral, sinful, wicked, and anything is justified to change them (e.g. prison, hospitalization and institutionalization, electroshock therapy, conversion therapy, death and torture, etc.)
	<b>Pity</b>	Heteronormative and cisnormative chauvinism. Heterosexuality and cisgenderism is more natural and preferred. Any perceived possibility of becoming straight or cisgender should be reinforced and those perceived as being “born this way” should be pitied and outcast.
	<b>Tolerance</b>	Homosexuality / transgender identities and any kind of exploration outside of hetero-cisnormativity is just a phase of adolescent development that should not be taken seriously as people can “grow out of it”. Thus, 2S & LGBTQIA+ people are less mature than heterosexual and cisgender people and should be treated with protectiveness and condescension as one uses with a child. 2S & LGBTQIA+ people should not be given positions of authority because they are still working through adolescent behaviours.
	<b>Acceptance</b>	Still implies that there is something to accept, characterized by such statements as “You’re not gay to me, you’re a person”, “what you do in bed is your business”, “that’s fine as long as you don’t flaunt it”. It denies social and legal realities, it ignores the pain of invisibility and the stress of closet behaviour. “Flaunt” is used in this context to describe saying or doing anything that makes people aware of your identity.

<b>POSITIVE LEVELS OF ATTITUDE</b>	<b>Support</b>	Basic positive-level approach. Work to safeguard, defend and uphold the rights of 2S & LGBTQIA+ people. Such people may be uncomfortable, but they are aware of the climate and irrational unfairness.
	<b>Admiration</b>	Acknowledges that being 2S & LGBTQIA+ in our society takes strength. Such people are willing to look inwardly, identify their conscious or unconscious biases, and work on dismantling homophobia and transphobia within themselves.
	<b>Appreciation</b>	Value the diversity of people and sees 2S & LGBTQIA+ people as a valid part of that diversity. These people are willing to combat homophobia and transphobia within themselves, in others, and within society.
	<b>Nurturance</b>	Understands deeply that 2S & LGBTQIA+ are indispensable members of our society, and inherently worthy of reaching their full potential. They view 2S & LGBTQIA+ people with genuine affection and are strong and unrelenting advocates for the community.

## PRONOUNS

The intent behind the standardization of pronoun usage processes is to ensure proper pronouns are used when referring to someone else, normalize the exchange of pronouns, and deconstruct the idea that one can assume someone else's pronouns based on their appearance.

Pronouns are deeply personal and are used to reinforce and support the identity of the individual. All employees at BGC Clubs have a right to have their pronouns respected and used when interacting in their work environment, and all youth accessing services have the right to have their personhood respected. Pronouns are not subject to negotiation, judgement or questioning, and should be always respected.

In order to normalize pronoun exchange, it is recommended that pronouns be used for:

- Staff verbal interactions
- Email signatures
- Official bios
- Name tags/name cards
- Office workstations
- External Zoom calls
- Introductions during meetings or at events
- Business cards

## Of note

As the practice of sharing pronouns is still relatively new at BGC, there is a chance that not all staff will be comfortable sharing their pronouns for fear of "outing" themselves, or simply because they do not understand the value of such a practice. As we normalize the practice of sharing pronouns, we should see a shift in the work culture and an increase in the number of staff and youth who will feel comfortable sharing their pronouns.

It is important to provide adequate training and resources to BGC staff about the 2S & LGBTQIA+ community before implementing any kind of pronoun best-practices for your organization. The reason for this is that the sharing of pronoun can signal a safe person or a safe space to someone part of the community. However, if staff have not received proper training about the community, the space might not actually be safe for them and irreparable damage might be caused. Pronoun best-practices comes AFTER training, not before.

In the English language, pronouns are used as replacements to people's names when we talk about them, they are therefore integral to be accurate and affirming of the person in question. The English language has three sets of pronouns that are part of its grammatical system, the feminine "she", masculine "he", and neutral "they" which is used all the time in proper English in the singular form to refer to someone whose gender we don't know. However, members of the community have created what are called neo-pronouns to more accurately reflect their gender identity. Here is a table providing an overview of both traditional and neo-pronouns, although the list is not exhaustive:

SUBJECTIVE	OBJECTIVE	POSSESSIVE	REFLEXIVE	EXAMPLE
She	Her	Hers	Herself	She is speaking I listened to her The pencil is hers
He	Him	His	Himself	He is speaking I listened to him The pencil is his
They	Them	Theirs	Themselves	They are speaking I listened to them The pencil is theirs
Ze	Hir/Zir	Hirs/Zirs	Hirself/Zirself	Ze is speaking I listened to hir The pencis is zirs
Xe	Xem	Xyrs	Xemself	Xe is speaking I listened to xem The pencil is xyrs

Some people might use more than one pronoun to describe themselves. Examples of this can include “she/they”, “he/they”, or even “no preference” or “all pronouns”. Sometimes, trans people who use more than one pronoun will let folks know of in which context to use the various pronouns, reasons can be anything from mood, comfort level, or even safety. In some cases, there is no defined context in which to use the various pronouns, and so it is recommended to use whichever pronouns listed by the individual and change them up regularly. You can even use the different pronouns in the same sentence, although that could get slightly confusing.

### **What happens if I make a mistake and use the wrong pronoun or name?**

Mistakes happen as we’re only human after all. What is important is the way that we react to a mistake we have made. The biggest point to remember is to not make a big deal out of it, otherwise it makes a mountain out of a molehill and places the person who was misgendered in the awkward position of having to provide comfort or even forgive someone on the spot. Instead, here is what you can do:

1. Don’t make excuses or get defensive. Just acknowledge your mistake by correcting yourself with the proper pronoun or name immediately after realizing your mistake. I.e.: “I went to the market with him...I mean her and she...”.

2. Try and downplay the mistake and avoid drawing attention to it to avoid making the mistake worse and possibly out someone. Make it so that the mistake is equivalent to asking for a spoon instead of a fork.
3. Acknowledgement might include an apology if the person is right there, but remember to not draw too much attention to the mistake i.e., “Luke...sorry Andrea was just asking me...”
4. Make sure you practice using the person’s pronouns and/or chosen name on your own time so that the mistake is not repeated.

As a senior manager, you might encounter resistance to the normalization of pronoun exchange. Many people express resistance because they do not understand why the practice is done, so it is your responsibility to take the time to educate the person in question as to why pronoun exchange best-practices are important. It is also important to note that the use of pronouns should not be forced upon people, but rather should be encouraged by the organization through a best-practice document, and through senior leaders consistently implementing pronouns best-practices at the workplace.



## ORGANIZATIONAL LANGUAGE

When deciding upon organizational language, there are a few elements to take into consideration. The first is the daily language used to talk about others. Here is a list of commonly used gendered language and their preferable alternatives:

GENDERED NOUNS	NEUTRAL NOUNS
He/Him/His – She/Her/Hers	They/Them/Theirs
Father – Mother	Parent – Guardian
Husband – Wife	Spouse – Partner
Son – Daughter	Child – Kid
Brother – Sister	Sibling
Boyfriend – Girlfriend	Partner – Significant Other

GENDERED GREETINGS	NEUTRAL GREETINGS
Ladies – Gentlemen	Distinguished or Esteemed Guests, Colleagues, Team, People
You Guys	Y'all – Folks – Everyone
Ma'am – Sir	People's first names, simply a "hello"
Mr. – Mrs. – Ms., - Miss	Mx. Or use name and/or professional title

It is important to remember that we cannot guess someone's pronouns or honorifics based on their voice or name. Instead of assuming, ask the person which pronouns and honorifics they would like used to describe them. It is also important to remember that being part of the 2S & LGBTQIA+ community is not a choice, a lifestyle or a preference, it is an identity intrinsic to who people are that was not chosen.

Framing organizational language also means providing appropriate tools to make staff feel empowered to speak up when hearing myths and misinformation. The most important part of formulating an answer to misinformation is to be able to correctly identify the underlying prejudice. Once the prejudice is identified, once can frame an answer

that demystifies and humanizes the 2S & LGBTQIA+ community, effectively breaking down barriers. Below is a non-exhaustive list of commonly heard misconceptions and talking points adapted from the resource “LGBTQ Best Practice Guide (Collins & Ehrenhalt, 2018)” by the organization Teaching Tolerance:

MYTH	FACT
<b>“No one is born gay or transgender.”</b>	The American Psychological Association (APA) states that “most people experience little or no sense of choice about their sexual orientation.” In 1994, the APA wrote that “homosexuality is not a matter of individual choice” and that research “suggests that the homosexual orientation is in place very early in the life cycle, possibly even before birth.”
<b>“Gay people can choose to become straight.”</b>	“Reparative” or “Conversion” therapy has been rejected by all established and reputable Canadian medical, psychological, psychiatric and professional counseling organizations.
<b>“Transgender identity is a mental illness.”</b>	Although transgender identity is not itself an illness, transgender people may experience mental health issues because of discrimination and disapproval. But these illnesses do not cause—nor are they caused by—transgender identity. They result from social exclusion and stigma.
<b>“Youth are too young to know their gender identity or sexual orientation.”</b>	<p>While a child’s concept of self may change over time, this isn’t because they are changing their minds. 2S &amp; LGBTQ+ youth must navigate many social barriers and norms to come to terms with and accept their queer identities. This doesn’t mean they don’t recognize their identities at an early age; often it isn’t until later in life that they feel comfortable or safe to be their authentic selves.</p> <p>Children do not need to be pubescent or sexually active to “truly know” their gender identity or sexual orientation. This is an expectation we do not place on straight, cisgender youth. In reality, children often know their gender as early as 2 or 3 years old. Moreover, research suggests that allowing young children to align their gender identity with expression is associated with better mental outcomes among transgender children.</p>

Finally, you should avoid the use of stereotypical gender-based expressions that reinforce gender stereotypes. Examples of this include:

- She throws/runs/fights like a girl
- In a manly way
- Oh, that’s women’s work
- Boys will be boys
- Boys don’t cry

You should also categorically avoid words and phrases that are homophobic or transphobic slurs or insults, and actively disrupt and address the use of such language. Words like “fag”, “dyke” “Tranny”, and many other are used as a tool of oppression towards members of the community, and if you hear these words being used, try and explain the impact their language can have towards members of the 2S & LGBTQIA+ community in order to illustrate how inappropriate language can reinforce negative stereotypes and harm toward those community members (Montana State University, 2016).



# MICROAGGRESSIONS

Microaggression is a term first coined in the 1970s by Chester M. Pierce, a Black Harvard psychiatrist. It describes subtle and brief insults, stereotypes, or judgement repeatedly perpetuated against marginalized people. Even though they are usually unintentional, they still communicate hostile and derogatory messages towards a group of people, othering them and making them feel unsafe in a space. Microaggressions are informed by and uphold heteronormativity and cisnormativity, contributing to discrimination against 2S & LGBTQIA+ people.

Although microaggressions are relatively small, individuals on the receiving end of repeated small instances of hostility can feel a significant and severe impact on their wellbeing and sense of dignity. This is compounded by the fact that perpetrators of microaggressions often do so with very little conscious awareness of the harm their statement is causing. As so eloquently put by Elizabeth Gehrman in an article published in the Harvard Gazette, “microaggressions contribute to an onslaught of injuries to the psyche that may seem unrelenting and can result in everything from depression, fatigue, and anger to physical ailments such as chronic infections, thyroid problems and high blood pressure.” (Gehrman, 2019)

Dr. Kevin Nadal wrote a very thorough “Guide to Responding to Microaggressions” in which he describes three types of microaggressions to be aware of (Nadal, 2014):

1. **Microassaults** are overt forms of discrimination, but are done by someone who does not have the intention of causing harm or does not understand how their words are causing harm. For example, someone saying “That’s so gay!” to describe something weird or strange understands the words they are using, they might just not realize how that kind of language can be hurtful to 2S & LGBTQIA+ people and perpetuate/normalize homophobia.
2. **Microinsults** are statements or behaviours where there is a conscious or unconscious communication of discrimination towards specific groups. For example, telling a lesbian woman that “she does not look gay” as a compliment. In reality, this statement is offensive to lesbian women as it implies you must look a certain way in order to be a lesbian.
3. **Microinvalidations** are verbal statements that gaslight and deny the reality and lived experiences of members of a certain group. For example, telling a 2S & LGBTQIA+ person that homophobia doesn’t exist anymore because gay marriage has been legalized would be a form of microinvalidation because it invalidates the reality of 2S & LGBTQIA+ folks who are actively experiencing homophobia and heteronormativity on a daily basis.

In the same paper, Dr. Kevin Nadal describes a three-step process on how to respond to microaggressions:

1. **Did this microaggression occur?** Although many microaggressions are obvious, especially to a person part of the group it targets, in some cases it’s subtle enough, or even shocking enough that we doubt ourselves whether it happened or not. Allies especially can sometimes experience doubt when hearing a possible microaggression as they are most likely not used to be on the receiving end of such comments. If you are unsure, it’s important to take a moment and even reach out to others for feedback before proceeding.
2. **Should I respond to this microaggression?** You have identified a certain comment as a microaggression, and you must now identify what to do. Some questions to ask yourself include:
  - a. If I respond, could my physical safety be in danger?
  - b. If I respond, will the person become defensive and will this lead to an argument?
  - c. If I respond, how will this affect my relationship with this person? (e.g., coworker, family members, etc.)
  - d. If I don’t respond, will I regret not saying anything?
  - e. If I don’t respond, does that convey that I accept the behaviour statement?
3. **How should I respond to this microaggression?** The way that someone reacts to a microaggression will look very different depending on if they are part of the group the microaggression was targeted towards, or if they are an ally. If you have the energy and feel safe enough to do so, a very effective method of responding to a microaggression is by asking questions. For example, “what do you mean by that?”, or “I don’t understand the joke, can you explain to me why you think it’s funny?”. If the person made a comment that was unintentional, it will give them an opportunity to hear or reflect on what they just said and even correct themselves or apologize. If the comment was intentional, the person will most likely become very uncomfortable at being called out on their language and will realize that you are not condoning their behaviour. Another efficient way to respond is by stating how the comment made you feel using “I” statements. For example, “I felt hurt when you said that”, which you can then follow up by “because XYZ”. This provides context to the perpetrator, without throwing out accusations.

Finally, when all is said and done, make sure you take the time for self-care and seek support if you need it. Processing one's emotions regarding a microaggression is important because they are known to have very real and tangible impacts on one's health outcomes.

Here is a non-exhaustive list of common microaggressions 2S & LGBTQIA+ people face:

- Asking which partner is the "man" or the "woman" in the relationship;
- Talking about 2S & LGBTQIA+ folks as having made a "choice" or living a "lifestyle";
- Asking invasive questions about anatomy and body parts (i.e., what do you have down there?);
- Telling someone they "don't look gay", or "don't look XYZ";
- Expecting a 2S & LGBTQIA+ person to have certain mannerism or interests based on stereotypes;
- Asking a trans person about if they've had or if they want "surgeries";
- Asking 2S & LGBTQIA+ folks how they have sex;
- Asking 2S & LGBTQIA+ folks how they get pregnant or how they started a family;
- Refusing to use proper pronouns or continuously making pronoun mistakes;
- Assuming someone's sexual orientation based on their sex-assigned-at-birth or their gender expression;
- Thinking you can "turn" someone straight;
- Using the term "that's so gay" to denote something negative;
- Assuming that someone making their coming-out to you means they are attracted to you;
- Asking questions about a person's relationship history as "proof" of their identity;
- Men and boys saying "no homo" before showing each other kindness or vulnerability.



# Coming-Out and Brave Spaces



## STEPS OF COMING OUT

The process of Coming-Out as a member of the sexually and/or gender diverse community is a very personal journey. There are many factors influencing the coming-out process, including but not limited to community, culture, language, family, religion or spirituality, education, awareness, support, access, ability, age, and many more. It is important to remember that not everyone will want to do a coming-out, coming-outs can be done only to certain people or in certain contexts, and also that a coming-out is not a singular event, but rather something that happens continuously throughout a sexually or gender diverse person's life.

For many, making the decision to do a, or many, coming-out depends on their sense of safety, comfort, trust and support. Some people may choose to come out to their friends but not their family, or at work but not at school. Part of this is due to the fact that 2S & LGBTQIA+ people still experience rejection, violence, judgement, denial of services, conflict, and homelessness at much higher rates than most of the population.

Research on the health and safety of 2S & LGBTQIA+ people in Canada has demonstrated that (Casey, 2019):

- 60% of 2S & LGBTQIA+ people don't tell their doctors about their sexual orientation out of fear of being treated differently, refused treatment or not being taken seriously
- 30% of 2S & LGBTQIA+ people won't seek out emergency medical care for fear of discrimination
- 40% of youth experiencing homelessness identify as part of the 2S & LGBTQIA+ community

Additionally, multiple studies have consistently cited the following statistics:

- 70% of Trans youth (19-25 years of age) were discriminated against by others because of their gender identity
- 61% of hate crimes between 2010 and 2013 towards those who are sexually diverse were committed by a stranger, and of those cases, nearly 46% sustained a form of injury.

Below is the Coming Out process as developed by Dr. Vivienne Cass in 1979. It is important to note that this six-step process represents an overarching observation of coming-out stages, but this does not mean that everyone goes through every single one of these stages, or even go through them in a linear way. Some people might get to stage three and move back to stage two, others might skip stage five, etc. It is simply meant to be a tool that provides insight into what an internal process can look like.

<b>1. Identity Questioning</b>	There is a mounting sense of questioning or conflict between their self-perception and heteronormative or cishnormative pressure. This stage can be fraught with anxiety.
<b>2. Identity Comparison</b>	There is an increase in the levels of acceptance towards the possibility of having a diverse sexual or gender identity, generating a shift from confusion or conflict into action.
<b>3. Identity Tolerance</b>	There is a relief or resignation that comes with the gender or sexually diverse identity. The person admits to themselves the truth of their identity. This helps decrease the identity anxiety and allows the person to explore their identity further, as well as seek out positive role models.
<b>4. Identity Acceptance</b>	There is an increase in interactions and contact with other gender and sexually diverse people. The sense of community and belonging is growing, however, there is still fear, apprehension or alienation stemming from societal homophobia and transphobia. There is still a sense of being a chameleon, living between worlds. Many people stay happily in this stage.
<b>5. Identity Pride</b>	There is a fulsome celebration and honouring of the identity or identities, and a desire to live visibly and loudly. This can be a stage where people turn towards activism and community work. Reactions by cisgender and heterosexual community members or close relations can be both positive and negative, although if negative, there is a higher likelihood of individuals staying in this stage.
<b>6. Identity synthesis</b>	There is a reintegration of the identity, the “us” vs “them” mentally gives way to a more balanced approach. The feelings of pride are still present, but are not as all-encompassing as they might have been before. A persons sexual and or gender identity becomes integrated as a part of the self, not necessarily a defining factor of the self.

## SUPPORTING A COMING OUT

As staff, front-line or senior, you have a responsibility to be a support to someone who might be going through the coming out process. In order to be a good support, there are a few easy rules and guidelines to follow. The triangle of coming out below demonstrates the concepts of coming out presented earlier and synthesizes it into three behavioral categories which you can use to navigate discussions on the topic. The most important part to remember about the triangle of coming out is that you can never ask questions pertaining to elements below the stage the person is at, however, you can always go up the triangle. For example, if someone is talking to you about an action, like holding someone's hand, you can ask them how they felt about it because it is above the action part in the triangle. However, using the same example of holding someone's hand, you cannot ask them if they think they are gay as identity is below action.

The first element is called “**I feel**”, it represents the first two steps in the coming out process. At that stage, no actions have been taken based on the feelings, we are still in the purely internal landscape and internal processing of an individual. Someone in this stage may approach you with statements like “I feel like I'm different from others”, “I feel alone and isolated”, “I feel confused about love, why is it so hard for me?”, or even “I feel really happy when I see queer people on television”. When someone is at this stage, it is important to remain entirely at their level. This means asking questions only about feelings, not about actions or identity. The goal is to ask questions that will help them think about things more deeply or bring them new insights. At this stage, it is also extremely important to reinforce and support the feeling the person is expressing to you. For example, if someone is telling you “I feel like I'm different from others” the first step would be responding something along the lines of “that sounds really difficult, it sounds like it might feel isolating as well. Do you want to tell me more about why you feel different?”. Another example would be someone approaching you to share that “I feel really happy when I see queer people on television”, and answer could look like “I can see it in your face, you lit up when you said that! Why do you think it makes you so happy?”.

The second element is called “**I act**”, it represents steps 3 and 4 of the coming out process. We have now moved beyond solely experiencing feelings and processing them, into acting based on the feelings. Someone in this stage might approach you with statements like “I bought a binder this weekend”, “I went to my school's GSA for the first time yesterday”, or even “Kristy and I kissed yesterday”. When someone is at this stage, you can support them at the “I act” level, but also on the “I feel” level, however, you cannot ask them questions about their identity because they might not be there yet in their processing. For example, if someone is telling you “I bought a binder this weekend”,



you could say something along the line of “That’s so exciting! How did you feel, purchasing the binder?”. The goal is to make the person feel seen and supported by asking questions about the feelings behind their actions. You can also ask follow-up questions that will show the person you are educated on the subject and willing to support them, with the same example this could look like “Do you need more information on how to safely use a binder? I can refer you to resources if so”.

The last section of the triangle is called “**I am**” and represents the last two steps of the coming out process. This section is the integration of the feelings and actions into an identity. When someone has reached this step of the triangle, you can support them by using any of the previous two sections, so the “I feel” and “I act”. Someone is at this stage might approach you with statements like “I am comfortable in my bisexual identity”, “I am trans so I want to use the boy’s bathroom”, or even “As a queer person, I think we should...”. At this stage, there is no question about their identity, although specific labels might still change over time. So for example, if someone is telling you “I am trans, so I want to use the boy’s bathroom”, you can answer something like “I want you to feel comfortable here, our policy is that anyone can use the bathroom that fits most closely to their gender identity. Is there anything else I can do to make this space more affirming to you?”. The goal is to fully support them in their identity, and make them understand that you are committed to providing them with an affirming space where they feel safe and welcomed.

## BRAVE SPACES IN AN ORGANIZATIONAL CONTEXT

Brave Spaces are defined as “full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs” (Adams & Bell, 2016), which in a nutshell means that it is a space that encourages everyone to show up authentically and fully in order to participate actively. It is the understanding that we cannot ensure “safety” in an environment, as risk is impossible to remove, instead, we are emphasizing that bravery is what is necessary to have genuine dialogue that challenges status-quo and encourages rising to the challenge of creating a more equitable, inclusive and diverse society.

The first step to creating Brave Spaces is establishing ground rules that will be upheld and followed by everyone in the space. These ground rules are meant to highlight a very important concept; safety and comfort are not the same thing.

*In a Brave Space,  
we strive to create  
an environment  
where we can safely  
experience discomfort  
and disagreement.*

In order to uphold such a standard, there are a few key ideas to keep in mind to create a productive Brave Space. It is worthwhile to have some pre-determined ground-rules already prepared, but if time allows, it is best for the participant buy-in to be able to also provide suggestions, emphasizing the need for courage over the illusion of safety in order to foster a learning environment. This can be done by asking participants what a “Brave Space” means for them, effectively creating a sense of ownership of the space by participants (Arao & Clemens, 2013). Here is a list of suggested ground rules:

- **Meeting controversy with civility** is “a value whereby different views are expected and honoured with a group commitment to understand the sources of disagreement and to work cooperatively toward common solutions” (Astin & Astin, 1996)
- **Owning intentions and impact** means that intention does not overshadow impact, and therefore one has the right to explain intention but also must take responsibility for impact by trying to better understand how they have caused harm and how to move forward from the harm caused.
- **Challenge by choice** means that “individuals will determine for themselves if and to what degree they will participate in a given activity, and this choice will be honoured by facilitators and other participants” (Neill, 2008).
- **Respect** has two different perspectives, what does respect look like broadly, and also how someone demonstrate respect for you. It is important to ask these questions of the participants to have a clear, common definition of respect agreed upon, and to avoid interpreting disagreement as disrespectful.
- **No attacks.** This item requires some conversation as well to suss out the difference between a personal attack on an individual and a challenge to an individual’s idea or belief statement that creates discomfort. It is important to remind folks that challenges are not attacks, attacks occur when we accuse someone of something, or call them names, not when we challenge an idea.



# Policies & Procedures

## Best-Practices

Policies, Procedures and Best Practices all serve as models and guiding directives on the standards of practice of an organization. Developing new systems take time, energy, and a willingness to walk into uncharted territories. However, the payoff to entrenching equity, diversity and inclusion into policies, procedures and best-practices far outweigh the time and effort that has to be put into making them. It is also important to note that we might not get everything right the first time and that is okay. If you have developed and implemented policies, procedures and best-practices that didn't end up providing the results you were hoping for, it is simple to go back, identify what the issue was in the original draft, and modify the documents in question to better meet your goals. Policies, procedure and best practices are living documents and should never be viewed as static.

### DRESS CODES, BATHROOMS AND CHANGE ROOMS

All staff or youth working for or accessing BGC services should be allowed to use the bathroom or changeroom that best aligns with their gender identity, no questions asked. Individuals who are uncomfortable with another person's presence in the bathroom or changeroom should be advised to use separate facilities. The reason why we ask the person who is uncomfortable to change facilities, and not the person that makes them feel uncomfortable, is because we are trying to protect and maintain the dignity of the trans or gender diverse person. It is advised, when possible, to have gender-neutral bathrooms and changerooms as options available for all staff and service users. Locker rooms are fairly simple and cost-efficient to transform into private changing areas within the changeroom by using curtains or stalls. For facilities where there are showers, it is to the best interest of everyone's privacy to have individual stalls available.

If your facility has single-stall bathrooms, they should be gender-neutral and available to any who wishes to use them. It is recommended to use signage that simply denote the kinds of amenities in the single-stall washroom, for example an accessibility symbol (person in a wheelchair), a toilet symbol and/or a urinal symbol. This allows people to choose the bathroom based on what best suits their needs.

→ *57% of Trans Ontarians avoided using public washrooms due to fear to their safety (Downie, 2019). Many Trans individuals have reported completely avoiding using public washrooms and even limiting their water intake to limit washroom use.*

If you face resistance or concerns from employees, patrons, or anyone else using the facilities, about sharing a bathroom with a transgender person, here is a handy list of talking points to guide you through the conversation adapted from the Human Rights Campaign's Sample Restroom Policy (Human Rights Campaign, 2016):

- **Listen:** What exactly is the concern? Are they concerned for privacy or safety? If so, an honest and upfront conversation may help alleviate their concerns. Emphasize that trans-inclusive bathroom or change room policies are not a safety risk, in fact, a study from the William Institute at UCLA School of Law (Hasenbush, Flores, & Herman, 2019) showed that there was no empirical evidence to support the claim that trans-inclusive bathroom and changeroom policies posed a safety threat.
- **Refocus:** Acknowledge apprehension while reminding the person that everyone needs to use the restroom and that this is about ensuring access for all. Refocus conversation on behavior: we all know what appropriate restroom behavior looks like. If everyone's behavior is appropriate, then there should not be an issue.
- **Reinforce:** It may help to reinforce BGC's values of belonging and respect for all employees, guests and service users noting that everyone is allowed, by organizational policy, to use the facilities that correspond to their gender identity. If useful, share success stories from other organization's experiences with transgender employees transitioning on the job.
- **Remind:** If the co-worker, guest or service user is still reluctant and concerned, maintain the policy and remind them of other options. For example, the concerned person may use a restroom on a different floor or in a different area. If no other facilities are available, the person can wait for the transgender employee to exit before using the restroom.

Although BGC does not have a dress code, if dress codes are required at any point, they should avoid the following points (Collins & Ehrenhalt, 2018):

- Avoid gender stereotypes (i.e., girls wear skirts, boys wear ties, etc.) and instead use gender-neutral options (pants or shorts, shirts, appropriate shoes, etc.)
- Avoid judgmental language like “modest” to describe clothing or accessories, which are applied in a sexist way to dress codes as there does not really exist a standard of modesty for male-coded clothing.
- Be different for boys/men and girls/women, or force the person to dress based on their sex assigned at birth.
- Disallow shirts proclaiming pride in a person’s 2S & LGBTQIA+ identity on the false grounds that it is “distracting” or “offensive language to some.”
- Vary based on a person’s weight, body type or appearance.
- Discriminate against headwear or hairstyles that might correspond with a person’s religious, racial or ethnic identities.

## TRANSITION SUPPORT POLICY

Many trans and non-binary people will choose to undergo a social and/or legal and/or medical transition. It is necessary that your organization develop a Transition Support Policy to ensure that all transitioning staff member feel supported, welcomed, affirmed and safe.

In order to properly develop a Transition Support Policy, an organization must first understand the coming out process as well as the three different kinds of transitioning. This understanding is important because you want to make sure the policies reflect the diversity of choices a trans person can make for themselves regarding their transition and entrench the understanding that respecting where someone is at is the most fundamental part of support.

Supporting a staff member who is transitioning is fundamentally important to ensure you are creating a safer, affirming space for 2S & LGBTQIA+ individuals. There are three types of transitions that a trans person can choose to go through. Some trans people will choose to go through none, a few, or all the transitions listed below.

**a. Social Transition** is the way someone presents themselves and are viewed in society. A social transition can include the coming out process to your entourage, changing your name and pronoun to reflect your gender identity, and various methods of physical presentations of your gender identity which can include:

- i. Changing your wardrobe and/or hairstyle, use makeup
- ii. Packing (using a penile prosthetic to imitate male genitals)
- iii. Tucking (tucking in the testes and holding them in place with tight undergarments to imitate female genitals)
- iv. Binding (using a tight chest garment to flatten breasts)
- v. Breast, hip or buttock prostheses



**b. Legal Transition** is the modification of legal documents to reflect your gender identity, chosen name and pronouns. This can include changing the ID/driver's license, health-care card, birth certificate, post-secondary diplomas or certificates, marriage certificates, passport, etc. This process is quite expensive and time consuming, so not all trans people choose to do a legal transition, or change all of their legal documents.

**c. Medical Transition** is the process of physically changing the body to reflect one's gender identity. Medical transitions can also be extremely expensive, take long periods of time to access, and are very physically, mentally, emotionally and spiritually demanding. Medical transitions can include hormone therapy and/or gender-affirming surgeries, hair removal, voice training, and fertility preservation to name examples.

To be effective, a Transition Support Policy should have the following:

- d.** Clear outline of when/if it is necessary to ask for sex assigned at birth. This might be necessary in medical or medical-adjacent contexts like benefits or insurance. The rest of the time, it should be standard procedure to only ask for Gender Identity.
- e.** Have a separate, clear policy on confidentiality.
- f.** Have a separate, clear process on pronouns
- g.** Clearly outline who is told what information, and by whom. You want this process to be fully guided by the transitioning person as you want to avoid outing.
- h.** The anticipated date for the name change (if applicable)
- i.** Anticipated dates for medical appointments, treatments and surgical procedures as well as the type of leave that will be necessary (if applicable)
- j.** When to change the payroll and benefits information to reflect a legal name change (if applicable)
- k.** How to handle any harassment or discrimination

For Managers and HR representatives responsible to support the transition of a trans or gender diverse employee, here are some of the best practices adapted from the resource "Transgender Inclusion in the Workplace" (Human Rights Campaign Foundation, 2016):

- You should be familiar with the transition support policies of your organization, and if you are not for whatever reason, either allow the transitioning person to educate you (if they are willing), or let them know you will familiarize yourself with the process before moving forward. Be mindful to schedule the follow-up meeting right away to hold yourself accountable to following-through with the familiarization, and to provide the transitioning person with a timeline.
- Listen carefully to what the individual is telling you about how they'd like to be treated, what kind of support they are seeking, and how they want to move forward. For example, do they want to keep their transition as quiet as possible or do they wish to celebrate publicly?
- Be open-minded and discuss the transitioning person's needs and concerns. Make sure to not promise anything that is not achievable or that you are unsure about, and to research any missing information before finalizing the transition plan.
- If you oversee, manage, or lead an employee who is transitioning, it is important that you demonstrate an understanding, and demonstrate to them that you are committed to providing them with an affirming work environment. Use supportive and active-listening language like "I hear that we can best support you by doing X,Y & Z, did I miss anything?" and refer to the coming out triangle to best meet the employee where they are at in their process.

## BENEFITS, MEDICAL LEAVES & PARENTAL LEAVE

Benefits are a significant investment on the part of an organization, but extremely worthwhile and beneficial to the well-being, happiness and retention of staff. In order to entrench 2S & LGBTQIA+ needs within benefits packages, try and cover gender-affirming expenses in the benefits package, or supplement with a health spending account. Many gender-affirming surgeries are covered by the Provincial/Territorial health-care system, but not all and not all the time. Items that are generally not included, or that can be difficult to access through provincial health care include:

- Hormone therapy
- Electrolysis
- Packers and/or STPs (Stand-to-pee)
- Binders
- Breast-forms and other prosthesis
- Facial Feminization
- Voice Training
- Breast Reduction

Including these items as reimbursable expenses with a Health Spending Account would go a long way in providing trans-inclusive and trans-affirming health and wellbeing supports to your staff.

Medical leaves are extended leaves taken by staff who undergo a medical procedure. Transgender staff who are going through a medical transition might face greater needs for medical leave than other staff, and subsequent accommodations to ensure their recovery is smooth and follows medical recommendations. Below is a list of the most common gender-affirming surgeries, and the approximate recovery time as well as standard recommendations for accommodations to mitigate limitations during healing. Keep in mind that everyone's recovery will look different, and recovery recommendation may vary from doctor to doctor and patient to patient. Use this list to best inform your organization as it reviews its policies on medical leave and staff accommodations:

SURGERY	APPROXIMATE RECOVERY TIME	STANDARD ACCOMODATIONS
<b>Top Surgery (mastectomy)</b>	Top surgeries are considered outpatient surgeries, meaning patients are not kept in hospital after the procedure. Staff with desk jobs can be expected to take about 2 weeks off, staff with active jobs that include lifting can expect to take about 4-6 weeks off.	<ul style="list-style-type: none"> <li>• Post-op top surgeries require the person wear a compression vest for a few weeks, so there should be a relaxed dress code for the individual</li> <li>• Between week 1-3 of surgery, the person will not be allowed to lift more than 5 lbs. From 3 weeks onwards, you can lift up to 20 lbs and start cardio training. After 6 weeks, there is no weight limitation unless you had horizontal incisions, in which case you should avoid lifting your elbows above your shoulder for up to 6 months post op (Mosser, s.d.). Make sure you provide adequate accommodations to prevent lifting more than recommended.</li> </ul>
<b>Phalloplasty (Complexe Chirurgical GRS Montréal, 2021)</b>	Phalloplasty is an inpatient surgery that is complicated and multi-staged (3-4 surgeries over 1-2 years). Therefore, recovery time will greatly vary depending on the surgery type, but one can expect to stay in hospital about 3-7 nights post-surgery. You can expect someone to take at least 6-8 weeks off after a phalloplasty (Health University of Utah, 2021).	<ul style="list-style-type: none"> <li>• Recovery time takes at least 6 months, but in most cases complete rehabilitation takes about 12-18 months.</li> <li>• There is physiotherapy involved with bottom surgery, so if possible, make sure it is covered by your benefits or health spending account</li> <li>• If the skin graft was taken from the forearm, the person might need accommodations for anything that requires the use of that arm.</li> <li>• Movement will be limited for a while as the surgery heals, so limit the amount of active tasks you give the person until they are further along in their healing process.</li> <li>• The patient must wait 3 months before being able to return to physical activities.</li> </ul>

SURGERY	APPROXIMATE RECOVERY TIME	STANDARD ACCOMODATIONS
<b>Vaginoplasty (Complexe Chirurgical GRS Montréal, 2021)</b>	Vaginoplasty is an inpatient surgery that is complicated, but only requires a single surgery. The post-operational hospital stay is usually 2-6 nights. You can expect someone to take at least 8-12 weeks off after the surgery.	<ul style="list-style-type: none"> <li>For the first month post-op, you cannot lift objects weighing more than 10lbs</li> <li>The person must wait two months before resuming physical activity, so modifications might have to be done to the job requirements</li> </ul>
<b>Adams Apple Reduction (chondrolaryngo-plasty)</b>	This is an outpatient surgery.	<ul style="list-style-type: none"> <li>After the surgery, the person will have a sore throat, some bruising, swelling and difficulty swallowing for several days.</li> <li>The person will have to rest their voice as much as possible during the first few days, so you might expect the person to take a few days off work, or modify their work to avoid meetings/tasks requiring speaking (Whelan, 2020).</li> </ul>
<b>Hysterectomy (Cleveland Clinic, 2021)</b>	People undergoing a hysterectomy usually take from 2-6 weeks off work post-surgery depending on the surgery type. Depending on the procedure, it can be either in-patient or outpatient surgery, and depending on the procedure, the patient might be kept 2-3 days in hospital.	<ul style="list-style-type: none"> <li>Normal activities can be resumed within four to six weeks</li> <li>Driving can be resumes about 2 weeks after the surgery</li> <li>Travel out of town can be resumed about three weeks post-surgery</li> <li>The person must avoid lifting above 10lbs for at least 4-6 weeks</li> </ul>

**Parental leaves** are federally protected leaves for parents-to-be, managed by EI (Employment Insurance), except for residents of the province of Québec where they are managed by the “Québec Parental Insurance Plan”. Parents accessing parental benefits can expect to receive up to 55% of their earnings, to a maximum of \$595 a week as a base salary provided by EI. If it is a financial option for your organization, it is recommended to offer a top-up of the parental leave benefit. It is important to note that there are no gendered obligations, that is, any parent of any gender can access parental leave without discrimination or question. Parental leaves are split into two categories;

1. Maternity benefits are only provided to people who are away from work because they’re pregnant or have recently given birth and cannot be shared between parents. However, the person receiving maternity benefits may also be entitled to receive parental benefits. Maternity leave is up to 15 weeks.
2. Parental benefits are provided to people who are away from work to care for their newborn or newly

adopted child. There is a base of 5 weeks provided to the non-gestational partner, that they can add to through two options, which will impact the number of weeks and the weekly amount you’ll receive:

- a. Standard Parental Benefits provides up to 40 weeks of leave.
- b. Extended Parental Benefits provides up to 69 weeks of leave.

For a more detailed breakdown of parental leaves, please consult the Government of Canada website (Government of Canada, 2021).

It is important to remember that becoming a parent is an arduous, exciting, challenging and demanding journey for everyone, regardless of how the baby was conceived, the sexual orientation of the parents or their gender identity. All person about to become a parent has the right to access parental leaves under federal law.

## CONFIDENTIALITY

All staff and service users of BGC have the right to privacy and confidentiality, including 2S & LGBTQIA+ employees. Transgender employees have the right to be their authentic selves at the workplace, including transitioning while employed, without having to disclose medical information or gender history. 2S & LGBTQIA+ folks can choose whether they want to self-disclose their identities or choose to keep them private in the workplace. Additionally, all staff who experience issues concerning identification documentation, such as payroll or benefits, should feel comfortable raising those concerns to senior management, and be assured that the issues will be resolved in an efficient and confidential manner.

The best-practice of confidentiality is that information should only be shared on a need-to-know basis, and with the consent of the individual. That is, information is only shared if absolutely necessary, only to the individuals who need that information, and with the consent of the individual whose information is being shared. All records of employee health status should be kept private and confidential, limited only to staff who process and file documentation.

Here is a non-exhaustive list of confidentiality best-practices:

- When required to use or report a person's legal name, ensure that confidentiality is maintained and that information about the person's sexual orientation, gender identity, or gender expression is not inadvertently disclosed (Alberta Government, 2016). If a person's legal name differs from their chosen name, only use their legal names when absolutely necessary and maintain the confidentiality of the legal name.
- When requested by the individual, senior staff ensure the consistent use of the person's chosen name on work-related documents, such as benefits, website, email, business cards, payroll, etc. (refer to transition policy)
- Medical information such as medical leaves are entirely confidential

**Outing** is the act of sharing someone's gender or sexual identity without their consent. It is considered a huge breach of trust and can be extremely traumatic to the outed individual. Outing is never an appropriate option. If you are unsure that the person you are speaking with about someone else is aware of the identity of that person, avoid providing any details entirely. Outing can have a direct, negative impact on someone's employment, economic stability, personal safety, and religious or family situation. As so eloquently put by author Arielle Schwartz, "often people who are outed feel blindsided and forced to reveal a deeply personal part of their identity without their consent and under someone else's terms. Coming out is a process and can be a difficult time for someone because of discrimination, homophobia, or potential marginalization from their families and community at large. People must choose for themselves how and when to come out" (Schwartz).





## ANTI-DISCRIMINATION & CONFLICT RESOLUTION POLICY

Anti-Discrimination policies, or “codes of conduct”, should clearly include gender identity and expression, as well as sexual and romantic attractions as protected categories. Research shows that “2S & LGBTQIA+ youth in schools with inclusive policies are less likely to experience harassment and more likely to advocate for themselves if they do” (Collins & Ehrenhalt, 2018). Furthermore, 38% of “out” LGB employees experience discrimination at work; the figure more than doubles to 80% in the case of trans individuals (Downie, 2019).

In order to be inclusive, an anti-discrimination policy should (Collins & Ehrenhalt, 2018):

- Include gender identity, gender expression and sexual orientation as protected, immutable identities, alongside race, religion, ethnicity, disability, etc.
- Lay out a clear expectation that all incidents of bullying and discrimination will be investigated seriously.
- Lay out a clear expectation that staff will intervene to stop all forms of bullying and harassment, and report incidents when they occur.
- Include digital harassment within the scope of the policy, as the post-COVID workplace has become increasingly online.
- Makes it clear that youth and staff will be held responsible for bullying behavior and protected from harassment. Most importantly, these inclusive policies must be widely known. Make sure youth, staff and the community members have access to the anti-bullying policy from the beginning of the year. This transparency clearly communicates the expectations to all youth and staff and helps 2S & LGBTQIA+ people feel safer and valued.

In addition to an Anti-Discrimination policy, a Code of Conduct should be outlined and signed by all staff as part of their onboarding package. A Code of Conduct takes anti-discrimination and packages it into easy-to-follow guidelines on every-day work conduct.

When writing anti-discrimination policies, the best practice is to follow a transformative justice framework which moves away from punitive action and instead focuses on accountability, growth and a change in behaviour that will support the person who caused harm to return to a positive standing with the rest of the community. It allows for everyone to share their side of the story, and for decisions to be made collaboratively by all parties.

## RESTORATIVE PRACTICES PRINCIPLES

*(Amstutz & Mullet, 2005)*

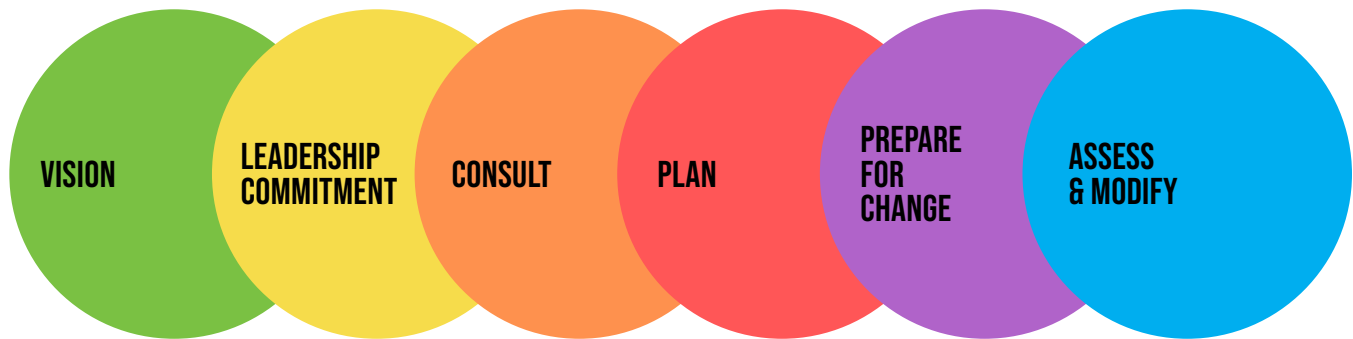
1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims, offenders and communities.
2. Restorative Practices addresses obligations of the offender resulting from those harms, as well as the community’s obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, parents, students, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

## RESTORATIVE DISCIPLINE

*(The Delaware Met, 2015)*

1. Acknowledges that relationships are central to the building of the Club community.
2. Must establish policies and procedures that mediates harm and misbehavior in a way that strengthens relationships.
3. Focuses on harms done rather than rules broken.
4. Gives voice to the person who has been harmed.
5. Engages in collaborative problem solving.
6. Empowers change and growth for all involved.
7. Enhances responsibility for actions and attitudes for all involved.

## ORGANIZATIONAL AUDITING



(Downie, 2019)

Before embarking on an organizational auditing journey, it is important to set clear, shared visions on what 2S & LGBTQIA+ inclusion and equity would look like in your organization. In the graph above, this stage is represented by the “Vision” circle and should be done as an all-staff brainstorming session. Things that must be considered to establish a vision is the current assessment of 2S & LGBTQIA+ inclusion and equity, and the personal accountability the organization has in relation to respecting and promoting human rights and diversity. This will ground the vision, and establish a realistic foundation grounded in the organization’s strategic plan. Next, the leadership team, including senior managers must fully buy-in the vision and be committed to seeing it come to fruition. Senior management and leadership commitment is fundamental to the success of diversity and equity measures, especially since a case for 2S & LGBTQIA+ will have to be developed to ensure talent attraction and retention, employee engagement, client satisfaction, enhanced service delivery and safety and wellbeing of all staff and clients.

Once the vision has been approved by the leadership team and all levels of the organization fully support the case for 2S & LGBTQIA+ inclusion, we move into the consultation stage with the community and the rest of the staff team.

The best practice is to try to recruit people with a wide variety of lived experiences, challenges and barriers to access so that the breadth of strategies for improvement and feedback reflects the breadth of diversity. This brings us to the actual development of the 2S & LGBTQIA+ equity and inclusion plan, which will list concrete action items that have been identified as priorities by the consultation and by the leadership team. Items that can be included in an organizational audit plan are the review of policies and procedures to ensure inclusive language throughout, a review of current health benefits and medical leaves, an overhaul of hiring best practices, a review of the website to ensure it is reflective of the equity commitments of the organization, etc.

Finally, with your approved plan in hand, it is time to prepare for the impending changes. Preparations might include workshops and training, providing toolkits and resources and planning an all-staff meeting to present the incoming plan, and directly leads into the implementation of the plan. Once the action items have been implemented, evaluation criteria must be initiated and implemented to ensure the goals of the plan are being met. This can be done through collecting feedback from employees, service users and stakeholders, and will serve as feedback to modify and adjust the plan accordingly moving forward.

## WORKING TOWARD FULL INTEGRATION OF 2S & LGBTQIA+ FOLKS

Adapted from the 519's resource "Creating Authentic Spaces" (Hixson-Vulpe, Creating Authentic Spaces: A Gender Identity and Gender Expression Toolkit to Support the Implementation of Institutional and Social Changes, 2017)

PROBLEM	POTENTIAL SOLUTIONS
We want to increase the amount of people who identify as 2S & LGBTQIA+ in the staff and in leadership positions at our organization.	<ol style="list-style-type: none"> <li>1. Inclusive Hiring Practices (see below)</li> <li>2. Ensuring 2S &amp; LGBTQIA+ people are at the table for decision making</li> <li>3. Provide mentorship to staff</li> <li>4. Ensure the work environment is safe and affirming (see below)</li> <li>5. Be clear, vocal, consistent and public about your support and affirmation of 2S &amp; LGBTQIA+ individuals</li> <li>6. As an organization, communicate that you are 2S &amp; LGBTQIA+ inclusive and an equitable employer</li> <li>7. Ensure there is annual 2S &amp; LGBTQIA+ training</li> </ol>
We have had people who identify as 2S & LGBTQIA+ involved in our organization in the past, but they chose to leave.	<ol style="list-style-type: none"> <li>1. Include questions about wellbeing in the organization in exit interviews</li> <li>2. Include questions about wellbeing specific to the 2S &amp; LGBTQIA+ community in performance reviews to stay on top of potential issues</li> <li>3. Act if any issue come up – this will show accountability and dedication to community members</li> </ol>
We want to increase the amount of people who identify as 2S & LGBTQIA+ who access our services, and maybe even provide our 2S & LGBTQIA+ clients gender and sexually diverse-specific support.	<ol style="list-style-type: none"> <li>1. Are there any 2S &amp; LGBTQIA+ specific organizations in your community? If yes, contact them, build a relationship with them. See if the services you'd like to offer are already being offered by them. It is best to create 2S &amp; LGBTQIA+ specific services in collaboration with the community directly.</li> <li>2. Take yearly training on 2S &amp; LGBTQIA+ inclusion for all staff, place rainbow stickers in physical locations once the training has been completed</li> <li>3. Respect pronouns, normalize pronoun exchange at all levels of your organization, but do not impose pronoun exchange to avoid forcing someone to out themselves</li> <li>4. Try to have gender-neutral options for bathrooms/changerooms</li> <li>5. Avoid gendered terms when communicating at work (refer to section on inclusive language)</li> <li>6. Ensure respect of chosen name, ensure chosen name is reflected and respected at all events, on all forms, and at all times</li> </ol>

## HIRING PRACTICES

So, you want to make your organization affirming and welcoming to 2S & LGBTQIA+ employees? An excellent report conducted by Pride at Work Canada in 2017 (Hixson-Vulpe, Hiring Across All Spectrums: A Report on Broadening Opportunities for LGBTQ2+ Jobseekers, 2017) gathered data and information specifically on the inclusion and affirmation of 2S & LGBTQIA+ folks in the workplace. According to their survey of over 225 participants Canada-wide, they have come up with the following statistics.

When asked about their concern levels regarding their gender or sexual identity when applying for jobs...

- 22% felt they wouldn't be taken seriously due to their appearance
- 41% were concerned on the level of 2S & LGBTQIA+ inclusion in that organization even after having done research on said organization
- 34% were concerned they would experience discrimination
- 8% hesitated arranging interviews for fear of being misgendered

Additionally, the Trans-Pulse project surveyed 433 trans people in 2010-2011 and came up with the following statistic:

- 71% of trans people have a college or university degree, yet 50% have a personal annual income of less than \$15,000.

The process of hiring can be a challenging one, especially when placing a strong focus on equitable practices and hiring equity groups. However, it can be broken down into easily digestible and applicable categories.

### 1. The Job Posting

- Recognize the value of 2S & LGBTQIA+ lived experience, understanding that 2S & LGBTQIA+ folks have more barriers to accessing and completing post-secondary education
- Explicit statement that your organization is 2S & LGBTQIA+ inclusive/affirming and an equitable employer that encourages submissions from diverse candidates
- Invite self-disclosure of members of equity-seeking groups without requiring it
- Use inclusive, non-gendered and non-stereotypical language
- Avoid having too many requirements for a job and ask for specific certifications only if absolutely necessary due to the nature of the work.
- Avoid neutral requirements or statements that leave room for interpretation or biases (i.e., "We're looking for a fun, outgoing person!") (CACUSS-ASEUCC, 2021)
- Provide salary information (specific figure or range) as well as working conditions (hours, flexible work arrangements, etc.).

<b>2. The Hiring Committee</b>	<ul style="list-style-type: none"> <li>• Ensure that the individuals conducting the hiring process are diverse. If possible, include someone who identifies as 2S &amp; LGBTQIA+ in the process, especially if hiring a member of the community</li> <li>• Be open to having various stakeholders participate on the hiring committee if they have an interest/knowledge on the subject matter. This could include a board member, coworker in another department, community member, etc.)</li> <li>• Ensure proper notice is given to the hiring committee and that everyone has the time to provide input on questions (and how they will be evaluated) and format</li> </ul>
<b>3. The Outreach/Advertising</b>	<ul style="list-style-type: none"> <li>• Advertise the position on 2S &amp; LGBTQIA+ media</li> <li>• Advertise the position through local 2S &amp; LGBTQIA+ organizations</li> <li>• If you have 2S &amp; LGBTQIA+ staff, encourage them to share the job posting in their circle. This will establish a sense of confidence in members of the community.</li> </ul>
<b>4. The Interviews</b>	<ul style="list-style-type: none"> <li>• Understand that references might not know the chosen name/pronouns of an applicant because they might not have felt safe coming out there</li> <li>• Names on certificates/degrees might not match the applicant's name. Changing legal documents can be really expensive</li> <li>• Ensure all hiring committee members present their pronouns during their introduction at the beginning of the interview, and invite the candidate to share theirs during their introduction.</li> <li>• Make sure you use the candidate's chosen name, not their legal name if applicable</li> <li>• Do not assume gender identity based on appearance or voice, always double-check you are using the appropriate name and pronouns</li> <li>• When sending out an invitation to an interview, make sure you ask for any accessibility needs, as well as provide multiple interview time options. Be clear in stating how long the interview will be, and who will be sitting on the hiring panel</li> <li>• Make sure you leave enough time for the candidate to ask their own questions, and share the timeline the candidate can expect for next steps.</li> </ul>
<b>5. The Pre-Requisites</b>	<ul style="list-style-type: none"> <li>• Publicize on your website all policies, procedures and statements of accountability pertaining to 2S &amp; LGBTQIA+ inclusion, and EDI work in general</li> <li>• Ensure all staff and leaders follow regular, annual 2S &amp; LGBTQIA+ training and that this training is reflected in the interviewing process</li> <li>• Ensure you have policies developed pertaining to anti-discrimination/harassment policies with an explicit inclusion of 2S &amp; LGBTQIA+ identities, to the support of a transitioning staff (gender transition guidelines)</li> </ul>

## GBA+ & 4+ PS FRAMEWORK FOR POLICY DEVELOPMENT

The Gender-Based Analysis Plus (GBA+) is an analytical process that was created by the Government of Canada to determine how diverse groups of women, men, and gender diverse folks may experience policies, programs, and initiatives. The “plus” is used to indicate the realities of intersectionality, that is, the multiplicity of identities someone may have that has an impact on how people navigate throughout society, and are treated by society. It is meant to provide tools to reduce and prevent inequalities by identifying the root cause of barriers to access, support and visibility.

