



# Illinois State Board of Education

## Sample Board Policies and Administrative Procedures

### SUPPORTING TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING STUDENTS

March 9, 2020

*This document is intended to provide non-regulatory guidance on the subject matter listed above. For questions, please contact the person(s) identified in the document.*

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Dr. Carmen I. Ayala, State Superintendent of Education

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**SAMPLE BOARD POLICIES AND ADMINISTRATIVE PROCEDURES:**  
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**Introduction**

On June 30, 2019, Governor JB Pritzker issued Executive Order 2019-11, titled “Strengthening Our Commitment to Affirming and Inclusive Schools.” The Executive Order established the Affirming and Inclusive Schools Task Force (“Task Force”) in the Office of the Governor to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students and deliver a report to the Office of the Governor.

On January 10, 2020, the Task Force delivered a report to the Governor detailing the legal protections for students in Illinois, recommended procedures, and best practices for K-12 schools to support transgender, nonbinary, and gender nonconforming students. This document incorporates many of the recommendations from that report in an effort to provide support to students and to provide technical assistance to school districts.

Questions relating to the rights of LGBTQ+ youth in schools or this document may be posed to [supportallstudents@isbe.net](mailto:supportallstudents@isbe.net).

*Please note the following about this document:*

1. The student protections, recommendations, and obligations of school districts noted throughout this document should be widely accessible to students, parents, and families. A district should make its policies and procedures publicly available on its website and include appropriate references in the student handbook. Appropriate support systems will have no impact on student outcomes if information is not readily and easily available.
2. The text in the Sample Board Policies section of this document is based upon two policies that many Illinois school boards adopt, titled **Equal Educational Opportunities** and **Harassment of Students Prohibited**. Underlined text in the Sample Board Policies section of this document is suggested language to be added to these commonly-adopted policies that many boards receive through the Illinois Association of School Boards’ **Policy Reference Education Subscription Service (PRESS)** and **PRESS Plus Services**.
3. This document is intended to be paired with the Non-Regulatory Guidance for Ensuring Affirming and Inclusive Schools for All Students, which is available at <https://www.isbe.net/supportallstudents>.

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**SAMPLE BOARD POLICIES**

*Below is introductory text and two subheads from a policy that many school boards in Illinois have adopted titled **Equal Educational Opportunities** (the underlined red text is suggested language that a school board may add to its policy):*

Equal educational and equal extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy \_\_\_\_, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy \_\_\_\_, Uniform Grievance Procedure.

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include but not be limited to use of restrooms, locker rooms, and other facilities that correspond to the student's gender identity.

Any student may file a sex equity complaint by using Board policy \_\_\_\_, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

The Superintendent or designee shall develop and implement procedures to ensure the District supports all students in a manner consistent with their gender identity. These procedures will be made available to the District's staff and posted on the District's website.

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*Below is a subhead titled **Bullying, Intimidation, and Harassment Prohibited** that is from a policy that many school boards in Illinois have adopted titled **Harassment of Students Prohibited** (the underlined red text is suggested language that a school board may add to its policy):*

Bullying, Intimidation, and Harassment Prohibited

No person, including a district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; **gender**; gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

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**SAMPLE DISTRICT PROCEDURES**

This Administrative Procedure sets forth the district's protocol for schools to provide a safe, affirming, and healthy school environment for transgender, nonbinary, and gender nonconforming students.

**Definitions**

**Affirming:** Acknowledging and supporting the identity of an individual.

**Affirmed Gender/Affirmed Name:** The name and gender with which a person identifies.

**Ally:** A person who is not LGBTQ+ but affirms and shows support for LGBTQ+ people and promotes equality.

**Cisgender/Cis:** Term used to describe people whose gender identity corresponds solely with their sex assigned at birth.

**Gender Diversity:** The wide range of gender identities, gender roles, and/or gender expressions that exist.

**Gender Expression:** An individual's characteristics and behaviors, such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions, that are perceived as masculine, feminine, both, or neither.

**Gender Identity:** A person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender nonconforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity; the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

**Gender Nonconforming or Gender Expansive:** Gender expression or identity that falls outside of traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

**Gender Pronouns:** The set of words used to refer to someone without using their name. Common examples include, but are not limited to, "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs."

**Gender Support Coordinators:** District staff authorized to coordinate supports for individual transgender, nonbinary, and gender nonconforming students.

