



**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>Policy Name</b>	<b>Sexual Orientation and Gender Identities</b>		
<b>Policy Number</b>	<b>ASD-W-ER4</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Policy</b>	<p><b>The DEC values diversity, safety, and respect in its school communities. The DEC expects all members of the school community to be welcomed, respected, accepted, and supported in every school, and specifically commit to addressing heterosexism within the school community. The DEC recognizes its obligation to adopt appropriate administrative procedures and strategies to ensure respect for human rights, support diversity, and address discrimination.</b></p>		
<b>Date of Report</b>	<b>May 20, 2021</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<p><b>Catherine Blaney, Director of Education Support Services Susan Young, Data and Accountability Supervisor Karla Deweyert, Guidance Coordinator WEC Cheryl Lavigne, Guidance Coordinator OEC Kristi Nielsen, Guidance Coordinator FEC</b></p>		
<p><b><u>Interpretation:</u></b></p> <ul style="list-style-type: none"> <li><b>The policy calls for the superintendent to establish processes and procedures to support a Positive Learning and Working environment throughout Anglophone West School District.</b></li> <li><b>Established provincial policies will be used to define appropriate expectations, behaviours, language and actions to prevent discrimination, prejudice and harassment.</b></li> </ul>			

Policy Name	Sexual Orientation and Gender Identities
<ul style="list-style-type: none"> <li>• <b>District policies will reflect respect and consideration of Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Two-Spirit (LGBTQI2S) school community members. Accordingly, the District shall recognize their obligation to follow procedures and strategies that address heterosexism/cisnormativity and ensure respect for human rights, support diversity and address discrimination.</b></li> <li>• <b>Heterosexism is defined as prejudice and discrimination in favour of heterosexuality and includes the presumption that heterosexuality is the superior and more desirable sexual orientation (NB LGBTQ Inclusive Education Resource, Egale Canada Human Rights Trust [2014]). Cisnormativity refers to a cultural/societal bias, often implicit, that assumes all people are cisgender (gender identity corresponds with their birth-assigned sex) and so privileges cisgender identities and ignores or underrepresents gender variance (NB LGBTQ Inclusive Education Resource, Egale Canada Human Rights Trust [2014]).</b></li> </ul>	
<p><b><u>Justification:</u></b></p>	
<ul style="list-style-type: none"> <li>• <b>All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism, and all other forms of discrimination that could lead to bullying and harassment. <i>Policy 703-Sections 5.6, 6.1.1, 6.2.4, 6.4.1.</i></b></li> <li>• <b>Every individual is equal before and under the law and has the right to the equal protection and equal benefits of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability. <i>Canadian Charter of Rights and Freedoms (1982). 15. (1).</i></b></li> <li>• <b>Human rights laws in every jurisdiction in Canada prohibit discrimination against people based on certain listed grounds such as sex, ethnic origin, religion, disability or sexual orientation. An amendment to the <i>Canadian Human Rights Act and the Criminal Code</i> includes gender identity or expression, <i>Bill C16 (2016)1.1.1, 1.1.2, 2.1.</i></b></li> <li>• <b><i>NB Human Rights Act Section 2.1 (2011)</i> which prohibited discrimination and harassment based on race, colour, national origin, ancestry, religion, age, marital status, sexual orientation and sex, physical or mental disability, and social condition which includes source of income, level of education and occupation and political belief or activity was amended with the passing of <i>Bill 51 (2017)</i> to include gender identity and expression.</b></li> <li>• <b>Prohibited grounds of discrimination are the additions of sex, sexual orientation, gender identity or expression. <i>Amendment to NB Human Rights Act. Bill 51.</i></b></li> </ul>	

Policy Name	Sexual Orientation and Gender Identities
<ul style="list-style-type: none"> <li>• <b>The New Brunswick Teachers' Association declares itself to be an anti-homophobia, anti-transphobia, and anti-heterosexism organization. NBTA advocates for educational systems that are safe, welcoming, inclusive, and affirming for all sexual orientations and gender identities/expressions. <i>NBTA Policy 598-3 (2002, Re-affirmed February 2013).</i></b></li> <li>• <b>Any transgender student athlete may participate fully and safely in sex-segregated sports activities in accordance with their gender identity. Students have the right to use the facilities that best match their gender identity. <i>NBIAA –Section 3-15.12.B.</i></b></li> <li>• <b>Inclusive public education is respectful of student and staff diversity in regard to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity sex, social condition or political belief or activity. <i>Policy 322-Sections 5.1, 6.8.2.</i></b></li> </ul>	
<p><b><u>Compliance:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Schools are familiar with the ASD-W Sexual Orientation and Gender Identity DEC-ER-4 Policy and the requirement to address heterosexism/cisnormativity in Anglophone West School District school communities. In addition, schools are familiar with other policies on Sexual Orientation &amp; Gender Identity and EECD Policy 713 which support the ASD-W DEC policy.</b></li> <li>• <b>The District actively promotes inclusion and respect for the human rights of LGBTQI2S community members through the reduction of heterosexism/cisnormativity within its schools. Egale (2014) states that examples of inclusive practices include: having a Gender Sexuality Alliance (GSA) or other age appropriate supports that actively promote safe spaces, books and materials that represent LGBTQI2S in classrooms, school libraries, and curricular outcomes, exposure to LGBTQI2S inclusive language, access to LGBTQI2S role models, seeing symbols of LGBTQI2S in the environment, and hearing teachers and peers address homophobic, biphobic and transphobic bullying and harassment.</b></li> <li>• <b>The District actively promotes respect for the human rights of LGBTQI2S community members through the reduction of heterosexism/cisnormativity within all its policies. In order to ensure inclusive language is used in all ASD-W policies, Directors have been provided, <i>A Guide to Using Gender Inclusive Language in ASD-W Policy</i> (Appendix B - developed 2019) as a companion to Appendix A - <i>Process for Revising, Developing and Sharing ASD-W Policies.</i></b></li> <li>• <b>The District processes and procedures are in place that address discrimination, harassment, and bullying specific to LGBTQI2S school community members and ensure that the learning environment is safe, welcoming, and affirmative for LGBTQI2S students, staff, and families.</b></li> </ul>	