In a nutshell, GBA+ is a process that helps us (City of Edmonton, 2019):

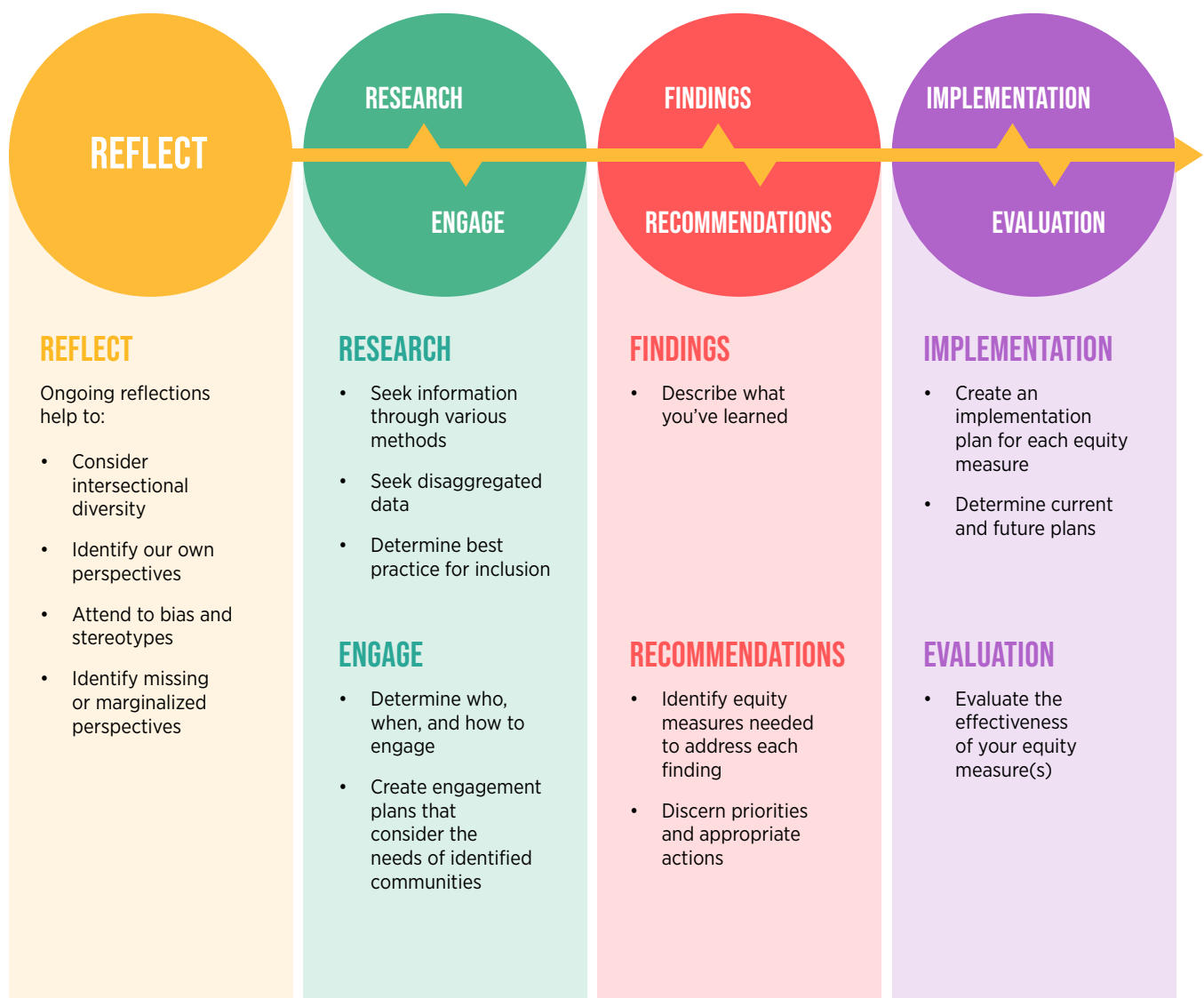
- **Reflect on our own perspectives and biases;**
- **Understand how perspectives and biases can impact our work;**
- **Understand the experiences of groups and individuals who are marginalized;**
- **Identify how we can do our work in more inclusive ways.**

We use it to better understand diverse perspectives and guide us in keeping in mind how our work might impact these diverse groups of people, prompting questions such as:

- **Who is excluded?**
- **What contributes to this exclusion?**
- **What will we do about it?**

The department of Women and Gender Equality Canada has a free, online Gender-Based Analysis Plus course (Women and Gender Equality Canada, 2021) available to better understand the framework.

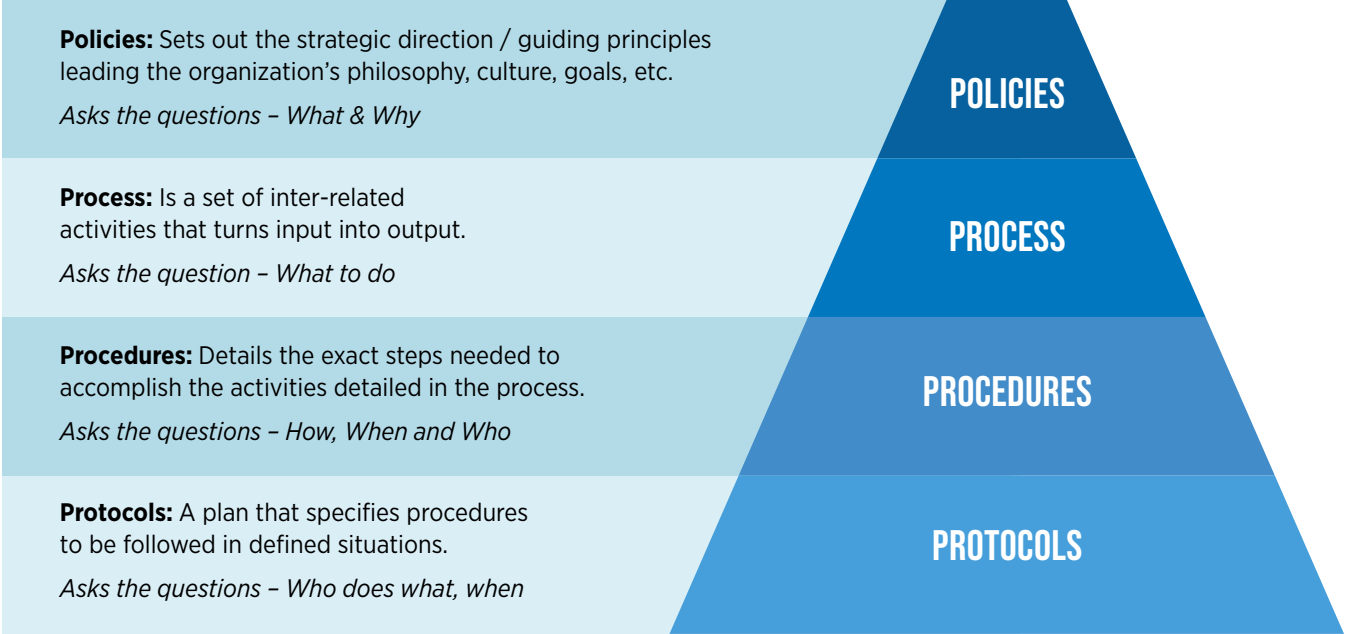
Here is the GBA+ Process of Inclusion (City of Edmonton, 2019):





The 4+ Ps Framework was developed by Nneka & Co (MacGregor, 2021), a consulting agency specializing in equity, diversity and inclusion, especially from an anti-racism perspective. It is an excellent framework to use when developing new policies and procedures for your organization.

**The 4+ Ps Pillars are as follows:**



**The + in the 4+ Ps Framework can include:**

- **Programs**
- **Projects**
- **Practices**
- **Partners**

The process of developing new policies, procedures or processes can be broken down into 4 distinct components, the “What”, “Who”, “How” and “Follow-up”.

WHAT	WHO	HOW	FOLLOW-UP
<ul style="list-style-type: none"><li>• What are we trying to achieve with this policy / procedure / process?</li><li>• What are the specific needs we want to assess?</li></ul>	<ul style="list-style-type: none"><li>• Who is it specifically for? (i.e. department, demographic, etc)</li><li>• Who are we missing?</li><li>• Who else might it apply to?</li></ul>	<ul style="list-style-type: none"><li>• How will it impact the target audience?</li><li>• How will it impact other stakeholders?</li><li>• How will we know of these impacts?</li></ul>	<ul style="list-style-type: none"><li>• Have we done what we set out to do?</li><li>• Have we met the community’s needs and expectations?</li><li>• Are we nimble / agile for change when needed?</li></ul>

# Communications, Action Statements & Data Collection

Communications, action statements and data collection are all public facing elements of an organization. This can create a sense of anxiety, pressure or stress because we want to have our good intent reflected and recognized by our community and stakeholders. Public-facing materials are the most visible, and therefore the most at-risk for criticism, feedback or push-back. However, the solutions below provide a road map to support the development of respectful and affirming communications strategies. Also, never forget that mistakes happen – recognizing that a mistake has happened, apologizing, and communicating how you will ensure that particular mistake won't happen again is part of your public accountability, and will allow you to mend relationships and grow as an organization.

If you receive pushback or criticism for implementing 2S & LGBTQIA+ inclusion practices, remind the audience that creating a space that is upholding BGC'S core values of belonging, respect, encouragement & support, working together and speaking out means creating standards for youth and staff to feel seen, valued, empowered, and included for all aspects of their personhood. 2S & LGBTQIA+ inclusion and affirmation in the workplace is not a matter of lip service or of identity politics, it is a matter of living by and honouring the values of BGC.

## ACCOUNTABLE ACTION STATEMENTS

With the increased awareness towards Equity, Diversity and Inclusion, more and more organizations, corporations, and communities have decided to draft and publish accountability and action/position statements. This practice is extremely important in publicly acknowledging your position on a specific topic and holding yourself accountable to actionable items pertaining to the topic. When faced with the prospect of writing an action/position statement, it can be easy to succumb to anxiety and pressure to create something that will be well received and avoid criticism. Although it is impossible to fully avoid criticism or feedback, there is a set of steps that should be followed in order to create a compelling, powerful, accountable and actionable action/position statement.

- 1. State the situation in an honest and matter-of-fact manner.** This is the foundation of your statement, where you contextualize the reason behind the statement and what made you take action. This can be anything from a world event, to an internal philosophy change or a realization of shortcomings. If the statement is an apology, please refer to the section on organizational apologies.
- 2. State your position on the situation clearly and unambiguously.** This ensures that there is no room for interpretation in the messaging.
- 3. State a clear list of action points.** This will serve as the accountability measure by which members of the community for whom you are claiming support can assess whether you are truly committed to their support or if it was just a performative statement. You do not need a long list of action items; you want to make sure you are able to accomplish them in a timely manner.
- 4. State a timeline to accomplish the action points.** How long do you give yourself to accomplish all the points you have set yourself to accomplish? You can provide a timeline per action item, or decide to provide only an overarching timeline for all points combined.
- 5. Uplift the voices of impacted community members.** Whether you choose to list local organizations who serve the community in question, quote a local activist, or share articles and resources, try and choose local voices that are recognized by their community members. Emphasize that you support those organizations/individuals and that you encourage your followers to also give them a follow.

## A LIST OF DAYS OF SIGNIFICANCE FOR THE COMMUNITY

There are a multitude of days of importance or significance that are recognized by the community and federally. Recognizing these days in your own organization through social media posts, activities, and learning opportunities is a great way to show the 2S & LGBTQIA+ community that you are a committed ally, and to emphasize the work you have been doing and plan on doing to continue advancing the inclusion and wellbeing of 2S & LGBTQIA+ folks in your organization. It is not necessary to celebrate or highlight every single day outlined below, you can choose a few that you feel are most meaningful to your needs.

In order to make the day as impactful as possible, it is best to pull from real life stories and people. For example, if you're celebrating the Trans Day of Visibility, try and

spotlight a youth or a staff member that identifies as trans, give them a chance to use the platform to express whatever they want to express, give them agency over their own story. It is also suggested to provide concrete examples of what your organization is doing for this specific community. Taking the same example again, this would be a good time to mention that your organization has developed a Transition Support Policy which ensures that Trans staff can safely and with adequate support transition in the workplace. You can also spotlight or highlight events taking place on the subject, especially if hosted by your local 2S & LGBTQIA+ organization. For example, if your local Pride Centre is hosting a Lesbian Visibility Day BBQ, share and advertise the event on your social media.

Here is a non-exhaustive list of the most recognized days for the 2S & LGBTQIA+ community:

### FEBRUARY

- Aromantic Spectrum Awareness Week (February 21st to 27th)

### MARCH

- Transgender Day of Visibility (March 31st)

### APRIL

- International Asexuality Day (April 6th)
- Lesbian Visibility Day (April 26th)

### MAY

- International Day Against Homophobia, Transphobia & Biphobia (IDAHOT) (May 17th)
- Pansexual Visibility Day (May 24th)

### JUNE

- Pride Month (all month)

### JULY

- International Non-Binary People's Day (July 14th)

### SEPTEMBER

- Bisexual Awareness Week (Week that includes September 23rd)
- Celebrate Bisexuality Day (September 23rd)

### OCTOBER

- LGBT History Month (All month)
- International Lesbian Day (October 8th)
- National Coming Out Day (October 11th)
- International Pronouns Day (October 20th)
- Asexual Awareness Week (3rd week of October)
- Intersex Awareness Day (October 26th)

### NOVEMBER

- Transgender Parent Day (1st Sunday of November)
- Transgender Awareness Week (2nd week of November)
- Transgender Day of Remembrance (November 20th)

### DECEMBER

- Pansexual Pride Day (December 8th)

## DATA COLLECTION, WHY, HOW AND WHEN?

When gathering data around employee or service user identities, it is important to emphasize that the information will be kept confidential, and to also explain why the information is being collected and what it will be used for. This kind of transparency and accountability creates the groundwork for the individual to feel safe with being vulnerable and sharing information they might not share otherwise. It is also important to gather data on gender identity, not sex assigned at birth, as gender identity is the level at which we interact with individuals at BGC. It is also best practice to provide a blank field for gender identity, as opposed to making a list of potential identities. The reason for this is that it doesn't delegate any identities as "other" or "not listed", which can feel very othering for people who hold that identity. Instead, it provides flexibility for folks to fill in the information regardless of their gender identity, and levels the playing field. It is also important to note that someone might hold more than one gender identity (i.e., identifying as both trans and non-binary), so it's recommended to frame the question as "What is/are your gender identities?".

→ *75% of LGBT respondents felt that employers should provide an opportunity for employees to self-identify or disclose information about themselves at work (Downie, 2019).*

When asking about sexual orientation, make sure it is asked to the proper age group. Usually, we're looking at 11-12 years old and over who can start articulating answers to that question. Younger kids might have an idea, or even be sure of what their sexual orientation is like, but the results will most likely be less reliable due to a large percentage of the children not understanding the subject matter.

### WHY?

- To have a better understanding of the population you serve, as well as the diversity in your staffing
- To have the ability to tailor your programs, services, policies & procedures, communication, etc. specifically to your audience
- To have the ability to track improvements from year to year
- To identify gaps in representation or diversity
- To demonstrate your organizational accountability to diverse groups and make them feel visible

### WHEN?

- When conducting staff performance and annual reviews
- When performing surveys about programs, programming and events
- When asking for annual statistics from BGC Clubs
- When creating sign-up forms for Clubs or Programs
- When conducting employee engagement or climate surveys

### HOW?

- Ensure that the people being surveyed are aware that all data is gathered anonymously and kept entirely confidential
- Be transparent about why the data is being gathered and how it will be used
- Use proper language and only ask questions that are useful for BGC

Here is a list of best-practice sample questions pertaining to gender identity and sex assigned at birth compiled by the Coalition of Inclusive Municipalities in their LGBTQ2+ Inclusiveness Toolkit (Downie, 2019):

**Sample Open-Ended Gender-Related Question:**

Gender: \_\_\_\_\_

**Sample Combined (Open and Closed) Gender-Related Question:**

Which gender do you most identify with?

- ☐ Woman
- ☐ Man
- ☐ Non-Binary
- ☐ Two-Spirit
- ☐ Not Listed: \_\_\_\_\_
- ☐ Prefer Not to Answer

**Sample Closed-Ended Gender-Related Question:**

Which gender do you most identify with?

- ☐ Woman
- ☐ Man
- ☐ Non-Binary
- ☐ Two-Spirit
- ☐ Not listed
- ☐ Prefer Not to Answer

**Sample Closed-Ended Sex-Assigned-at-Birth-Related Question:**

What sex were you assigned at birth, meaning on your original birth certificate?

- ☐ Female
- ☐ Male
- ☐ Intersex
- ☐ None
- ☐ Prefer Not to Answer

## ORGANIZATIONAL APOLOGY AND ACKNOWLEDGEMENT OF MISTAKES

The apology process can feel like a daunting task but is an important first step in mending broken trust and creating bridges with the 2S & LGBTQIA+ community. Mistakes are normal, and the reality is that our modern society has exponentially evolved when it comes to equity and 2S & LGBTQIA+ inclusion. It is normal to have things to apologize for, it is not a sign of failure or of shame. Apologies should be seen as organizational accountability and growth, and as an opportunity to do better. Some organizations may have very specific events or situations they wish to acknowledge, others might have a more generalist approach. Regardless, the process for a powerful and meaningful apology remains the same (this section was adapted from the CACP Supporting the LGBTQ2S Community resource (Cheung, 2020)):



- a. **Analysis & Introspection (of past or present wrong-doings)** It is important to start by taking a good look at the history of your organization, including in its local context. If there is a specific situation that happened in the past or if it was an overarching issue that was persistent in the past and that you are now trying to overcome and better, it is important to name the issues or the situation, take accountability for it, and express a clear plan of action for how the organization will ensure these issues won't happen again. It is not necessary for a single individual to take accountability for the mistake, what is more important is naming them and acknowledging that it has caused harm, distrust, and fear. You can put together a consultation session, or even a survey asking for employee, stakeholder and / or service user feedback at this stage to get a better idea of what people of diverse backgrounds and who interact with the organization to different degrees think of the issue at hand.
- b. **Development (of potential solutions)** If a consultation or survey was done in the previous step, this is the time to review the findings and consolidate them into concrete recommendations that are actionable and specific to your organizational context, and make public a summary report of the feedback for transparency. It is important to remember that BGC is an allied organization to 2S & LGBTQIA+ communities, so in some contexts, the actionable solution might be to commit oneself to create partnerships and develop kinship with local 2S & LGBTQIA+ organizations. The development phase should be systematic in order to properly identify issues, create prospective solutions that can be reviewed by the consultative committee, and evaluate the impact and effectiveness of the reconciliation effort. An organization committed to the development process of an apology needs to be ready to do an organizational audit should this come out as a priority for effective reconciliation.
- c. **Delivery (on a commitment)** Now that the apology statement has been chosen, and key commitments have been identified, it is time to deliver the apology. Make sure to always deliver the action items along with their timeline after the apology because they are the element that shows accountability, understanding of harm cause and commitment to breaking out of the circle of harm. You must also ensure that you have created realistic commitments that will be achievable by your organization, as well as the timeline by which the commitments will be achieved. An apology will lose all standing if commitments to betterment are not followed-through, so this is arguably the most important part of the process. If you have established evaluation criteria to track impact and effectiveness of your commitments, publishing them will allow community members to also participate in the evaluation.



# Training & Resources

The most fundamental part of entrenching equity, diversity and inclusion in the workplace is through training and providing adequate resources to staff. Training should always be the first step, before any kind of policy and procedure development and implementation, before pronouns best-practices, before sticking rainbow stickers in your offices. Having the ability to find and recognize subject-matter experts and leader in the field can feel challenging at first, it is highly encouraged to seek out the support of the national 2S & LGBTQIA+ organizations listed in Annex 4 who can provide you guidance in finding a workshop provider that will suit your needs. Asking 2S & LGBTQIA+ folks in your workplace, like a board member or a staff, about suggestions is also appropriate.

## STAFF ONBOARDING

All staff should receive training and resources during their onboarding to ensure they have the ability to implement inclusive and equitable best practices. The onboarding will differ from position to position, but here are some overarching suggestions for 2S & LGBTQIA+ specific inclusivity onboarding measures (adapted from the resource “Transgender Inclusion in the Workplace” by the Human Rights Campaign Foundation (Human Rights Campaign Foundation, 2016)):

**a. Managers and supervisors:** Their onboarding training should include clear examples of discrimination based on gender identity, gender expression or sexual orientation, and best practices to avoid discriminatory behaviours. They should also have been provided with this toolkit in order to get a broad understanding of 2S & LGBTQIA+ identities, language use, pronoun use, hiring best practices, etc. They should be given all the policies and procedures regarding anti-discrimination, confidentiality, supporting a transition in the workplace, benefits, medical leaves, parental leaves and bathroom/change room accessibility. Furthermore, managers and supervisors should receive training specifically on supporting a transition in the workplace so that they know what to do should an employee want to transition at work. This training should include not only implementing the transition policies and supporting the transitioning employee, but also managing the co-workers, stakeholders and clients of the transitioning employee to ensure they are properly educated and aware of the expectations of respect, anti-discrimination and confidentiality.

**b. Front-Line Employees:** Being the ones mainly interacting with the youth and other service users, front-line employees should receive training on conflict management, anti-discrimination practices, microaggression and how to manage situations where a microaggression was made, inclusive language practices including pronouns, proper usage of chosen name, gender-inclusive language, bathroom/change room policies and procedures and how to address concerns and/or complaints, how to create brave spaces, recognizing the steps of coming out and supporting someone going through them, and how to recognize heteronormativity/homophobia and cisnormativity/transphobia and what actions to take.

Furthermore, as part of the onboarding package, staff should receive a code-of conduct they must sign as well as all the 2S & LGBTQIA+ policies & best-practices so that they may be aware of the expectations, their responsibilities, and their rights.

## WORKSHOPS AND STAFF-WIDE TRAINING

Onboarding is only the first part of ensuring staff are properly trained and tooled to create a safe and affirming work environment. Ongoing workshops and staff-wide training are also fundamental to ensuring 2S & LGBTQIA+ inclusion and equity goals are met every single year, and that staff keep up with the best practices as they evolve. The training should be evidence-based, provided by professionals in the field (ideally, members of the 2S & LGBTQIA+ community), and provide explicit tools to support the social, emotional, physical and spiritual wellbeing of all 2S & LGBTQIA+ folks using BGC services.

Here are some overarching indicators of staff-training best practices, adapted from the resource “Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions” by the Government of Alberta (Alberta Government, 2016), providing insight into goals for Clubs who are committed to 2S & LGBTQIA+ inclusion:

- Clubs and Club Leadership work collaboratively to provide targeted professional learning that uses valid research, shares best practices, reflects actual knowledge and lived experience of gender and sexually diverse people, and creates mutual respect and understanding.
- Employees work to identify and use learning resources and facilitation approaches that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.

- To build Club capacity, staff work collaboratively to identify and address discriminatory attitudes and behaviours that create barriers to participation and growth for youth with diverse sexual orientations, gender identities and gender expressions.
- Club Leadership develop and maintain mutually supportive relationships with a variety of sexual and gender minority groups who can share resources and expertise and contribute to the ongoing evolution of welcoming, caring, respectful and safe club environments that foster diversity and nurture a sense of belonging and a positive sense of self.
- Club community members (such as parents, guardians, volunteers) have access to learning to build their knowledge about diverse sexual orientations, gender identities and gender expressions.

Additionally, consider adding 2S & LGBTQIA+ inclusion and understanding markers in your staff’s yearly employee evaluations, as well as building markers of success within your staff’s annual OKRs. This will ensure that you are enshrining 2S & LGBTQIA+ accountability within staff workplans and priorities, and making education on the subject part of evaluations.



## BOARD RECRUITMENT, RETENTION & TRAINING

The first step to ensuring you have a diverse board, including 2S & LGBTQIA+ board members, is to do outreach through proper channels and with the intention and purpose of finding diverse candidates. Here are a few recommendations to follow adapted from the article “Does Your Board Need to be More Diverse? Here’s How to do it” by Meenakshi Das (Das, 2021):

- a. **Evaluate the kind of “diversity” you need.** In order to achieve this, you must have a good understanding of your current board demographics. For example, if you identify you have an overrepresentation of cisgender women, you may want to consider diversifying by doing targeted outreach to gender diverse folks.
- b. **Reach out to members of said community** in order to receive recommendations of people to do outreach to for your organization. This can be done by reaching out to staff who are active members of the 2S & LGBTQIA+ community, or other know voices in the community.
- c. **Reach out to your local peer organizations**, especially if you have already built a relationship of trust with them. Check with them to see if they would be willing to provide names of people who would be good board members to your organization.
- d. **Reach out to donors or volunteers part of the 2S & LGBTQIA+ community** to see if they would be interested in joining the board, or if they know someone they might recommend.
- e. **Encourage referrals from current board members** who are part of the community you are trying to do more outreach in.
- f. **Share the recruitment post on social media** specifying in it that you are encouraging members of the 2S & LGBTQIA+ community to apply.

Once you have successfully recruited 2S & LGBTQIA+ board members, it is important to create a structure where they feel comfortable, respected, and valued for their unique perspective. Your responsibility does not end with the recruitment, efforts of inclusivity and equity have to continue to ensure retention of diverse folks. Here are some ways to be an ally to the new board member(s), from the same article as linked above:

- a. **Lead meetings through asking questions** and making space to include all voices. This might require being more intentional in who you ask questions to, and not hesitating to cut someone off if they start taking up too much space.
- b. **Do not assume your role as an ally.** Instead, admit that you don’t have all the answers, and ask questions like “what do I need to know?”, “what am I missing?” or “how can we solve this issue?”. Make sure you communicate an openness to long-term commitments and efforts.
- c. **Keep a check on your and the group’s unknown behavioral habits**, especially when some folks have the habits of taking up too much space, being confrontational or aggressive, playing the devil’s advocate or thinking they know everything. Be intentional in managing difficult board members to ensure they do not make the space a hostile one. A good way to manage a group, even a board meeting, is through the creation of a Brave Space (refer to section on Brave Spaces).
- d. **Encourage your board to undertake intermittent trainings on 2S & LGBTQIA+ subjects** provided by subject matter experts who are known in their field and have lived experience. Ensure that there is a lot of time allocated to questions from the boards to ensure information isn’t only passed one way, and to provide the board with an opportunity for learning tools and language more specific to their responsibilities.
- e. **Do not tokenize your 2S & LGBTQIA+ board member(s)** by only asking them their opinion on 2S & LGBTQIA+ inclusivity and equity, asking them to share their lived experience, or asking them to speak on behalf of the whole community. Instead, learn about the community through professional development training sessions and encourage open and honest dialogue from everyone.

# References

- Adams, M., & Bell, L. A. (2016). *Teaching for Diversity and Social Justice (third edition)*. Routledge.
- Alberta Government. (2016). *Guidelines for Best Practice: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*.  
Retrieved from [www.education.alberta.ca: https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf](https://www.education.alberta.ca: https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf)
- Amstutz, L. S., & Mullet, J. H. (2005). In *The Little Book of Restorative Discipline for Schools* (pp. 25-26). New York: Good Books.
- Anishinabek News. (2017, June 23). *AFN National Chief Perry Bellegarde becomes First National AFN leader to march in Toronto's Pride Parade*.  
Retrieved from [anishinabeknews.ca: http://anishinabeknews.ca/2017/06/23/afn-national-chief-perry-bellegarde-becomes-first-national-afn-leader-to-march-in-torontos-pride-parade/](http://anishinabeknews.ca/2017/06/23/afn-national-chief-perry-bellegarde-becomes-first-national-afn-leader-to-march-in-torontos-pride-parade/)
- Arao, B., & Clemens, K. (2013). *From Safe Spaces to Brave Spaces - A New Way to Frame Dialogue Around Diversity and Social Justice*. Stylus Publishing, LLC.
- Astin, H. S., & Astin, A. W. (1996). *A Social Change Model of Leadership Development, version 3*. Los Angeles: Higher Education Research Institute, University of California.
- Brasseur, J. (2021, August 23). *Statement Regarding Police Violence in K'ijipuktuk*.  
Retrieved from [www.fiertecanadapride.org: https://fiertecanadapride.org/statement-kijipuktuk/](https://fiertecanadapride.org: https://fiertecanadapride.org/statement-kijipuktuk/)
- CACUSS-ASEUCC. (2021). *Working Towards Inclusion: Equitable Practices for Hiring Student Staff and New Professionals*.  
Retrieved from [www.cacuss.ca: https://www.cacuss.ca/files/Resources/P15\\_Working%20Towards%20Inclusion%20\(final\\_2021\).pdf](https://www.cacuss.ca: https://www.cacuss.ca/files/Resources/P15_Working%20Towards%20Inclusion%20(final_2021).pdf)
- Casey, B. (2019). *The Health of LGBTQIA2 Communities in Canada*. Ottawa: House of Commons - Chambre des Communes Canada.
- Cheung, M. (2020, December). *Supporting the 2SLGBTQ+ Community: Equity & Inclusion Toolkit*.  
Retrieved from [www.cacp.ca: https://www.cacp.ca/equity-diversity-inclusion.html?asst\\_id=2347](https://www.cacp.ca: https://www.cacp.ca/equity-diversity-inclusion.html?asst_id=2347)
- City of Edmonton. (2019, December). *The Art of Inclusion*.  
Retrieved from [www.edmonton.ca: https://www.edmonton.ca/sites/default/files/public-files/documents/DI\\_ArtofInclusion\\_Final.pdf](https://www.edmonton.ca: https://www.edmonton.ca/sites/default/files/public-files/documents/DI_ArtofInclusion_Final.pdf)
- Cleveland Clinic. (2021). *Hysterectomy*.  
Retrieved from [www.my.clevelandclinic.org: https://my.clevelandclinic.org/health/treatments/4852-hysterectomy](https://www.my.clevelandclinic.org: https://my.clevelandclinic.org/health/treatments/4852-hysterectomy)
- Collins, C., & Ehrenhalt, J. (2018, 09). *Best Practices for Serving LGBTQ Students*.  
Retrieved from [www.learningforjustice.org: https://www.learningforjustice.org/sites/default/files/2018-09/TT-LGBTQ-Best-Practices-Guide.pdf](https://www.learningforjustice.org: https://www.learningforjustice.org/sites/default/files/2018-09/TT-LGBTQ-Best-Practices-Guide.pdf)
- Complexe Chirurgical GRS Montréal. (2021). *Phalloplasty*.  
Retrieved from [www.grsmontreal.com: https://www.grsmontreal.com/en/surgeries/female-to-male/6-phalloplasty.html](https://www.grsmontreal.com: https://www.grsmontreal.com/en/surgeries/female-to-male/6-phalloplasty.html)
- Complexe Chirurgical GRS Montréal. (2021). *Vaginoplasty*.  
Retrieved from [www.grsmontreal.com: https://www.grsmontreal.com/en/surgeries/male-to-female/1-vaginoplasty.html](https://www.grsmontreal.com: https://www.grsmontreal.com/en/surgeries/male-to-female/1-vaginoplasty.html)
- Das, M. (2021, March 8). *Does Your Board Need to be More Diverse? Here's How to do it*.  
Retrieved from [communitycentricfundraising.org: https://communitycentricfundraising.org/2021/03/08/does-your-board-need-to-be-more-diverse-heres-how-to-do-it/](https://communitycentricfundraising.org: https://communitycentricfundraising.org/2021/03/08/does-your-board-need-to-be-more-diverse-heres-how-to-do-it/)
- Downie, C. (2019, May). *LGBTQ2+ Inclusiveness - Toolkit for Inclusive Municipalities in Canada and Beyond*.  
Retrieved from [www.en.ccunesco.ca](http://www.en.ccunesco.ca)
- Egale Canada; Fondation Émergence. (2020). *Grammaire neutre*.  
Retrieved from [egale.ca: https://egale.ca/wp-content/uploads/2020/06/French-Inclusive-Language-4.0.pdf](https://egale.ca: https://egale.ca/wp-content/uploads/2020/06/French-Inclusive-Language-4.0.pdf)

Elliot, M., & Chopiuk, L. (n.d.). **Indigenous Library and Information Studies in a Canadian Context.**

Retrieved from [www.indigenouslylis.ca/two-spirit-and-indigiqueer-childrens-and-ya-book-lists/](http://www.indigenouslylis.ca/two-spirit-and-indigiqueer-childrens-and-ya-book-lists/)

Equaldex. (2021). **LGBT Rights in Canada.**

Retrieved from [www.equaldex.com/region/canada](http://www.equaldex.com/region/canada)

Gehrman, E. (2019, November 20). **Big Impact of Microaggressions.**

Retrieved from [www.news.harvard.edu/gazette/story/2019/11/microaggressions-and-their-role-in-mental-illness/](http://www.news.harvard.edu/gazette/story/2019/11/microaggressions-and-their-role-in-mental-illness/)

Government of Canada. (2018, 09, 10). **Rights of LGBTI Persons.**

Retrieved from [www.canada.ca/en/canadian-heritage/services/rights-lgbti-persons.html](http://www.canada.ca/en/canadian-heritage/services/rights-lgbti-persons.html)

Government of Canada. (2021, March 9). **EI Maternity and Parental Benefits: What These Benefits Offer.**

Retrieved from [www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html](http://www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html)

Hasenbush, A., Flores, A., & Herman, J. (2019). **Gender Identity Nondiscrimination Laws in Public Accommodations: a Review of Evidence Regarding Safety and Privacy in Public Restrooms, Locker Rooms, and Changing Rooms.** Sex Res Soc Policy 16, 70-83.

Health University of Utah. (2021). **Phalloplasty Guide: How to Prepare & What to Expect During Your Recovery.**

Retrieved from [www.healthcare.utah.edu/transgender-health/gender-affirmation-surgery/phalloplasty-recovery.php](http://www.healthcare.utah.edu/transgender-health/gender-affirmation-surgery/phalloplasty-recovery.php)

Hixson-Vulpe, J. (2017). **Creating Authentic Spaces: A Gender Identity and Gender Expression Toolkit to Support the Implementation of Institutional and Social Changes.**

Retrieved from [www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces](http://www.the519.org/education-training/training-resources/our-resources/creating-authentic-spaces)

Hixson-Vulpe, J. (2017). **Hiring Across All Spectrums: A Report on Broadening Opportunities for LGBTQ2+ Jobseekers.**

Retrieved from [www.prideatwork.ca/wp-content/uploads/2018/01/PrideAtWork\\_2018\\_Round\\_FINAL-s.pdf](http://www.prideatwork.ca/wp-content/uploads/2018/01/PrideAtWork_2018_Round_FINAL-s.pdf)

Human Rights Campaign. (2016). **Sample Restroom Policy.**

Retrieved from [www.assets2.hrc.org/files/assets/resources/HRC\\_Sample\\_Restroom\\_Policy\\_and\\_Talking\\_Points\\_for\\_Managers.pdf](http://www.assets2.hrc.org/files/assets/resources/HRC_Sample_Restroom_Policy_and_Talking_Points_for_Managers.pdf)

Human Rights Campaign Foundation. (2016). **Transgender Inclusion in the Workplace: A Toolkit for Employers.**

Retrieved from [www.thehrcfoundation.org/assets2.hrc.org/files/assets/resources/Transgender\\_Inclusion\\_in\\_the\\_Workplace\\_A\\_Toolkit\\_for\\_Employers\\_Version\\_10\\_14\\_2016.pdf](http://www.thehrcfoundation.org/assets2.hrc.org/files/assets/resources/Transgender_Inclusion_in_the_Workplace_A_Toolkit_for_Employers_Version_10_14_2016.pdf)

MacGregor, N. (2021). **Our Services.**

Retrieved from [www.nnekaand.co](http://www.nnekaand.co)

Montana State University. (2016). **Best Practice for Working with LGBTQ Individuals on Campus.**

Retrieved from [www.montana.edu/lgbtq/best\\_practices.html](http://www.montana.edu/lgbtq/best_practices.html)

Mosser, D. S. (n.d.). **Time Off From Work After FTM and FTN Surgery.**

Retrieved from [www.genderconfirmation.com/time-off-from-work/](http://www.genderconfirmation.com/time-off-from-work/)

Nadal, K. L. (2014). **A Guide to Responding to Microaggressions.** Cuny Forum, 71-76.

Retrieved from [www.ncwwi.org](http://www.ncwwi.org)

Neill, J. (2008, February). **Challenge by Choice.**

Retrieved from [www.challengebychoice.files.wordpress.com/2008/02/challenge\\_by\\_choice.pdf](http://www.challengebychoice.files.wordpress.com/2008/02/challenge_by_choice.pdf)

OUT Saskatoon. (2021). **Two Spirit.**

Retrieved from [www.outsaskatoon.ca/two\\_spirit1](http://www.outsaskatoon.ca/two_spirit1)

Savin-Williams, R. C. (2006). *Who's Gay? Does It Matter?* Psychological Science, vol. 15, p. 40-44.

Schwartz, A. P. (n.d.). *Why Outing Can be Deadly.*

Retrieved from thetaskforce.org: <https://www.thetaskforce.org/why-outing-can-be-deadly/>

Silva, C., & Warren, A. K. (2009). *Building LGBT-Inclusive Workplaces - Engaging Organizations and Individuals in Change.*

Retrieved from www.catalyst.org: [https://www.catalyst.org/wp-content/uploads/2019/01/Building\\_LGBT\\_Inclusive\\_Workplaces\\_Engaging\\_Organizations\\_and\\_Individuals\\_in\\_Change.pdf](https://www.catalyst.org/wp-content/uploads/2019/01/Building_LGBT_Inclusive_Workplaces_Engaging_Organizations_and_Individuals_in_Change.pdf)

The Delaware Met. (2015). *The Delaware Met Code of Conduct and Restorative Practices.*

Retrieved from www.thedelawaremet.org: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/151/1%20DEMET%20Code%20of%20Conduct%20FINAL.pdf>

The Polyamory Society. (2020). *Introduction to Polyamory.*

Retrieved from www.polyamorysociety.org: <http://www.polyamorysociety.org/page6.html>

Whelan, C. (2020, November 24). *What is a Tracheal Shave?*

Retrieved from www.healthline.com: <https://www.healthline.com/health/tracheal-shave#procedure>

Women and Gender Equality Canada. (2021, April 14). *Take the Gender-Based Analysis Plus Course.*

Retrieved from www.women-gender-equality.canada.ca: <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>

Artwork by youth from the BGC Hamilton-Halton Club





# Appendix 1 – Transition Support Policy

*Adapted from the resource “Model Workplace Employment Policy” by Transgender Law Center*

## PURPOSE

Our organization does not discriminate in any way on the basis of sex assigned at birth, sexual orientation, gender identity, or gender expression. This policy is designed to create a safe and productive workplace environment for all employees. This policy sets forth guidelines to address the needs of transgender and gender non-conforming employees in the workplace who either have already self-disclosed being transgender or gender-diverse, or is going through a transition at work to better reflect their gender identity. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming employees, and the needs of each transgender or gender non-conforming employee must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of transgender or gender non-conforming employees while maximizing the employee's workplace integration and minimizing stigmatization of the employee.

- 1. Privacy** Transgender employees have the right to discuss their sex assigned at birth, gender identity or expression openly, or to keep that information private. The transgender employee gets to decide when, with whom, and how much to share their private information. Information about an employee's transgender status (such as the sex they were assigned at birth) can constitute confidential medical information. Management, human resources staff, or coworkers should not disclose information that may reveal an employee's transgender status or gender non-conforming presentation to others. That kind of personal or confidential information may only be shared with the transgender employee's consent and with coworkers who truly need to know to do their jobs.
- 2. Official Records** Our company will change an employee's official record to reflect a change in name or gender upon request from the employee. Certain types of records, like those relating to payroll and retirement accounts, may require a legal name change before the person's name can be changed. Most records, however, can be changed to reflect a person's chosen name without proof of a legal name change. A transgender employee has the right to be addressed by the name and pronoun corresponding to the employee's gender identity. Official records will also be changed to reflect the employee's new name and gender upon the employee's request. As quickly as possible, we will make every effort to update any photographs at the transitioning employee's workplace so the transitioning employee's gender identity and expression are represented accurately. If a new or transitioning employee has questions about company records or ID documents, the employee should contact \_\_\_\_\_.
- 3. Name/Pronouns** An employee has the right to be addressed by the name and pronoun that correspond to the employee's gender identity, upon request. A legal name or sex change is not required. The intentional or persistent refusal to respect an employee's gender identity (for example, intentionally referring to the employee by a name or pronoun that does not correspond to the employee's gender identity) can constitute harassment and is a violation of this policy. If you are unsure what pronoun a transitioning coworker might prefer, you can politely ask your coworker how they would like to be addressed.

**4. Transitioning on the job** Employees who transition on the job can expect the support of management and human resources staff. HR, the direct supervisor, or the Manager of Equity, Diversity and Inclusion (if applicable) will work with each transitioning employee individually to ensure a successful workplace transition. Please contact any one of these people if you wish to transition at the workplace. Insert specific guidelines appropriate to your organizational structure here, making sure they address:

- Who is charged with helping a transitioning employee manage his/her workplace transition,
- What a transitioning employee can expect from management,
- What management's expectations are for staff and transitioning employees in facilitating a successful workplace transition, and
- What the general procedure is for implementing transition-related workplace changes, such as adjusting personnel and administrative records, and developing an individualized communication plan to share the news with coworkers and clients

Refer to Annex B for a sample Transition Plan that can be done by the individual along with a management/HR staff.

**5. Sex-segregated job assignments** For sex-segregated jobs, transgender employees will be classified and assigned in a manner consistent with their gender identity, not their sex assigned at birth.

**6. Restroom accessibility** Employees shall have access to the restroom corresponding to their gender identity. Any employee who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single-stall restroom, when/if available. No employee, however, shall be required to use such a restroom. All employees have a right to safe and appropriate restroom facilities, including the right to use a restroom that corresponds to the employee's gender identity, regardless of the employee's sex assigned at birth. That decision should be left to the transgender employee to determine the most appropriate and safest option for them. Some employees – transgender or cisgender – may desire additional privacy. Where possible, an employer will make available a unisex single-stall restroom that can be used by any employee who has a need for increased privacy, regardless of the underlying reason.

**7. Locker Room Accessibility** All employees have the right to use the locker room that corresponds to their gender identity. Any employee who has a need or desire for increased privacy, regardless of the underlying reason, can be provided with a reasonable alternative changing area such as the use of a private area, or using the locker room that corresponds to their gender identity before or after other employees. Any alternative arrangement for a transgender employee will be provided in a way that allows the employee to keep their transgender status confidential.

**8. Dress Codes** Our organization does not have dress codes that restrict employees' clothing or appearance on the basis of gender. Transgender and gender non-conforming employees have the right to comply with organizational dress codes in a manner consistent with their gender identity or gender expression.

**9. Discrimination/Harassment** It is unlawful and violates organizational policy to discriminate in any way (including, but not limited to, failure to hire, failure to promote, or unlawful termination) against an employee because of the employee's actual or perceived gender identity. Additionally, it also is unlawful and contrary to this policy to retaliate against any person objecting to, or supporting enforcement of legal protections against, gender identity and/or expression discrimination in employment. Our organization is committed to creating a safe work environment for transgender and gender non-conforming employees. Any incident of discrimination, harassment, or violence based on gender identity or expression will be given immediate and effective attention as outlined in the Anti-Discrimination and Conflict Management & Resolution policies.

# Appendix 2 – Workplace Transition Plan

*Adapted from the resource “Model Workplace Employment Policy” by Transgender Law Center*

This sample Workplace Transition Plan addresses some of the processes that may occur at your organization during an employee transition. This sample plan should be customized to fit your organization’s staffing structure and procedures, and should be modified individually with each transitioning employee to meet their individual needs.

---

## Before the Workplace Transition Begins:

1. The transitioning employee should get together with their selected first point of contact to make them aware of the employee’s upcoming transition.
2. If the point of contact is not in HR, then the transitioning employee should be referred to HR. Make sure the employee knows about the company’s transgender-related policies and the availability of transition-related health care benefits.
3. Next, if the transitioning employee’s supervisor was not the first point of contact, a meeting between the transitioning employee and the employee’s supervisor – and others, if desired by the transitioning employee – should be scheduled to ensure the supervisor knows of the employee’s planned transition. Note: Management beyond the transitioning employee’s supervisor should be made aware of the employee’s planned transition so that leaders can express their support when the employee’s transition is made known to the employee’s work team.
4. The transitioning employee and their initial point person should meet to discuss all of the individuals who will need to be included in the workplace transition plan. This should include the employee, the employee’s immediate supervisor, and someone from HR. It can also be useful to include a representative from the organization’s 2S & LGBTQIA+ employee resource group, if there is one, otherwise the Manager of Equity, Diversity and Inclusion (if applicable) can be present. All members of this transition team should familiarize themselves with the company’s policies and any other relevant resources that provide educational information about transgender issues. Keep in mind that a timeframe would be helpful for when each person needs to become involved in the employee’s transition process, as it is likely not all individuals of the transition team need to be brought on board at once. Also recognize that certain stages of the workplace transition process will require more lead time than others. Set a timeline that attempts to realistically and accurately predict how long each step should take.
5. Create the Workplace Transition Plan. Make sure it addresses all of the following areas:
  - i. i. The date when the transition will officially and formally occur. This means the date that the employee will change their gender expression, name, and pronouns. The transitioning employee may choose to begin using the restroom and locker room associated with their gender identity on this date as well. The transitioning employee will know best when this should occur as they will be able to determine all relevant factors to be considered when choosing this date.
  - ii. ii. Decide how, and in what format, the transitioning employee’s co-workers should be made aware of the employee’s transition. It is up to the transitioning employee to decide if they would like to make some co-workers aware of their transition on a one-on-one basis before it is officially announced.
  - iii. iii. Decide what, if any, training will be given to co-workers.
  - iv. iv. Determine what updates should be made to the transitioning employee’s records, and when they will be made.
  - v. v. Determine dates of any leave that may be needed for pre-scheduled medical procedures.
6. Ensure that all name changes and photographs are updated in advance so that they can go live on the transition day. This includes email addresses. Make sure to keep in mind that name changes within certain processes could take longer than in others. Figure this into your Transition Plan timeline.

---

## **The Day the Transition Will Be Made Known to the Work Team:**

- 1.** Have a work team transition meeting that includes the transitioning employee, the employee's supervisor, the employee's co-workers, and any other team or regional leadership if they are able to attend live. Otherwise, remote conference any members of the transition team or the employee's work team that cannot be there live. It's important to have this meeting in person if at all possible. If the employee thinks it would be helpful, a handout about transgender issues can be provided at this meeting. It is up to the employee whether they feel comfortable attending or would prefer not to be there.
- 2.** The head of the employee's work team should announce the transition, along with any other high level management who are there in order to show solidarity for the transitioning employee. The speaking supervisor must:
  - i.** i. Emphasize the transitioning employee's importance at the company and the management's complete support of the employee's transition.
  - ii.** ii. Review the company's relevant nondiscrimination policies.
  - iii.** iii. Indicate that the transitioning employee will be presenting themselves in accordance with their gender identity and this should be respected. The manager should also advise co-workers about the transitioning employee's new name and preferred pronoun.
  - iv.** iv. Be a behavioral model by using the transitioning employee's new name and pronoun in all communication – written and oral, formal and informal.
  - v.** v. Make a point that the transition will not change the workplace and that everything should go on as it did previously.
  - vi.** vi. Solicit any questions. Refer questions the manager cannot answer to HR.
  - vii.** vii. If training is going to occur, the date should be announced at this meeting. If possible, the training should occur before the date of the employee's official workplace transition.

---

## **The First Day of the Employee's Official Workplace Transition:**

The transitioning employee's supervisor should be clear that all elements are in place, in the same way the supervisor would for a new hire or transferred employee. These elements include:

- 1.** Making sure that the transitioning employee has a new ID badge and photo if necessary.
- 2.** Ensuring all work documents have the appropriate name and gender and checking that these have been changed in all of the places an employee's name may appear.

## Appendix 3 – Action Statement Example

This action statement was written by the staff of Fierté Canada Pride on August 23rd 2021 to address police violence in K'jipuktuk. It is an excellent example of what an as impactful, actionable, accountable and self-aware action statement looks like. You can find the statement on the Fierté Canada Pride website (Brasseur, 2021).

### **Statement regarding police violence in K'jipuktuk**

*by Jacq Brasseur / Aug 23, 2021*

Staff and board members of Fierté Canada Pride (FCP) would like to issue the following statement regarding police violence in K'jipuktuk (Halifax) this week.

We are thinking of our colleagues at Halifax Pride who have been impacted by the violence that took place on August 18th, 2021 in K'jipuktuk when Halifax Regional Municipal police forcefully evicted unhoused people from encampments in downtown Halifax, along with their members and community. Halifax Pride's response to the situation, by cancelling events and hosting space for those impacted by police violence, is an example of how every Pride across Canada can respond to police violence in their community.


*"This violence happened because people were being forcibly removed from their homes, with no viable plan in place to provide them with safe housing elsewhere. It represents a policy failure at multiple levels. Housing is a human right, and the NS PPWG defers to the expertise of the local organizations working tirelessly on this issue – noting that many possible solutions are discussed in a recent report of the Canadian Centre for Policy Alternatives, called 'Keys to a housing secure future for all Nova Scotians'."*

#### **Nova Scotia Policing Policy Working Group**

The City co-opting Pride imagery and symbols for use on social media during Halifax Pride month this August, without supporting unhoused people, is both counterintuitive and hypocritical to all that Pride stands for. We need to recognize that unhoused queer and trans people started and continue to lead Pride movements across Canada and the world.

It is important that we name what many Black, Brown & Indigenous people have known forever: that police and state violence overwhelmingly impacts Black, Brown, Indigenous and People of Colour. This type of police violence and lack of municipal support for people living in poverty and who are unhoused is what causes the high rates of homelessness, poverty and violence that queer and trans people experience, particularly queer and trans Black people, People of Colour and Two-Spirit people.

This situation is a clear example of why many Prides across Canada are limiting or barring police participation in Pride celebrations entirely. Liberation for queer and trans people



is linked directly with liberation for all people in poverty. We echo calls from Halifax non-profit organizations that are demanding tangible and substantial investment into addressing homelessness in Halifax and Nova Scotia.

We stand by Halifax Pride, and all Member Prides at FCP who challenge and oppose police and state violence. Furthermore, we urge all Member Prides at FCP to support and highlight the work being done by Black, Brown & Indigenous groups in their communities who have been opposing this type of violence for much longer than the mainstream Pride movement has been discussing these issues.

**Demands from other groups:**

- [Wellness Within](#) is demanding the resignation of Halifax City Council and Police Chief, the defunding of Halifax police, and for the city to provide immediate permanent housing to each person impacted by the forced eviction.
- [VoteHousing](#) is urging the City of Halifax to stop the forced eviction of people living in encampments.
- [YWCA Halifax](#) is demanding a wide range of responses.
- [Dalhousie Legal Aid Services](#) is calling on the Mayor and Council to halt the evictions and draw up a housing transition plan that is “lawful, orderly and humane.”
- [NS PPWG](#) calls on the Board of Police Commissioners to “launch a full and independent investigation into the Halifax Regional Police response to the evictions of August 18, 2021”



## Appendix 4 – National 2S & LGBTQIA+ Organizations

There are a wide range of 2S & LGBTQIA+ specific National Organizations that can provide support, guidance, resource and training to your organization. Below is a non-exhaustive list:

- **Fierté Canada Pride** is the national association of Canadian pride organizations across the country.  
[www.fiertecanadapride.org](http://www.fiertecanadapride.org)
- **Pride at Work Canada / Fierté au Travail Canada** empowers Canadian employers to build workplaces that celebrate all employees regardless of gender expression, gender identity, and sexual orientation.  
[www.prideatwork.ca](http://www.prideatwork.ca)
- **The Canadian Centre for Gender & Sexual Diversity / Le Centre Canadien de la Diversité des Genres & de la Sexualité** empowers gender and sexually diverse communities through education, research and advocacy.  
[www.ccgds-ccdgs.org](http://www.ccgds-ccdgs.org)
- **Egale Canada** strives to improve the lives of 2SLGBTQI people in Canada and to enhance the global response to 2SLGBTQI issues.  
[www.egale.ca](http://www.egale.ca)
- **Rainbow Railroad** is a global not-for-profit organization that helps LGBTQIA+ people facing persecution based on their sexual orientation, gender identity and sex characteristics.  
[www.rainbowrailroad.org](http://www.rainbowrailroad.org)
- **The Enchanté Network / Le Réseau Enchanté** is a national network connecting and supporting over 120 pride centres and 2SLGBTQ+ service providers across Canada.  
[www.enchantenetwork.ca](http://www.enchantenetwork.ca)
- **2 Spirits in Motion Society** aims to create, maintain and strengthen a safe and supportive environment for 2Spirit people to express themselves through cultural ways of knowing and being around gender and sexuality.  
[www.2spiritsinmotion.com](http://www.2spiritsinmotion.com)
- **Gender Creative Kids Canada** is a reference community organization that has supported trans, non-binary and gender-fluid youth's affirmation within their families, schools and communities since 2013.  
[www.gendercreativekids.com](http://www.gendercreativekids.com)
- **PFLAG Canada** is a national charitable organization founded by parents who wished to help themselves and their family members understand and accept their LGBTQ2S children.  
[www.pflagcanada.ca](http://www.pflagcanada.ca)

# Appendix 5 – Bathroom and Change Room Policy Example

## SAMPLE RESTROOM AND CHANGE ROOM POLICY

*(Human Rights Campaign Foundation, 2016)*

Restroom and change room access issues need to be handled with respect and consideration. It is BGC's obligation to provide all employees, guests and customers adequate facility access.

## APPLICATIONS

*(Downie, 2019)*

- Individuals are permitted to use the washroom facilities that best correspond to their gender, gender identity and/or gender expression.
- No individual shall be asked about the sex they were assigned at birth, or to provide proof of the sex they were assigned at birth, the status of their medical transition, or to otherwise prove their gender when accessing washroom facilities.
- Single-stall washrooms are available for anyone to use and are clearly marked with non gendered signage.
- No individual shall be forced by staff or other visitors to use the single-stall washroom.
- It is the responsibility of individuals requiring increased privacy or who are uncomfortable using gender-inclusive washrooms for any reason to instead use a single-stall washroom.
- Staff shall indicate where all washrooms are located regardless of the perceived gender of the individual requesting access to the washroom facilities.

Where possible, BGC has provided additional facilities including:

- Single-occupancy, gender-neutral (unisex) facilities; and
- Use of multiple-occupant, gender-neutral restroom facilities with lockable single occupant stalls.

Note: any employee may choose to use these options, but no one, including a transgender person, is required to.

As with restrooms, all employees, guests and customers have the right to use the locker room appropriate to their gender identity. BGC has taken steps to provide for additional privacy in its locker rooms for those employees who desire more privacy – not just a transgender employee – but any employee who values increased privacy

# Appendix 6 – Dress Code Policy Example

## Portland Public Schools Dress Code Policy

*(Collins & Ehrenhalt, 2018)*

The District Dress Code policy applies to all schools in Portland Public Schools grades PK–12, with the exception of schools with a Uniform Dress Code policy. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

### **Allowable Dress & Grooming:**

- Students must wear clothing including both a shirt with pants or skirt (or the equivalent) and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

### **Non-Allowable Dress & Grooming:**

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.





[bgccan.com](http://bgccan.com)

[f](#) [t](#) [i](#) [v](#) [in](#) /bgccan

400-2005 Sheppard Ave East  
Toronto, ON M2J 5B4

905-477-7272  
1-844-477-7272 (toll-free)