**Gender Support Plan:** A document that may be used to create a shared understanding about the way in which a student's gender identity will be accounted for and supported at school.

**GSA:** A GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSA is an abbreviation of either a Gender-Sexuality Alliance or Gay-Straight Alliance.

**Intersex:** A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

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**LGBTQ+:** A commonly used acronym referring to the Lesbian, Gay, Bisexual, Transgender, and Queer community. The plus acknowledges that there are additional identities within the community. Other iterations include LGBTQQIA (adding Questioning, Intersex, Asexual/Aromantic).

**Misgendering:** When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Intentional and/or persistent misgendering is a form of bullying and harassment.

**Nonbinary:** A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

**Outing:** The act of disclosing information about another person's gender identity or sexual orientation without that person's knowledge and/or consent. Outing by school officials can violate that student's privacy rights and put a student at risk of harm.

**Questioning:** Being unsure of or exploring one's gender identity and/or sexual orientation.

**Sex Assigned at Birth:** A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male" or "female." This binary assignment does not reflect the natural diversity of bodies or experiences. This is typically the sex reflected on one's original birth certificate.

**Sexual Orientation:** The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender(s). Sexual orientation is distinct from gender identity. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, bisexual, and pansexual.

**Transgender/Trans:** Individuals with a gender identity different than their sex assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

**Transition:** The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person.

**Discrimination, Harassment, and Bullying**

It is the goal of this district to create a learning environment in all schools where students can thrive and are protected from bullying, discrimination, and harassment.

Federal and state law prohibit bullying on the basis of actual or perceived sexual orientation, gender identity, or gender expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics.

No student shall be denied equal access to education on the basis of their gender identity or gender expression. Students may not be excluded from participation in, be denied the benefits of, or be

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subjected to harassment or other forms of discrimination on the basis of gender identity or gender expression in any program or activity. In addition, students shall be treated and supported in a manner consistent with their gender identity.

Allegations involving violations of this procedure shall be reported to \_\_\_\_\_ at \_\_\_\_\_ (phone number) or \_\_\_\_\_ (email) in a manner consistent with all applicable board policies.

**Gender Support Model**

District staff shall designate Gender Support Coordinators in each of the district's school building(s) to coordinate support for transgender, nonbinary, and gender nonconforming students. If possible, Gender Support Coordinators should be social workers or counselors. Any student, regardless of how they identify, may request to meet with a Gender Support Coordinator to receive support from the school. In addition to the training provided to all staff, Gender Support Coordinators shall receive supplemental training on an annual basis.

If requested, the Gender Support Coordinator shall convene a meeting within 10 business days of a request by a student and/or their parent(s)/guardian(s). The meeting shall occur sooner in the case of exigent circumstances. Generally, both the parent(s)/guardian(s) and the student will be included in discussions with the Gender Support Coordinator. In the event that a student expresses concerns about disclosure to a parent(s)/guardian(s), the Gender Support Coordinator shall work closely with the student to assess the potential risk of harm.

At the meeting, the Gender Support Coordinator shall discuss the option of developing or revising a Gender Support Plan, which can serve as a guiding document that a student can request to support their academic, social, and emotional success. The plan would identify the supports that will be provided and address the expressed wishes of the student and/or parent(s)/guardian(s), regarding the following:

- Use of restrooms and other gender-segregated facilities;
- Use of the student's affirmed name and pronouns;
- Disclosure of the student's gender identity;
- Confidentiality of gender transition in student records and information systems;
- Staff training; and
- Other supports, as necessary.

The Gender Support Plan, if there is one, will be included in the student's temporary file. The plan shall only be accessible to district staff if it is necessary to support the student's social, emotional, and academic success, or as otherwise required by law. The Gender Support Coordinator shall review the plan with the student on an annual basis, or sooner if necessary.

Gender Support Coordinators and Gender Support Plans can be used to support and facilitate a student's transition at school. The district does not require a student to meet with a Gender Support Coordinator or have a Gender Support Plan. A Gender Support Plan is optional and should only be completed with the agreement and participation of the student.

Under no circumstances may Gender Support Coordinators or Gender Support Plans be used to hinder or delay a student's transition at school.



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A sample Gender Support Plan is attached as an appendix to this document. It is reprinted with permission from Gender Spectrum.