<b>Policy Name</b>	<b>Sexual Orientation and Gender Identities</b>
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- **PowerSchool will be used to track the prevalence of Sexual Orientation and Gender Identity incidents related to the specific behaviours of bullying (social, cyber, verbal, physical) and harassment.**
- **Annually, data provided through the demographic question within the OurSchool Survey-Grade 6-12 (added 2018-2019) will be used to measure and monitor outcomes specific to feelings of safety and affirmation for ASD-W LGBTQI2S youth annually.**
- **LGBTQI2S school community members will report that they feel safe, welcomed, respected, accepted, and affirmed in their schools by an increase of 3% by December 2022.**
- ***ASD-W Student Name Change Process* (Appendix C) document in place to assist schools in supporting those who identify as gender creative or transgender and are requesting to have their legal name (and/or gender marker) changed in PowerSchool.**

**Evidence:**

- **Policy 703 – Positive Learning and Working Environment**
- **Canadian Charter of Rights and Freedoms**
- **Bill C-16 – Act to amend the Canadian Human Rights Act and Criminal Code**
- **New Brunswick Human Rights Act**
- **Amendment to NB Human Rights Act. Bill 51**
- **New Brunswick Interscholastic Athletic Association- Section 3-15.12.B**
- **Policy 322 – Inclusive Education**
- **Province of New Brunswick Respectful Workplace Policy**
- **ASDW Policy 250-16 Professional Conduct**
- **EECD Policy 713 - Sexual Orientation and Gender Identity**
  
- **All Principals were provided professional learning by the Superintendent on EECD Policy 713, January 7, 2021. Expectation shared that Principals would provide the same training to their staffs.**
- **ASD-W continues to maintain LGBTQI2S trainers (trained by EECD in January 2018)**
- **ASD-W Provides Continuing Professional Learning (PL) Opportunities for Trained Trainers**

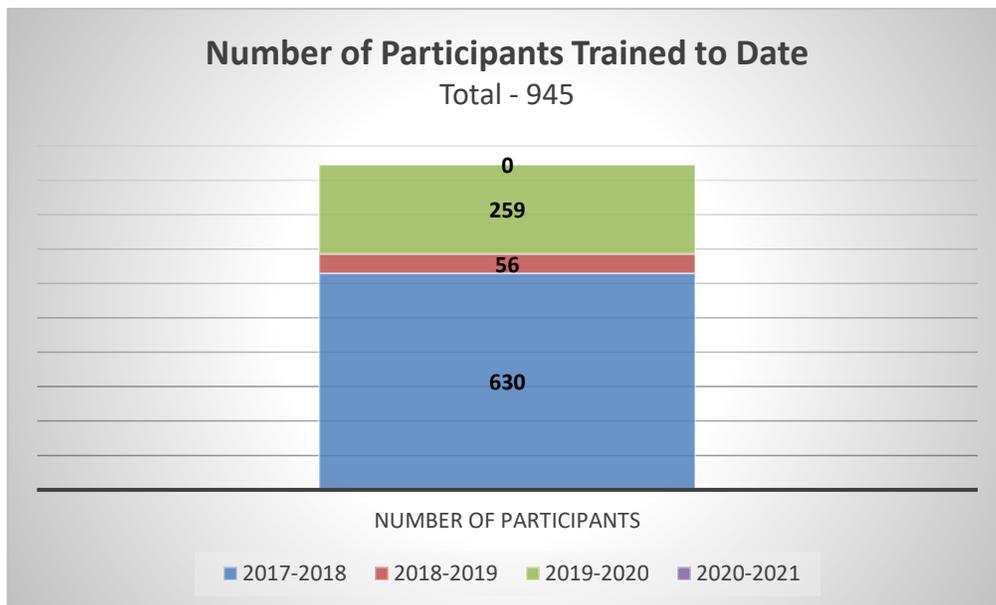
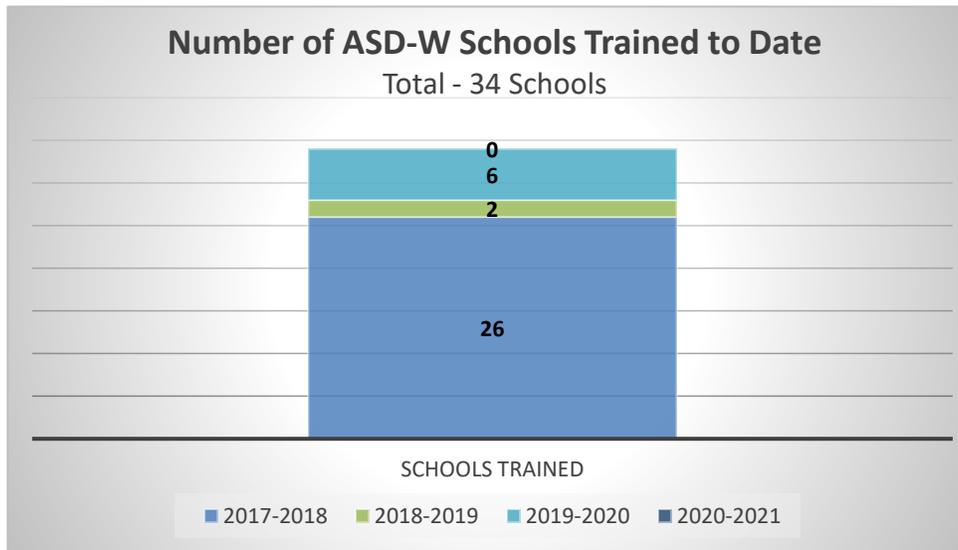
<b>Policy Name</b>	<b>Sexual Orientation and Gender Identities</b>
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PL Opportunity	Date	Facilitator/Speaker	Focus	Number of Trainers in Attendance
Trainer PL	February 13, 2019	Guidance Coordinator/Guidance Leads	-Policy -Process for schools accessing PL -Increasing familiarity with <i>NB LGBTQI2S Inclusive Education Resource</i> -Terminology -Gender biases -Preferred pronouns -Scenarios and best-practice -Chapter discussion -Brainstorm next steps for training in our district	17
Guidance Meeting (Trainers were invited to join for guest speaker)	November 28, 2019	Nolan Pike	-Transgender -Building Inclusive Environments for LGBTQI2S	15

- **ASD-W Established a SOGI Working Group (comprised of: Vice Principal, EST-Guidance, EST-Resource, Guidance Leads/Coordinator) for the purposes outlined in the following chart.**

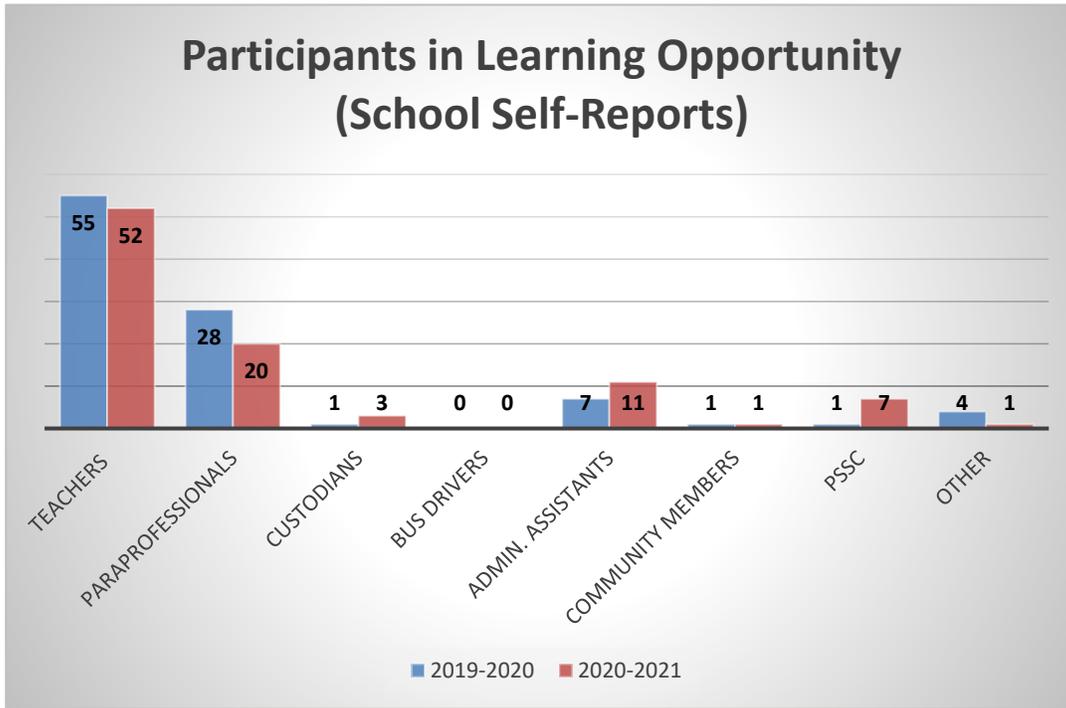
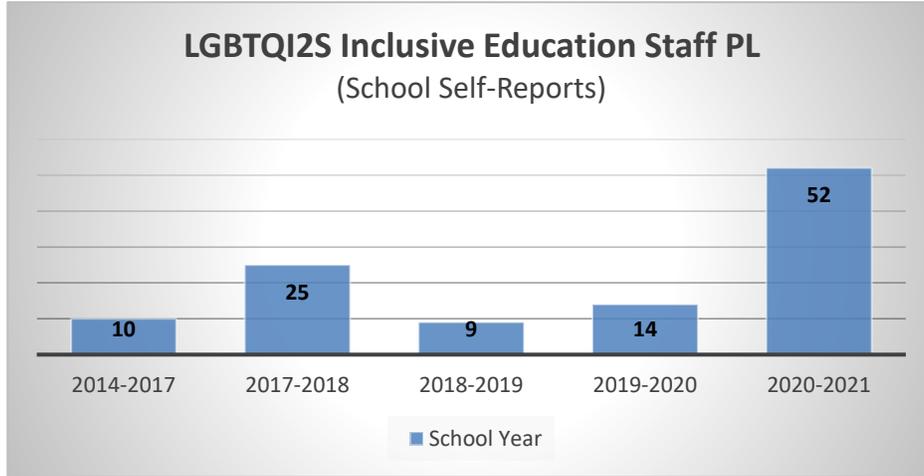
Date of Meeting	Focus
May 8, 2019	Developed recommendations for next steps for training and supporting schools with inclusivity of LGBTQI2S community in ASD-W.
February 27, 2020* March 26, 2020*	Developed standardized PL for ASD-W and broadened resources available to schools.  <i>*Due to a snow day and Extended School Closure beginning March 15, 2020, this meeting was unable to take place.</i>
March 12, 2021 (1/2 day) March 31, 2021 (full day)	Developed standardized PL for ASD-W and broadened resources available to schools.

