

- Confidential -
Gender Support Plan

The purpose of this document is to create shared understandings about the ways in which a 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 formally communicating information about a change in their gender status at school.

Date :			
Name Student Uses:			
Date of Birth:	Student's Gender Identity:		
Name on Birth Certificate:			
Assigned Sex at Birth:			
Student Grade Level:			
Parent/ Guardian:		Siblings: (name and grade)	
Parent/ Guardian involvement and support:		Needs:	
Meeting attendees:			

Are parents/guardians aware and 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
<p>How public or private will information about this student's gender be (check all that apply)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> District staff will be aware: MH/SEL Team; Legal <input type="checkbox"/> Specify the adult staff members: <input type="checkbox"/> Site level leadership/administration will know (Principal, head of school, counselor, etc.) <ul style="list-style-type: none"> <input type="checkbox"/> Specify the adult staff members: <input type="checkbox"/> Teachers and/or other school staff will know <ul style="list-style-type: none"> <input type="checkbox"/> Specify the adult staff members: <input type="checkbox"/> Student will not be openly "out," but some students are aware of the student's gender <input type="checkbox"/> 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 adult" on campus?

If this person is not available, what should the 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:

In class:

Outside/ recess:

Other:

Other safety concerns/questions:

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

NAMES, PRONOUNS AND STUDENT RECORDS:

When changing your first name in IC, without changing legally, keep in mind the following:

- The name will be changed on all Adams 12 records, such as transcripts, diplomas, and student ID cards. Your name does not change on documents that are external such as College Board reports (SAT and AP scores), FAFSA, and college transcripts. When completing employment, scholarship, internship and college applications consider the name you will want to use and your willingness to be open during the college/career process.
- The name will be changed on all Adams 12 Communication and emails, letters home

What name and gender marker are listed on the student's identity documents?:

Name/gender marker entered into Infinite Campus:

Name to be used when referring to the student:

Pronouns:

Can the student's name be reflected in the preferred name field?:

If so, how?:

If not, why not?:

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

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

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

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

- 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 (PTA/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
- PA announcements

If the student's guardians are not aware and/or supportive of the student's gender status, how will school-home communications be handled?

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 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?

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 there?
- Does the student participate in an after-school program?
- What steps will be necessary for supporting the student there?
- Questions/Notes:

OTHER CONSIDERATIONS

- Does the student attend another program (BASE) or campus (FutureForward) that needs consideration and communication?
- 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? Factors to be considered regarding sibling's needs?
- Does the school have a dress code? How will this be handled?
- Are there lessons, units, content 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.)?
- 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?
- Planning for transition to the next level? Middle or High School Team

Action Item	Who?	When?

Date/Time of next meeting or check-in Location: