

– Confidential –

Gender Support Plan

The purpose of this document is to create shared understandings of how the student’s authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

School/District _____	Today’s Date _____
Name Student Uses: _____	Pronouns Student Uses: _____
Name on Birth Certificate: _____	Sex Assigned at Birth _____
Date of Birth _____	Student’s Grade Level _____
Sibling(s)/Grade(s) _____ / _____ / _____	
Parent(s), Guardian(s), or Caregiver(s) /relation to student	
_____ / _____	
_____ / _____	
Meeting participants: _____	

PARENT/GUARDIAN INVOLVEMENT

Guardian(s) aware of student’s gender status? Yes/No Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)

If support level is low what considerations must be accounted for in implementing this plan? _____

PRIVACY: CONFIDENTIALITY 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.)

Specify the adult staff members: _____

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

Other – describe: _____

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? _____

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? _____

Staff members? _____

Parents/community? _____

STUDENT SAFETY

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

If these people aren't 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 their need for help:

During class _____

On the yard _____

In the halls _____

Other _____

What should the student's parents do if they are concerned about how others are treating their child at school?

Other safety concerns/questions: _____

PRIVACY: NAMES, PRONOUNS AND STUDENT RECORDS

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

Name/gender marker as listed on the student's identity documents _____

Name/gender marker entered into the Student Information System _____

If needed, is there a process/form for changing the student's name/gender marker in the SIS? _____

How is it accessed/used? _____

Name/gender marker entered into the student's Health Record _____

If needed, is there a process/form for changing the student's name/gender marker in the Health Record? _____

If not, how will confidentiality be kept? _____

Who will be the point person at school for ensuring these adjustments to the student's records are made and communicated as needed?

If the student's name cannot be modified in the above systems, how will the student's privacy be accounted for and maintained in the following situations or contexts:

Reporting data to the state/other entities _____

During registration _____

Completing enrollment _____

Student cumulative file _____

IEPs/Other Services _____

Seating charts/Taking attendance _____

With substitute teachers _____

Teacher grade book(s) _____

Standardized tests _____

School photos _____

Student ID/library cards _____

Lunch lines/Free Lunch Card _____

Yearbook _____

Assignment of IT accounts/email address _____

Distribution of texts or other school supplies _____

After-school programs _____

Official school-home communication _____

Unofficial school-home communication (PTA/other) _____

Outside district personnel or providers _____

Summons to office _____

PA announcements _____

Posted lists _____

How will instances be handled in which the incorrect name or pronoun are used by staff members? _____

By students? _____

If the student's guardians are not aware and/or supportive of the student's gender status, how will school-home communications be handled, including when individual staff members need to contact guardians?

What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled?

USE OF FACILITIES

Student will use the following bathroom(s) on campus _____

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

If student/parent have questions/concerns about facilities, who should they contact? _____

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? _____

EXTRA CURRICULAR ACTIVITIES

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 in these spaces? _____

Does the student participate in an after-school program? _____

What steps will be necessary for supporting the student in these spaces? _____

Are there any other questions or concerns about extra-curricular activities? _____

OTHER CONSIDERATIONS

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

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

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

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

Does the student use school- or district-provided transportation services? If so, how will the student's gender be accounted for? _____

