



**Commission
scolaire
de Montréal**

Adoption:

Resolution 17 of the Council of
Commissioners, March 23, 2016

Modification:

Resolution 20 of the Council of
Commissioners, March 29, 2017

**GUIDELINES REGARDING
TRANSGENDER STUDENTS AT THE
*COMMISSION SCOLAIRE DE MONTRÉAL***

Updated on February 23, 2017

References to websites in this document are provided in order to facilitate the work of interveners and does not constitute an endorsement by the *Commission scolaire de Montréal* of the contents, the political stance or the products of the referenced websites. The *Commission scolaire de Montréal* does not control the referenced websites or any of the sites mentioned on any of the pages within each site. The School Board is not responsible for the accuracy or legality of the information contained on these sites. Referenced website content may change at any moment without notice.

Guidelines Regarding Transgender Students at the *Commission scolaire de Montréal*

© Copyright: the *Commission scolaire de Montréal*

This document was prepared by the Office of Legal Affairs in collaboration with the members of the Committee on Transgender Students of the *Commission scolaire de Montréal*:

- **Nathalie Bellerose**, Psychoeducator;
- **Pierre Chartrand**, Coordinator of Complementary Services;
- **Guylaine Cormier**, Director supporting School Administration;
- **Gérald Gauthier**, Assistant Director of Student Services and Special Education;
- **Geneviève Laurin**, Lawyer, Office of Legal Affairs;
- **Lynn Mullins**, Elementary School Principal;
- **Pierre Simard**, High School Principal;
- **Rafael Teixeira**, Psychoeducator.

The following experts collaborated in the revision of the guidelines:

- **Dr. Shuvo Ghosh**, Developmental-Behavioural Pediatrician, Head of the Gender Variance Program;
- **Annie Pullen-Sansfaçon**, Vice-President of Gender Creative Kids Canada, professor at the *École de service social de l'Université de Montréal* and mother of a transgender child;
- **M^e Jean-Sébastien Sauvé**, Lawyer and PhD candidate on various legal situations affecting transgender and intersex individuals in Québec;
- **Françoise Susset**, Psychologist specialized in working with transgender children.

This document may be reproduced for non-commercial purposes and may be used to benefit school boards in Québec with full credit given to the *Commission scolaire de Montréal*. Should a situation arise where a source was omitted, please contact the Office of Legal Affairs of the *Commission scolaire de Montréal* at 514 596-6069.

Acknowledgements

The *Commission scolaire de Montréal* would like to thank Mrs. Françoise Susset, Mrs. Annie Pullen-Sansfaçon, M^e Jean-Sébastien Sauvé and Dr. Shuvo Ghosh for their continuous support and insight shared with the Committee on Transgender Students of the *Commission scolaire de Montréal*, as well as for their assistance in the revision of the Guidelines.

The present Guidelines were inspired from the *Guidelines for Supporting Transgender and Gender-nonconforming Students* produced by the Nova Scotia Department of Education and Early Childhood Development and by *A Guide for Supporting Transgender Students in K-12 Schools, Schools in Transition* issued by the Canadian Teachers' Federation. We greatly appreciate their permission to draw from each of their publications.

Table of Contents

<u>Definitions and Concepts</u>	4
<u>Introduction</u>	7
<u>Complementary Guide</u>	7
<u>Context</u>	7
<u>Basic Principles</u>	8
<u>Support to Transgender Students : Roles and Responsibilities of School Boards</u> ..	9
<u>1. Support students in their individual process</u>	9
<u>2. Use the name and pronoun chosen by the student</u>	10
<u>3. Maintain records consistent with legal practices</u>	11
<u>4. Allow students to wear clothing that coincides with the expression of their gender identity</u>	13
<u>5. Allow students to choose which washroom and changing room to use based on their gender identity.</u>	13
<u>6. Enable full participation in physical education classes and extracurricular activities</u>	14
<u>Checklist</u>	15
<u>Final Considerations</u>	15
<u>Resources to Support Implementation of these Guidelines</u>	16
<u>External Resources</u>	16

Definitions and concepts¹

AFFIRMATION OF IDENTITY: Process by which a transgender person reveals, confirms, and expresses their gender identity in their personal and social lives. This process often results in the person disclosing their gender identity with others (parents, friends, school, etc.). It stems from the desire of the person to live and be accepted as the gender with which they identify, and not the gender they were assigned at birth. The affirmation of identity is a complex, selective and continuous process. This process is also known as Social Transition (see definition of Transition). **IMPORTANT:** Social Transition is the method by which transgender children affirm their gender identity. Medical interventions to reduce distress caused by the incongruity between the person’s actual gender and the gender assigned to them at birth (see definition for Gender Dysphoria) may only be considered once children enter puberty.

¹ Translator’s Note: Throughout the text, the words ‘they’ and ‘their’ are used instead of ‘he/she’ and ‘his/her’.

CISGENDER: Having a gender identity that is congruent with one's biological sex (for example, both biological sex and gender identity are female).

GENDER CONFORMITY: Social expectations and stereotypical norms that surround gender expression.

GENDER DYSPHORIA: Medical term referring to emotional suffering, to the stress or discomfort that a person feels, accompanied by a change in their social functioning, school performance or other significant change that causes them internal conflict due to the affective or cognitive incongruity between their gender identity and their assigned sex at birth. This condition can be aggravated by the attitude of society towards the individuals who suffer from gender dysphoria. For many transgender individuals, their transition (see definition) is motivated by their need to reduce their suffering. **IMPORTANT:** Not all transgender or gender variant individuals experience gender dysphoria.

GENDER EXPRESSION: How a person expresses their gender to society or how a person expresses their femininity, masculinity, or their gender identity (androgynous, non-binary, etc.). An individual's gender identity is what they know themselves to be, their gender expression is how they present themselves or show their gender to society, and how their gender is understood by others. Gender expression is greatly influenced by the socialisation process and is therefore specific to the culture and era the individual lives in. Misunderstanding an individual's gender expression can sometimes lead to aggressive or violent reactions from others if they believe, for example, that a woman acts too masculine, or a man acts too feminine.

GENDER: The combination of societal roles and responsibilities assigned to individuals based on their identification within a particular culture, during a particular moment in their history. This identification is primarily influenced by the collective sub-consciousness, education levels and life in society. Gender is generally acquired by an individual unconsciously and is constructed by observation. The attitudes and behaviours inherent to gender are acquired over a long period of learning and are therefore likely to evolve.

GENDER IDENTITY: An individual's internal sense of being male, female or other. Gender identity is not necessarily binary (see definition of Binary or Gender Binary) and is situated on a spectrum that varies over time and is based on many factors. Gender identity is how an individual sees himself or herself, their perception of themselves and how they self-identify; this profoundly personal determination cannot be made by others.

INTERSEX: A term to describe biological variations in sexual development that are atypical or do not fit the usual definition due to genital ambiguities, reproductive or chromosomal anomalies. The word "hermaphrodite" formerly used for intersex individuals is now considered derogatory. As is the case for sexual orientation and gender identity, the complexity of the physical elements in relation to sex is better represented as a gender continuum rather than two distinct categories (male/female).

BINARY OR GENDER BINARY: A socially constructed system that divides sex and gender into two distinct, opposite, and disconnected categories of male/man/masculine and female/woman/feminine. This type of system is especially problematic for people who are homosexual, bisexual, intersex, transgender, or gender variant, contributes to maintaining gender stereotypes in society and limits the individual expression of gender.

BIOLOGICAL SEX: Sex assigned at birth based on the observation of a limited number of observable physical characteristics, primarily, the appearance and structure of external genital organs.

TRANSGENDER or TRANS: Terms that may be used to describe people whose gender identity does not match the sex they were assigned at birth. A transgender person can express their identity as binary, meaning they identify as the opposite sex of that which was assigned to them at birth, or they can express their identity as non-binary, in which case they may identify with both sexes at the same time, neither sex, a third or fourth sex, etc. **IMPORTANT:** The terms transgender or trans are used to describe diverse gender identities, however many transgender people do not identify with these terms. It is important to verify with the transgender person in order to validate the term with which they identify.

TRANSITION: Affirming one's gender physically and/or socially as the gender that the person is and not the gender assigned at birth. This does not necessarily follow specific steps or a pre-determined plan and is not linear. The transition often begins with an affirmation of their gender identity or expression (social transition). It may include medical treatments which are not mutually exclusive; e.g. hormone therapy, surgery, laser treatments, etc. (medical transition). The transition may also include an official change of first name, and for Canadian citizens over the age of 18, a change of sex on the birth certificate issued by the *régistre de l'état civil du Québec* (legal transition).

GENDER VARIANT: Individuals whose gender expression does not conform to stereotypes or societal norms regarding male and female genders. These individuals exhibit behaviours that differ from the stereotypical behaviour that is gender specific, either perceived or declared. Gender variance occurs in individuals of all ages (children, teens, adults). It is spread over a continuum from zero variance, the expression of gender and the sex assigned at birth are the same, high variance or those whose expression of gender does not correspond in any way to the norms and stereotypes of the gender that they are presumed to be. **IMPORTANT:** Gender variance is not necessarily a reliable indication of a transgender identity. There are many examples of cisgender men, women, boys and girls (not trans) whose gender expression differs greatly from societal expectations yet who feel completely at ease with the sex assigned to them at birth.

Introduction

IMPORTANT: In order to facilitate reading, the word «transgender» is utilized throughout the document as a global term to describe all possible gender identities and gender expressions.

Complementary Guide

The present guidelines are a summary of the obligations and responsibilities of schools with transgender students. The *Commission scolaire de Montréal (CSDM)* strongly recommends that school staff, particularly Principals, teachers and professionals, familiarize themselves with ***A Guide for Supporting Transgender Students in K-12 Schools, Schools in Transition*** issued by the **Canadian Teachers' Federation** available on the web (see External Resources section of this document). This comprehensive guide is an excellent source of additional information and resources. It provides in-depth insight into the reality of transgender individuals and offers tools for intervention, particularly for professionals. It also outlines global intervention methods that incorporate socialization aspects to ensure a successful school environment for transgender students.

Context

At the beginning of the 2014-2015 school year, multiple school principals contacted the Office of Legal Affairs of the CSDM inquiring about their obligations and duties pertaining to transgender students. Some of the questions pertained to students integrating into a new school while others were regarding students who were beginning their transition at their current schools. The CSDM decided to create a Committee on Transgender Students (hereinafter referred to as the Committee); a multi-sectorial committee composed of representatives from Special Education, Educational Services, Psychoeducators, School Principals and Lawyers. The Committee's mandate was to reflect on the issues presented to the CSDM by the schools. As a means of further understanding the reality of transgender individuals, particularly transgender children, the Committee sought external expertise. It was able to obtain the collaboration of the Vice-President of Gender Creative Kids Canada, Professor at the *École de service social de l'Université de Montréal* and mother of a transgender child; a Psychologist specializing in working with transgender children; a Developmental-Behavioural Pediatrician with a specialty in transgender children; and a Lawyer/PhD candidate on various legal situations affecting transgender and intersex individuals in Québec. The Committee also focused on questions related to the administrative records of transgender students and the protection of their fundamental rights. Throughout the process, one constant rang true: it became clear that it was imperative to equip schools and staff with methods to respect the realities of transgender

students and to provide staff with guidelines and best practices to guarantee transgender students equal access to all aspects of school life. The Committee also concentrated on ensuring the respect of transgender students' fundamental rights guaranteed by the Quebec and Canadian Charters of Human Rights.

Basic Principles

The following principles were the foundation on which these Guidelines were developed:

- 1) Being transgender is a normal variation of human development.
- 2) Self-identification is the sole reliable measure of a student's gender identity.
- 3) The integrity of transgender students, their right to be treated with dignity, equality and respect must be protected.
- 4) The rights of transgender students to confidentiality and respect for their personal life must be preserved.
- 5) Measures put in place for transgender students must consider their point of view, their needs and their experience.
- 6) It is the responsibility of each school to ensure that transgender students have a safe learning environment free from bullying, harassment, discrimination and violence.
- 7) It is the responsibility of each Principal, teacher and professional to inform themselves about best practices to intervene with transgender students and their families as well as to remain current about the resources available to support transgender students and make sure they receive the support they require.

Support to Transgender Students: Roles and Responsibilities of Schools

1. Support students in their individual process

The school must create the right conditions to guarantee that the right to dignity, equality and integrity of transgender students is maintained, specifically by putting measures in place that respect the unique character of each individual.

Every transgender student experiences their transition in a unique way and with different needs. As with other personal differences (ethnicity, physiognomy, economic, etc.), no two experiences are the same. We should be attentive to the immediate needs of the transgender student in terms of health, safety and education and make the necessary adjustments in keeping with the points of view expressed by students and their parents.

The decision-making process focuses on the collaboration of the school team; therefore, the student and their family need everyone to hear what the student's needs and concerns are and work together to define the support structures required. Students' requests must be dealt with on a case-by-case basis in order to meet their needs in the best way possible. Since each student in transition is unique and each school has its own community culture, the accommodations made for a particular student evolving in a certain environment must also have a unique character, based on the basic principles described in the present Guidelines (see section on "Fundamental Principles »). According to the needs expressed by the student, the resources available and the level of confidentiality required, the school may form a committee with various educational interveners (psycho educator, vice-principal, etc.) to develop a local integration and protection of personal information strategy about the student concerned.

If questions arise with respect to certain requests made by the student, the school may, at any time, contact the Assistant Director of Student Services and Special Education or with the Office of Legal Affairs at the CSDM.

2. Use the name and pronoun chosen by the student

Students have the right to self-identify. Every student has the right to be addressed by the name and selected pronoun that represent his or her gender identity. It is not necessary that the given name and sex be legally changed at the *régistre de l'état civil du Québec*, or that these changes already be recorded in the student's administrative file. The intentional or persistent refusal to respect the gender identity of a student constitutes a denial of their identity and may be considered a form of harassment or discrimination.

A transgender student has the right to be addressed by the given name or pronoun that corresponds to their gender identity, whether or not the student has obtained an official name change or redesignation of sex from *the registre de l'état civil* (see box below: **For information purposes**). As a result, school staff must systematically use the name and pronoun chosen by the student.

A name change (official or not) is an important step for a transgender student in establishing a new identity. It also helps to avoid potentially catastrophic situations where the fact that a student is transgender is revealed against their will if the given name does not correspond to their gender expression.

However, the school must inform the student and/or their parents of the constraints regarding the use of a chosen given name and pronoun with respect to the official documents emanating from the *ministère de l'Éducation et de l'Enseignement supérieur* (hereinafter referred to as the Ministry of Education). It requires that the legal name and sex appear on official documents. The alphanumeric composition of the permanent code is based on the legal information. See section 3 on this subject (Maintaining records) to learn how to reconcile a student's "official" personal information with that used on a daily basis by the school.

For information purposes:

A minor who is a Canadian citizen and is domiciled in Quebec for at least one year may make a request for a **name change**. The request may be made by the minor if he or she is 14 years old. It may also be made by their guardian.

A minor who is a Canadian citizen and is domiciled in Quebec for at least one year may make a request for a **change of sex designation** with the *régistre de l'état civil* without having to have a medical treatment or surgical intervention of any kind. The request may be made by the minor if he or she is 14 or older or by their guardian with the minor's consent. If the minor is under 14 years old, the request is made by the guardian.

The student's permanent code may only be modified once the student officially changes their name and sex designation.

3. Maintaining records consistent with legal practices and the actual situation

Respecting the transgender student's confidentiality and the transition process is of utmost importance. The school must do everything it can to guarantee such confidentiality is maintained despite administrative constraints. School staff must not disclose information that could reveal the transgender identity of a student to others, including their parents and other staff members unless the student has expressly authorized such disclosure. Only the student concerned may decide what private information they wish to disclose and with whom they wish to discuss it, and this, even if the transgender student publicly assumes their identity at school.

Maintaining the records of a transgender student may be something of a challenge for registrars and members of the school staff. The key to success resides in the ability of each school to implement measures that will ensure that a transgender student is able to function with their chosen name without impacting on their studies and integration.

Currently, the permanent code remains the official means the Ministry of Education uses to identify a student. Consequently, the scope of action of schools is limited by the administrative requirements of the Ministry of Education. However, this constraint in no way changes the legal obligations of schools to respect the fundamental rights of their students, particularly with regard to their private lives and guarantee of safety.

The official record of each student contains their legal name and sex designation as they appear in the *régistre de l'état civil* of Québec. However, the school is not obliged to use the legal name and official sex designation in other school records or documents of the student. Thus, some adaptations to the student's school records may be made at the request of the student or of their parents.

To preserve the private life of transgender students and the confidentiality of their gender identity, the school staff or school administration must, in accordance with the will of the student, apply the following measures:

- Change the student's school record to indicate their chosen name and sex designation. This file is for the sole use of the school.
- Take the steps necessary to preserve the confidentiality of some of the documents contained in the students file when necessary (e.g., retain the official documents that reveal the student's legal name in a sealed envelope in their file with limited access by the school administration).
- Contact the School Organization Department to find out how to proceed to create such a record and ensure the eventual transfer of information to the Ministry of Education (e.g., results of ministry exams).

- Ensure that all forms and school data banks are updated to reflect that the name chosen by the student is entered correctly on student lists, individual schedules, student records, I.D. cards, etc.
- Anticipate various situations where the confidentiality of a transgender student's records could be compromised and establish the mechanisms that will avoid the involuntary disclosure of confidential personal information, particularly as it concerns substitute teachers and staff turnover.
- When a school is required by law to use or report the legal name or sex of a transgender student (e.g., Ministry exams), adopt practices that maintain the confidentiality of a transgender student such as requesting advance copies of the answer booklet (without the name of the transgender student on it) from the Ministry of Education.
- Inform the student, parent or guardian of a transgender student that despite all the precautions taken by the school, the student's permanent code or other elements resulting from the management of the student's administrative record may compromise the confidentiality of their transition.

It is imperative to set up all achievable administrative measures to prevent the accidental disclosure of the transgender identity. In some cases, the unwanted disclosure could expose the student to a serious risk of psychological distress, ostracism or violence. Even if many minor students can rely on parental support during their social and medical transition, some must conceal their process from their parents because of a risk of violence, rejection, etc.

Nevertheless, students must be advised that throughout their academic journey, any change (moving to another school, transition to high school, etc.) represents a higher risk of disclosure even if every possible precaution has been taken to avoid such a situation.

In some cases, the student will decide to transition within the same school, surrounded by friends and members of the staff who were aware of their sex at birth. In this case, it stands to reason that the stakes in terms of confidentiality will not be as high as if the transition were being done "secretly". However, regardless of the circumstances, we must not forget that only the student may decide what information will be disclosed, when and to whom.

The school team is responsible to provide guidance for the student and to accompany them in the decision-making process in such a way as to ensure their safety and encourage their adjustment. A student may need to be sensitized to the necessity of informing certain members of the school staff, or their parents, of their transgender identity given that obtaining certain services, accommodations or adjustments may be conditional on the disclosure of such information.

4. Allow students to wear clothing that coincides with the expression of their gender identity

All students have the right to dress in a manner consistent with their identity or gender expression. The school is required to allow its students to wear clothing that works with their gender identity while respecting the school's dress code.

Respecting the choices related to clothing and general appearance is an important aspect of respecting the gender identity and expression of students. Like all students, transgender students must be able to wear clothing that corresponds to their gender identity. We must also consider the fact that some students, e.g. those who do not self-identify within a binary framework, are not comfortable wearing clothing that is clearly identifiable as "feminine" or "masculine".

As a result, rules regarding the dress code, often contained in the school's code of conduct, must be described in neutral and flexible terms so that the restrictions on students' clothing and appearance do not rest exclusively on gender identity. When developing a dress code, descriptors or labels that target the sexes must be avoided. The dress codes must be based on the real needs of a school environment, not only on gender stereotypes or binarities. For example, instead of writing "girls must not wear short skirts", it would be more appropriate to write "short skirts are not permitted".

5. Allow students to choose which washroom and changing room to use based on their gender identity

Access to the washroom is a basic physical need that represents a fundamental element of every person's human dignity. Consequently, students have the right to use the washrooms and changing rooms with which they feel most comfortable and which are most in keeping with their gender identity, despite the sex designation attributed at birth or their gender expression. If they prefer and when this is possible, they may also use an accessible private washroom (gender neutral) or private areas in the changing rooms, but no student must be obliged to do so.

Access to washrooms and changing rooms that coincide with the student's gender identity is their personal decision. No one must be obliged to use separate washrooms or changing rooms because others have expressed discomfort or fears. On the contrary, transgender students open themselves to harassment and violence when they use these facilities. The school must remain vigilant in this regard and take all necessary measures to guarantee the safety of these students. Education and awareness will contribute to the elimination of transphobic attitudes. Neutral washrooms provided to students who desire more privacy should be made available whether or not they are transgender, and located ideally in an

area of the school that is non-stigmatizing. However, transgender students have no obligation to use them.

When accessing the changing room, a transgender student must have options available that respond to their individual needs and concerns for privacy. Based on the availability of the location and the nature of the concerns expressed, the following options may include:

- use of a private area within the public area (such as a bathroom stall with a door, an area separated by a curtain, a physical education teacher's office in the changing room);
- a separate schedule (using the changing room either before or after the other students);
- use of a nearby private area (a nearby washroom).

The guidelines for access to washroom and changing-room facilities apply while travelling (e.g. for competition at another school). Schools are responsible for ensuring access to appropriate changing, showering, or bathroom facilities, based on the needs of the student, including contacting the other school (with the express authorization of the student) in advance to ensure that the student has access to facilities that are comfortable and safe in accordance with the student's gender identity. It is important to maintain the student's confidentiality by not disclosing their identity as transgender without their permission.

6. Enable the full participation of the student in physical education classes and extracurricular activities

Transgender students must be able to participate in physical education classes and extracurricular activities in a safe, inclusive and respectful environment free from discrimination or harassment.

It is not acceptable to force a transgender student to participate in activities based on the sex assigned to him/her at birth. Transgender students have the right to participate in physical education classes, including competitive and recreational sports teams in ways where they feel at ease and safe and according to their gender identity.

To maintain an atmosphere that limits the binary opposition of the sexes, schools should reduce or eliminate wherever possible the practice of segregating students according to sex for all types of activities. In situations where the segregation of students based on sex is unavoidable, students must have access to the activities and situations according to their gender identity whether it be for sports, pedagogical activities or field trips.

For activities or field trips that require lodging, the option of offering private accommodations without supplementary cost must be considered if the confidentiality or safety of a student is in question.

Checklist

- Support the student in their individual process
- Use the name and pronoun chosen by the student
- Maintain records consistent with legal practices and the actual situation
- Allow the student to wear clothing that coincides with the expression of their gender identity
- Give students the choice of using the washrooms and changing rooms that coincide with their gender identity and, where possible, designate gender-neutral washrooms and changing rooms, declaring them accessible to everyone.
- Enable the full participation of the student in physical education classes and extracurricular activities

Final Considerations

- ✓ The collaboration of the school administration, teachers and support staff is essential for the successful integration of a transgender student.
- ✓ Adapting the social and administrative environment of the school is required to fulfill the obligation of protecting transgender students and their personal information.
- ✓ A school where the entire staff is made aware of the reality of transgender students is better equipped to raise the awareness of students regarding the importance of respecting transgender people and may also foster resilience among youth who are experiencing difficult transphobic situations.
- ✓ Accommodation of needs must always be done so as to best encourage the full integration and participation of the student.
- ✓ Most of the adjustment measures are not difficult to implement and should not impose a heavy burden on schools.

- ✓ Some transgender students do not need any adjustment measures. This depends on the situation and needs of each student.

Resources to help implement these guidelines

If you have any questions about specific topics, kindly direct them to the appropriate department of the School Board:

TOPICS	DEPARTMENT
Student's administrative file (registration, GPI, JADE, Charlemagne, sanction des études at MEES, etc.)	School Organization Service
Pedagogical resources for school interveners and professionals	Assistant Director, Educational and Complementary Services
Rights and obligations of schools / reasonable accommodations	Legal Affairs
Training and Professional Development	Educational Services Professional Development Activities available at CSDM
Transgender Staff Member	Legal Affairs

External Resources

Canadian Teachers' Federation, A Guide for Supporting Transgender Students in K-12 Schools: <https://publications.ctf-fce.ca/en/product/supporting-transgender-and-transsexual-students-in-k-12-schools-1/>

Nova Scotia Department of Education and Early Childhood Development, Guidelines for Supporting Transgender and Gender-nonconforming Students: https://studentservices.ednet.ns.ca/sites/default/files/Guidelines%20for%20Supporting%20Transgender%20Students_0.pdf

Gender Creative Kids Canada: <https://gendercreativekids.ca>

Clinique Juridique Trans: www.facebook.com/CJtransLC

Action Santé Travesti(e)s et Transsexuel(le)s du Québec (ASTTeQ):
<http://www.astteq.org/fr/index.html>

Project 10: <http://www.p10.gc.ca>

Head and Hands: www.headandhands.ca

Centre de lutte contre l'oppression des genres: <http://deslutttesgenres.org/>

PFLAG Canada: <http://pflagcanada.ca/>

L'Astérisk: www.lasterisk.com/

Jeunesse Lambda: <https://www.facebook.com/JLAMBDA.MTL>

Institut pour la santé des minorités sexuelles: <http://fr.ismh-isms.com/>

Centre de santé Meraki: www.centremeraki.com