- **LGBTQI2S PL Delivered by Trainers**



Policy Name	Sexual Orientation and Gender Identities	
Fredericton Education Centre	Oromocto Education Centre	Woodstock Education Centre
<b>2018 (Feb.-June)</b> (26 trainings with approximately 630 participants)		
Garden Creek Elementary	Cambridge Narrows	Bristol Elementary
George St. Middle	Harold Peterson Middle	Carleton North High
Harvey High	Minto Memorial High	Centerville Community
Keswick Ridge	Nashwaaksis Middle	Florenceville Middle
Keswick Valley Memorial	Oromocto High	Hartland Community
McAdam Avenue Elementary	Ridgeview Middle	Meduxnekeag Consolidated
McAdam High		Saint Mary's Academy
Nashwaak Valley		Southern Victoria High
Nashwaaksis Memorial		Townsvlew
Stanley Consolidated		Perth C&Y
<b>2018-2019</b> (2 schools trained with approximately 56 participants)		
	Sunbury West	John Caldwell
<b>2019-2020</b> (6 schools trained with approximately 259 participants)		
Fredericton High	Chipman Forest Avenue	Bath Community
	Gibson Neill Memorial	Nackawic Middle
		Tobique Valley High

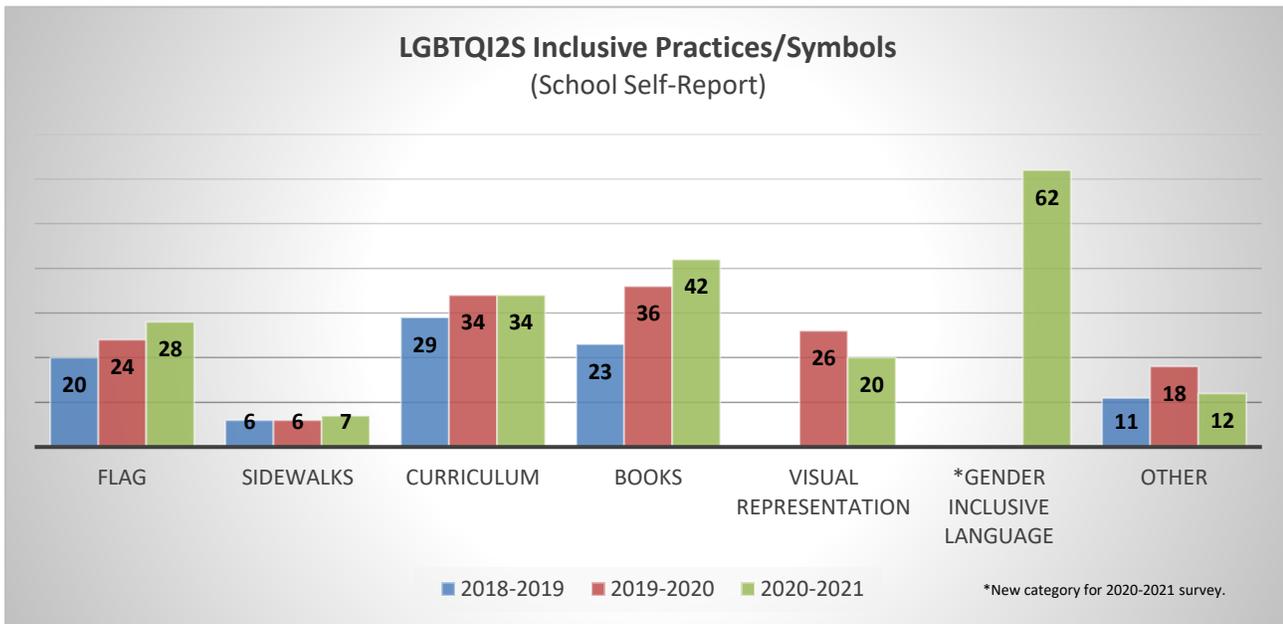
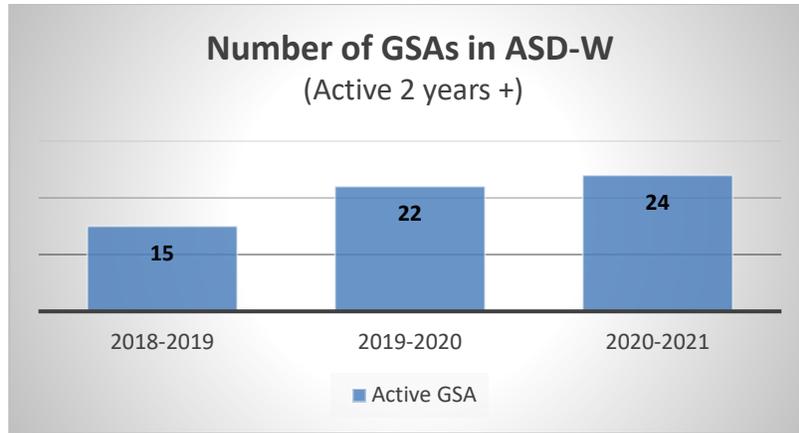
- ASD-W LGBTQI2S Inclusive Schools Survey sent to administrators – November 2019 and February 2021



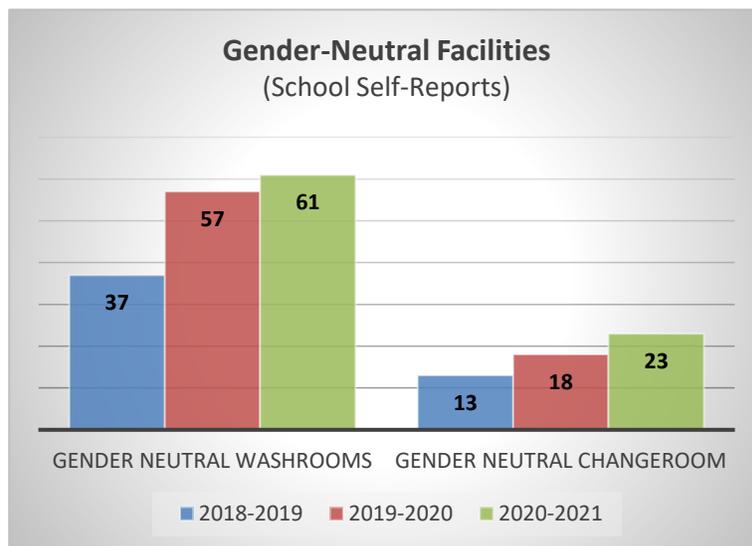
**Other include students (School Provided information)**

**Policy Name**

**Sexual Orientation and Gender Identities**



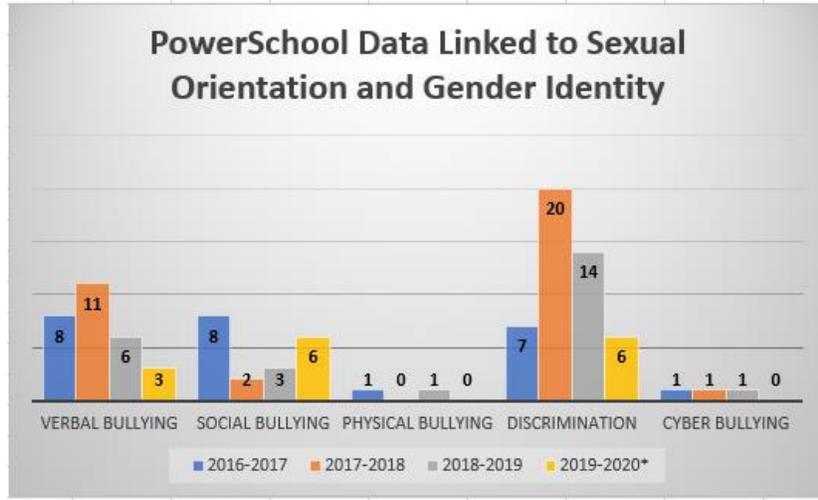
**Other include stickers in the workplace, bulletin boards, art displays, flags, etc.**



**Policy Name**

**Sexual Orientation and Gender Identities**

**- PowerSchool Data Linked to Sexual Orientation and Gender Identity**

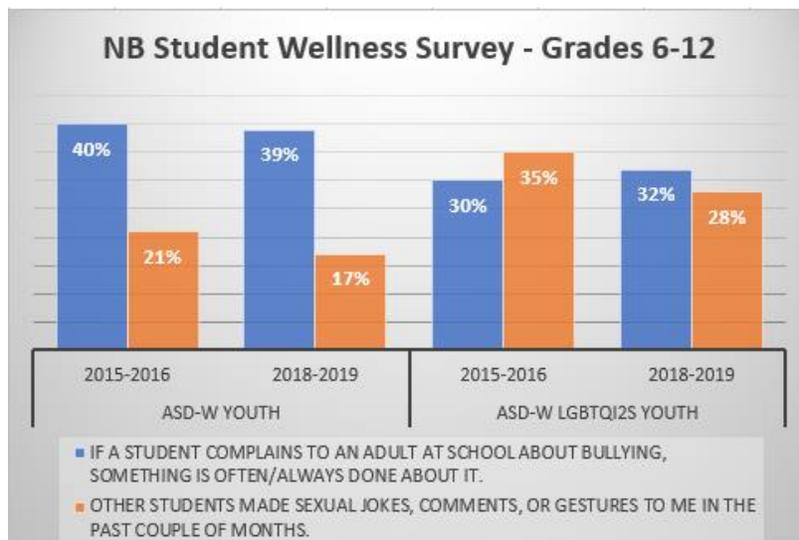


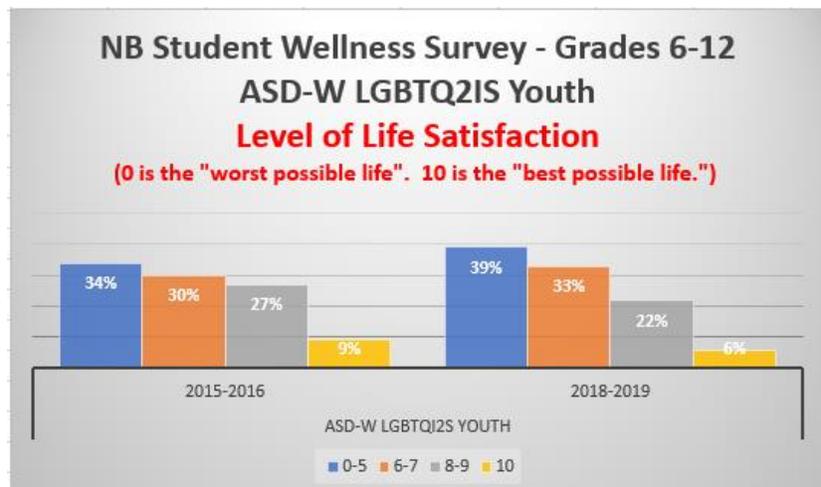
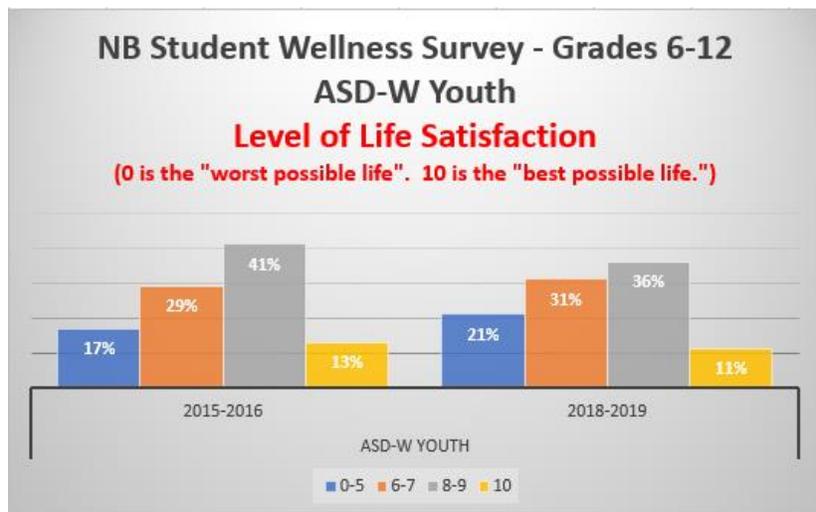
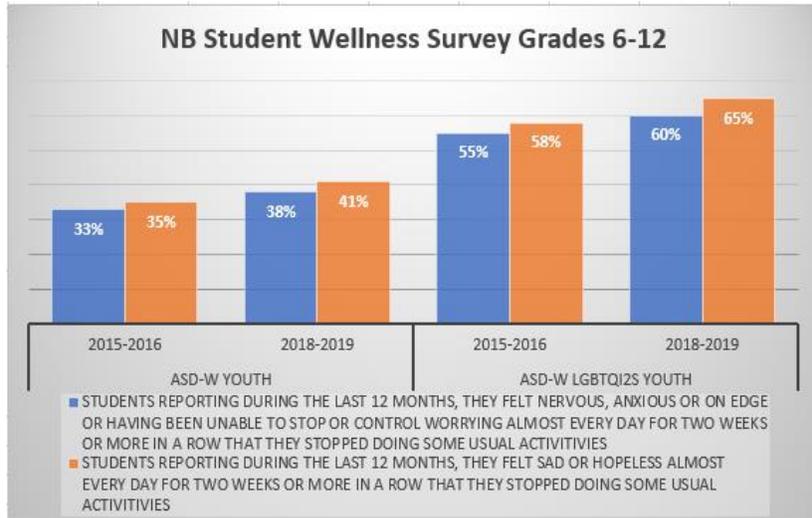
\*Schools closed in March 2020 due to Covid. Representative of data until March.

**- NB Student Wellness Survey Data**

The NB Student Wellness Survey is conducted with students in Grades 4 -5 and Grades 6-12 every three years. Starting 2016-2017, it is the expectation in ASD-W that all schools with Grades 4-12 participate during their specified years.

NB Student Wellness Survey - Grades 6-12	ASD-W Youth		ASD-W LGBTQI2S Youth	
	2015-2016	2018-2019	2015-2016	2018-2019
I FEEL SAFE AT MY SCHOOL.	83%	82%	70%	71%
I FEEL THE TEACHERS AT MY SCHOOL TREAT ME FAIRLY.	80%	81%	74%	79%
I AM HAPPY TO BE AT MY SCHOOL.	69%	65%	57%	54%
I FEEL I AM PART OF MY SCHOOL.	75%	74%	60%	59%
I FEEL CLOSE TO PEOPLE AT MY SCHOOL	79%	79%	66%	66%
HIGH LEVEL OF SCHOOL CONNECTEDNESS.	90%	91%	82%	84%





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- Additional question added to OurSCHOOL Survey, November 2018:

Do you identify as a member of the LGBTQI2S (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Two-Spirited) community?

Yes (Yes)

No (No)

I prefer not to answer (NA)

**The following policies have been reviewed and revised using, *A Guide to Using Gender Inclusive Language in ASD-W Policy*:**

- ASD-W-250-1 – Selection and Hiring of Employees
- ASD-W-250-2 – Hiring Procedures
- ASD-W-250-7 – Screening and Interview Process
- ASD-W-250-8 – Reference Checking
- ASD-W-250-10 – Criminal Record Checks
- ASD-W-250-11 – Approval of Local Permits
- ASD-W-250-13 – Employee Concerns
- ASD-W-250-16 – Professional Conduct
- ASD-W-250-16A – Professional Conduct – Acknowledgement Form
- ASD-W-250-16B – Professional Conduct - Conflict of Interests – Notification Form
- ASD-W-250-21 – Access to Personnel Records
- ASD-W-309-1 – French Second Language Programs –Transfer/Exemption
- ASD-W-309-1A –French Immersion: Request for a Change in Program: Process and Form
- ASD-W-309-1B – Request for Exemption from French Second Language Program: Process and Form
- ASD-W-309-1C - Request for Entry into French Immersion Program After October 1<sup>st</sup>.
- ASD-W-350-1 – Identification of Gifted and/or Talented Learners
- ASD-W-350-2 – Gifted and/or Talented Learners - Opportunities
- ASD-W-350-2A – Enrichment Pyramid of Response
- ASD-W-350-2B – Individual Enrichment Plan
- ASD-W-350-4 – Inclusive Education – Continuum of Education Program
- ASD-W-350-5 – Inclusive Education - Education Support Services Teams
- ASD-W-350-6A – Inclusive Education Rights of Parents – Appendix A
- ASD-W-350-7 – Tutoring
- ASD-W-360-1 – Volunteers
- ASD-W-407-1 – Community Use of Schools
- ASD-W-407-1A – Community Use of Schools – Appendix A – Rental and Custodial Fee Schedule
- ASD-W-703-10 – Student Violence Threat Risk Assessment

