

**Confidential**  
**Gender Communication & Support Plan**

*The information on this form can be used as a guide for a discussion with the student, family, and staff, as appropriate. Anything recorded on this form becomes a part of the student's record.*

**Purpose:**

The purpose of the support plan is to create a shared understanding 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 support plan. 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.

The communication section is intended for a student to inform a change in one or more aspects of their commonly assumed gender status with members of the school community. Its purpose is to identify the specific nature of that communication and to create the most favorable conditions accordingly. It identifies the various actions that will be taken by the student, school, family, or other support providers in the process.

**Student Information:**

School:  
 Name Student Uses:  
 Date of Birth:  
 Gender Status:  
 Reporting Gender Marker (PowerSchool): M / F / N  
 Sibling(s)/School(s) and Grade(s):  
 Parents(s), Guardian(s), or Caregiver(s) / relation to student:

Date:  
 Pronouns Student Uses:  
 Student's Grade Level:

**INITIAL PLANNING MEETING**

When will the initial planning meeting take place?

Where will it occur?

Who will be the members of the team supporting the student's communication? (CHECK all that apply)

- Student
- Parent/Guardian(s)
- School Staff
- Other

**PARENT/GUARDIAN INVOLVEMENT**

Discuss the level of parent support and what considerations need to be accounted for in implementing this plan.

## COMMUNICATION DETAILS: WHAT IS THE STUDENT'S IDEAL SCENARIO?

Imagine that this process goes **exactly** as the student wishes. What does it look/sound like? Describe how this information will be shared (i.e. a lesson about gender combined with an announcement from teacher(s); an assembly where students will share information; a written communication; etc.). Be as specific as possible about what occurs.

What is the specific information that the student wishes to convey? (be specific)?

What assertions does the student have regarding their gender status? (i.e. use of name, pronouns, use of facilities, etc.)?

With whom and when will this information be shared?

**(School officials may share with staff who have an educational interest in the student. Staff may support the student in telling other students, but cannot disclose a change in gender identity to peers on the student's behalf.)**

Does the student have any requests that they would like included when this information is shared with staff?

Other notes, considerations, or questions:

## POSSIBLE ACTIONS AFTER COMMUNICATION TAKES PLACE

Does the student currently have a previous Gender Support Plan? Y / N

If so, what needs to be modified?

What steps will be taken following the communication to check on the student's status/well-being?

Questions/Notes:

**NEXT SECTIONS ARE FOR GENDER SUPPORT PLAN ONLY**

## PRIVACY: CONFIDENTIALITY AND DISCLOSURE

How public or private will information about this student's gender be? (DISCUSS student assertions)

How will the student communicate any privacy concerns?

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 the student do?

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

- During class
- In the cafeteria
- In the halls
- Other

What should the student's parents/guardians 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:

At this time, the student DOES/DOES NOT (circle one to select) request a change in their school (including health) records. Date: \_\_\_\_\_

Name entered into the SIS (PowerSchool):

Gender marker entered into the SIS: M / F / N

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

How is it accessed/used? **The trusted staff member participating in this conversation is asked to speak with their school counselor or social worker regarding the process. Contact CREC School Information Systems Specialist, Kate Myers, [kmyers@crec.org](mailto:kmyers@crec.org) with questions.**

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

By students?

Discuss any implications or student wishes for communications between home and school about the student.

## USE OF FACILITIES

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

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

If a student/parent/guardian has questions/concerns about facilities, who should they contact?

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

What are the expectations and supports 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?

## ACADEMICS

In what academic areas might the student require support (Health, PE, etc.)?

Are there any other questions or concerns about academic access or participation?

## EXTRACURRICULAR ACTIVITIES

What extracurricular programs or activities will the student participate in, if any (sports, theater, clubs, etc.)?

Does the student participate in an after-school (After Care, for example) program?

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 siblings' needs?

Does the school have a dress code?

Are there lessons, content, traditions, or other activities coming up this year to consider (growth and development, 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?

If required to be searched by school security staff, what needs to be considered regarding the sex/gender of the staff conducting the search?

What training(s) will the school engage in to build capacity for working with gender-expansive students? How will the school work to create more gender inclusive conditions for all students?

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

## NEXT STEPS: SUPPORT PLAN REVIEW AND REVISION

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

Action Item	Who?	When?

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)?

Date/Time of next meeting or check-in (4 weeks from an initial meeting):

Location: