

CONFIDENTIAL
Gender Transition Plan

The document supports the necessary planning for a student's formal transition of gender from its commonly assumed status to something else. Its purpose is to create the most favorable conditions for a successful experience, and to identify the specific actions that will be taken by the student, school, family, or other support providers.

School: _____ Today's Date: _____

Name of staff member assisting in Transition Plan: _____

Student's Preferred Name: _____

Legal Name: _____

Student's Gender: _____ Assigned Sex at Birth: _____

Student Grade Level: _____ Date of Birth: _____

Sibling(s)/Grade(s):

_____/_____
_____/_____
_____/_____
_____/_____

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

_____/_____
_____/_____
_____/_____
_____/_____

What is the nature of the student's transition (male-to-female, female-to-male, a shift in gender expression, etc.)

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?

INITIAL PLANNING MEETING

When will the initial planning meeting take place?

Where will it occur?

Who will be the member of the team supporting the student's transition?

Student _____

Parent(s) _____

School Staff _____

Other _____

STUDENT TRANSITION DETAILS

What specific information will be conveyed to other students (be specific)?

What requests will be made?

With whom and when will this information be shared?

- With peers in the transitioning student's class only
Date: _____
- With peers in the student's grade level
Date: _____
- With some/all students at school (specify) _____
Date: _____
- Other (specify) _____
Date: _____

Who will lead the lessons/activities framing the student's announcement?

What will the lesson/activities be?

Will the student be present for the lesson/sharing of info about the transition?

___ Yes ___ No

If yes, what if any role does the student want to play in the process?

Once the information is shared, what parameters/expectations will be set regarding approaching the student?

Other notes, considerations, or questions:

KEY DECISIONS PRIOR TO STUDENT'S TRANSITION

Communications with other families

Will any sort of information be shared with other families about the student's transition?

With whom: ___ Families in child's grade ___ Whole school ___ Other (specify)

Who will be responsible for creating this?

When will it be sent?

How will it be distributed?

What specific information will be shared*?

Questions/notes:

* see sample letters

Training for school staff

Will there be specific training about this student's transition with school staff?

___ Yes ___ No When? _____

Who will be conducting the training? What will be the content of the training?

Questions/notes:

Parent Information Night about Gender Diversity

Will there be specific training for school community members? ___ Yes ___ No

When?

Who will conduct it? Will it reference the student's transition? What will be the content of the training?

Questions/notes:

Class Meeting with Parents

Will there be any meeting with the families of the transitioning student's peers? When?

Who will lead the meeting? Who will be attending the meeting?

What will be the purpose for this meeting?

Identifying and Enlisting Parent Allies

Are there any parents/adults in the community you would like to enlist in support of the child's transition? If so, who?

When will you speak with them? What will be your request?

Questions/notes:

Identifying and Enlisting Peer Allies

Are there other students you would like to enlist in support of the child's transition?

If so, who?

When will they be spoken with? What requests will be made?

Questions/notes:

Siblings

Does the student have any siblings at the school? What needs to be considered for them?

Training in their classroom(s)?

Emotional support?

Questions/notes:

TIMELINE

Which of the following will take place in relation to this student's gender transition, when will it occur and who will be responsible for making it happen?

√	Activity	Date	Lead
	Initial planning meeting		
	Lessons / activities with other students		
	Communications with other families		
	Training for school staff		
	Parent information night about gender diversity		

	Class meeting with parents		
	Identifying and enlisting parent allies		
	Identifying and enlisting peer allies		

What are the specific follow-ups or action items emerging from this meeting, who is responsible for them and when will they occur?

Action Item	Who?	When?

Date/time of next meeting or check in

Location

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 Revised: September 2020
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