**Appendix Listing:**

- **Appendix A - *Process for Revising, Developing and Sharing ASD-W Policies***
- **Appendix B - *A Guide to Using Gender Inclusive Language in ASD-W Policy***
- **Appendix C – *ASD-W Student Name Change Process***

**Compliance: I report compliance with this policy.**

**Superintendent’s Signature:** \_\_\_\_\_

**DEC Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Appendix A -Process for Revising, Developing and Sharing ASD-W Policies**

When ASD-W was formed in 2012-13, a review took place of all policies from the previous School Districts 14, 17 and 18. ASD-W policies were drafted from the previous school district policies and were shared with the Senior Administration Team for review.

Policy Binders were created to share with School Administrators, effective September 2013.

From that point forward, any new policies or revisions to policies would follow this process for implementation.

When conducting ASD-W policy reviews, care should be taken to ensure that the language of the policy reflects sex and gender inclusive language throughout each policy as outlined in the document "[A Guide to Using Gender Inclusive Language in ASD-W Policy](#)"

	<b>Process</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Ongoing Policy Renewal Process</b>	Annually the Director responsible for the section in the Policy Handbook will comprise a group to review the policies within that series that they are responsible for. <ul style="list-style-type: none"> <li>• May – due in June – distribute June/August</li> <li>• Nov/Dec – due in December – distribute 3<sup>rd</sup> week in January</li> </ul>	March	i.e. 100-Director F&A 200-Director HR
	<b>Process</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Revision to Policy</b>	Representation from the appropriate department would draft the revision to the exiting policy for review by SAT.		Appropriate Department
	Once approved by SAT, policy is formatted to match existing ASD-W policies. Finalized policies are stored on <i>Y:\Senior Admin\Policies - ASD-W\ASD-W Policies - Final</i>		Admin Assistant to Director C&I
	Notice of policy update(s) is e-mailed to School Administrators.		Appropriate Director or Manager
	<b>Process</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>New Policy</b>	New policies are draft by representation from the appropriate department (Managers / Directors) for review by SAT.		Appropriate Department
	Once approved by SAT, policy is formatted to match existing ASD-W policies		Admin Assistant to Director C&I
	New policy is e-mailed to School Administrators.		Appropriate Director or Manager
	<b>Process</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Distribution to Portal, Web Site, Schools</b>	As required, a summary email of revised or new policies (for both ASD-W and EECD) is prepared to share with School Administrators, Senior Administration and Managers.	August and January	Director C&I
	<ul style="list-style-type: none"> <li>• Post to ASD-W Web Site</li> </ul>		Director Communications
	<ul style="list-style-type: none"> <li>• Post to ASD-W Administration, Resources and Materials – Policy Manual Forms and Documents on Portal/Collabe site</li> </ul>		Admin Assistant to Director C&I
	<ul style="list-style-type: none"> <li>• Prepare paper copy of email and attachments and send to School Principals, Senior Administration and Managers</li> </ul>		Admin Assistant to Director C&I

## Appendix B - A Guide to Using Gender Inclusive Language in ASD-W Policy

### A Guide to Using Gender Inclusive Language in ASD-W Policy

In February 2018, ASD-W DEC-ER4 - *Sexual Identity and Gender Orientation* policy was approved. The overarching purpose of the policy is to address heterosexism/cisnormativity and ensure respect for human rights, support diversity and address discrimination for ASD-W LGBTQI2S community members. One action required to support policy compliance is –

- The district actively promotes respect for the human rights of LGBTQI2S community members through the reduction of heterosexism/cisnormativity within all of its policies. A guide will be developed for the 2019-2020 policy review cycle which will be used to address heterosexist/cisnormative language in all ASD-W policies. (See **Appendix A** for terms and definitions.)

Many common words contain assumptions about gender or sexuality that detract from the creation of safer school spaces. While there may be no intention to cause harm or discriminate, use of these words can perpetuate a cisnormative, heterosexist worldview/perspective which disrespects the human rights and safety of LGBTQI2S community members.

