

CONFIDENTIAL
Gender Support Plan

The purpose of this document is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan. Please note that there is a separate document to plan for a student's formal gender transition at school.

School:	Today's date:
Student's Preferred Name:	
Legal Name:	
Student's Gender	Assigned Sex at Birth:
Student Grade Level:	Date of Birth:

Sibling(s)/Grade

Parent(s)/Guardian(s)/Relationship to Student:

Meeting Participants:

PARENT GUARDIAN INVOLVEMENT

Are guardian(s) of this student supportive of their child's gender status? _____ Yes _No
If not, what considerations must be accounted for in implementing this plan? _____

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

How public or private will information about this student's gender be(check all that apply)?

_____ District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)

_____ Site level leadership/administration will know (Principal, head of school, counselor etc.)

Specify the adult staff members

_____ Teachers and/or other school staff will know

Specify the adult staff members

_____ Student will not be openly "out," but some students are aware of the student's gender

Specify the students:

_____ Student is open with others (adults and peers) about gender

_____ Describe:

If the student has asserted a degree of privacy, what are expectations of the institution if that privacy is compromised? How will a teacher/staff member respond to questions about the student's gender from:

Other students?

Staff members?

STUDENT SAFETY

Who will be the student's "go to adult" on campus?

If this person is not available, what should student do?

What, if any, will be the process for periodically checking in with the student and/or family?

What are expectations in the event the student is feeling unsafe and how will student signal need for help:

During class

On the yard

In the halls

Other

Other Safety concerns/Questions

NAMES, PRONOUNS AND STUDENT RECORDS

Name/gender marker entered into the Student Information System:

Name to be used when referring to the student: _____ Pronouns: _____

Can the student's preferred name and gender marker be reflected in the SIS? If so, how?

If not, what adjustments can be made to protect this student's privacy?

Who will be the point person for ensuring these adjustments are made and communicated as needed?

How will instances be handled in which the incorrect name or pronoun are used?

How will the student's privacy be accounted for and maintained in the following situations or contexts:

During registration

Completing enrollment

With substitute teachers

Standardized tests

School photos

IEPs/Other Services

Student cumulative file

After-school programs

Lunch lines

Taking attendance

Teacher grade book(s)

Official school-home communication

Unofficial school-home communication (PTS/other)

Outside district personnel or providers

Summons to office

Yearbook

Student ID/library cards

Posted lists

Distribution of texts or other school supplies

Assignment of IT accounts

What are some other ways the school needs to anticipate information about this student's preferred name and gender marker potentially being compromised? How will these be handled?

USE OF FACILITIES

Student will use the following restroom(s) on campus:

Student will change clothes in the following place(s):

If student has questions/concerns about facilities, who will be the contact person?

What are the expectations regarding the use of facilities for any class trips?

What are the expectations regarding rooming for any overnight-trips?

Are there any questions or concerns about the-student's access to facilities?

EXTRACURRICULAR ACTIVITIES

Does the student participate in an after-school program? ___Y ___N What steps will be necessary for supporting the student there?

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc.)?

What steps will be necessary for supporting-the student there?

Questions/Notes: _____

OTHER CONSIDERATIONS

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for?

Does the student have any sibling(s) at school? Y N Factors to be considered regarding sibling's needs?

Does the school have a dress code? Y N How will this be handled?

Are there lessons, units, content or other activities coming up this year to consider (growth and development, social justice units, name projects, dance instruction, Pride events, school dances etc.)?

What training(s) will the school engage in to build capacity for working with gender-expansive students?

Are there any other questions, concerns or issues to discuss?

SUPPORT PLAN REVIEW AND REVISION

How will this plan be monitored over time?

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)?

What are specific follow-ups or action items emerging from this meeting and who is responsible for them?

Action	Who?	When?

Date / Time of next meeting or check-in:

Location: _____