The following table shows examples of *heterosexist, cisnormative* language and some alternative sex and gender inclusive language-

Heterosexist, Cisnormative Language	Gender Inclusive Language
<ul style="list-style-type: none"><li>○ Man, mankind, ladies and gentlemen, guys</li></ul>	<ul style="list-style-type: none"><li>○ Folks, people, everybody, everyone, humankind</li></ul>
<ul style="list-style-type: none"><li>○ He/she</li></ul>	<ul style="list-style-type: none"><li>○ They</li></ul>
<ul style="list-style-type: none"><li>○ Girlfriend and boyfriend</li></ul>	<ul style="list-style-type: none"><li>○ Crushes, couples</li></ul>
<ul style="list-style-type: none"><li>○ Husband and wife</li></ul>	<ul style="list-style-type: none"><li>○ Partners</li></ul>
<ul style="list-style-type: none"><li>○ Mom and dad</li></ul>	<ul style="list-style-type: none"><li>○ Parents, guardians</li></ul>
<ul style="list-style-type: none"><li>○ Girls and boys</li></ul>	<ul style="list-style-type: none"><li>○ Children</li></ul>
<ul style="list-style-type: none"><li>○ Chairman</li></ul>	<ul style="list-style-type: none"><li>○ Chairperson or Chair</li></ul>
<ul style="list-style-type: none"><li>○ Fireman</li></ul>	<ul style="list-style-type: none"><li>○ Firefighter</li></ul>
<ul style="list-style-type: none"><li>○ Waiter/waitress</li></ul>	<ul style="list-style-type: none"><li>○ Server</li></ul>
<ul style="list-style-type: none"><li>○ Actress</li></ul>	<ul style="list-style-type: none"><li>○ Actor</li></ul>

Egale Canada Human Rights Trust, 2014

When conducting ASD-W policy reviews, care should be taken to ensure that the language of the policy reflects sex and gender inclusive language throughout each policy.

**A Guide to Using Gender Inclusive Language in ASD-W Policy**  
**APPENDIX A- Terms and Definitions**

**Terms and definitions to support understanding of application of gender inclusive language use.**

**Sexual Orientation** describes a person's capacity for profound emotional or sexual attraction to another person based on their sex and/or gender. (*Egale*)

**Heterosexism** is defined as prejudice and discrimination in favour of heterosexuality. This includes the presumption of heterosexuality as the superior and more desirable sexual orientation. Heteronormativity refers to the cultural/societal bias, often implicit, that assumes all people are straight and so privileges heterosexuality and ignores or underrepresents same-gender relationships. (*Egale*)

**Gender Identity** refers to a person's deeply felt internal and individual experience of gender – their internal sense of being man, woman, or another gendered being entirely. A person's gender may or may not correspond with the sex assigned at birth. Since gender identity is internal, one's gender identity is not necessarily visible to others. (*Egale*)

**Transgender** refers to a person who does not identify either fully or in part with the gender associated with their birth-assigned sex – often used as an umbrella term to represent a wide range of gender identities and expressions. Transgender people (just like cisgender people) may identify as straight, gay, etc. (*Egale*)

**Cisgender** refers to a person whose gender identity corresponds to birth-assigned sex. (*Egale*).

**Non-binary** refers to a person whose gender identity may not correspond with social and societal gender expectations. Individuals who identify as non-binary may identify with both male and female genders, move between genders, or may reject the gender binary or gender altogether. Those who identify as non-binary may or may not also identify as trans. Other terms may include but are not limited to **genderqueer, gender non-conforming, gender-creative, and gender fluid**. (*Egale*)

**Cisnormativity** is defined as a cultural/societal bias, often implicit, that assumes all people are *cisgender* (gender identity corresponds to birth-assigned sex) and so privileges cisgender identities and ignores or underrepresents gender variance. (*Egale*)

Further terms and definitions are available in the [NB LGBTQ Inclusive Education Resource](#) .

## **Appendix C – ASD-W Student Name Change Process**

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### **Process for Name Change in PowerSchool**

Learners may request to have their legal name (and/or gender marker) changed in PowerSchool (ex. learners who identify as gender creative or transgender, learners with a name that is difficult to pronounce, change in surname). This will ensure that their logon (as well as class rosters, report cards, PowerSchool, and Microsoft Teams) is populated using the name of choice.

#### **Legal name (and/or gender marker) changed in PowerSchool process:**

1. The family of the student will make a written request to Tammy Strong at the Department of Education and Early Childhood Development (EECD) - [tammy.strong@gnb.ca](mailto:tammy.strong@gnb.ca)
2. Once the request has been reviewed, the principal will be invited to make the change in PowerSchool (this will result in an error)
3. The error will make its way to district Student Information System Specialist who will have received confirmation from EECD to approve the name change and will ensure the change is not causing duplicate records
4. The error will make one last stop at Policy and Planning at EECD for finalizing
5. This process takes 3-5 business days
6. Tammy Strong (EECD) will email principal, District, and EECD to ensure all the changes are made
7. Once the family completes the legal name change process with Vital Statistics (this may take some time), they are required to forward the documentation to Tammy Strong at EECD

#### **Age 16 and older:**

- Learners are able to change their name to a preferred name or pronoun, with or without parental consent. It is preferred to have family consent, support, and involvement.
- Learners are able to legally change their name at Service New Brunswick:  
[https://www2.snb.ca/content/snb/en/services/services\\_renderer.17476.Change\\_of\\_Name.html](https://www2.snb.ca/content/snb/en/services/services_renderer.17476.Change_of_Name.html)
- Once legal name change is obtained and legal documentation has been provided to the school, the new legal name will then be reflected on all school documents including diploma and transcript.

#### **Under age 16:**

- Any changes to name (legal name change or in PowerSchool) require parental/guardian consent.
- Parent/guardians are able to legally change their child's name at Service New Brunswick:  
[https://www2.snb.ca/content/snb/en/services/services\\_renderer.17476.Change\\_of\\_Name.html](https://www2.snb.ca/content/snb/en/services/services_renderer.17476.Change_of_Name.html)

If this process poses a barrier for children and youth and prevents them from using their name of choice, we are committed to working with schools to remedy the issue on a case by case basis. Please feel free to contact District for consultation and support.