**Confidentiality**

All students have a right to privacy. This includes the right to keep their transgender, nonbinary, or gender nonconforming identity private at school. Information about a student's transgender, nonbinary, and gender nonconforming identity, birth name, or sex assigned at birth constitutes confidential medical and student record information. District staff shall not disclose this information without the student's consent or unless legally required to do so. Disclosing this information violates state and federal privacy laws.

- Communication with parents: Before contacting the parent(s)/guardian(s) of a student who is transgender, nonbinary, or gender nonconforming, district staff will ask the student what name and pronouns they would like district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).
- Communication with district staff and students: Transgender, nonbinary, and gender nonconforming students have the right to openly discuss and express their gender identity at school and at school activities and to decide when, with whom, and how to share private information. The fact that a student chooses to use their affirmed name or pronouns; to transition at school; or to disclose their transgender, nonbinary, or gender nonconforming identity to district staff or other students does not authorize district staff to disclose a student's personal information, including with parents or guardians. District staff should only discuss a student's transgender, nonbinary, or gender nonconforming identity with another employee if it is necessary to support the student's social, emotional, and academic success.
- Legal requirements: In the rare instance that a district is legally required to disclose a student's transgender, nonbinary, or gender nonconforming identity, the district should provide the student an opportunity to make that disclosure themselves, where practicable. This shall include providing the student with any support services the student will need to make the disclosure in a safe and supportive environment.

**Names, Pronouns, and Student Records**

District staff shall use the student's affirmed name and pronouns, which are the name and pronouns that correspond to a student's gender identity. A student is not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation as a prerequisite to being addressed by the student's affirmed name and pronouns. Consent from parent(s)/guardian(s) is not required to address a student by the student's affirmed name and pronouns.

- With parent(s)/guardian(s) consent, or for students who are 18 years old or older, students may change their name and/or gender marker in the district's electronic database so that it corresponds to their gender identity. Students are not required to obtain a legal name or gender marker change and/or submit medical or psychological documentation to affect these changes.
- Students under 18 years old should be aware that their parent(s)/guardian(s) have the right to review their student's official school records. Therefore, if parent(s)/guardian(s) request access to see their student's official school records, they will have access to any changes made to a student's affirmed name and pronouns.

If a student has previously been known by a different name and/or pronouns, the Gender Support Coordinator will discuss with the student how they want district staff to be notified of the student's

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affirmed name and pronouns. To ensure consistency among district staff, every effort will be made to immediately notify all district staff with whom the student may interact (if agreed to by the student), including updating information provided to substitute staff. District staff will also be notified of what name and pronouns the student wants district staff to use in communications with their parent(s)/guardian(s), including on all documents sent to their parent(s)/guardian(s).

The intentional refusal and/or persistent failure by district staff or students to respect a student's gender identity (i.e., intentionally referring to a student by a name and/or pronouns that do not correspond to the student's gender identity or repeatedly continuing to do so after being asked not to) is a violation of these procedures.

If the district changes the student's name and/or gender marker pursuant to a request, the Superintendent or designee shall be the only person in the district to have access to the student's birth certificate, which is required by the Illinois Missing Children Records Act.

**Use of Facilities**

Transgender, nonbinary, and gender nonconforming students shall be allowed use of restrooms, locker rooms, changing facilities, and all other facilities that correspond with their gender identity in the same manner that cisgender students are allowed use. Schools may maintain separate restrooms, locker rooms, or changing facilities for male and female students, provided they allow all students equal use of facilities that are consistent with their gender identity. Transgender, nonbinary, and gender nonconforming students should determine which facilities are consistent with their gender identity and enable them to feel affirmed, safe, and supported.

Schools shall make the requested restrooms, locker rooms, and changing facilities available immediately upon consultation with the student. Under no circumstances shall a student be required to use an all-gender or secure-access restroom, a nurse's restroom, a privacy partition or curtain, and/or an all-gender locker room because they are transgender, nonbinary, or gender nonconforming.

Regardless of gender identity, any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative arrangement when the student requests it. This may include the use of a privacy partition or curtain, provision to use a nearby all-gender or secure-access restroom, and/or a nurse's restroom. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's Gender Support Plan, if one exists.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students, regardless of gender.

**Dress Codes**

All students shall be permitted to wear gender-affirming clothing to school and shall not be restricted in their clothing or appearance on the basis of gender. Transgender, nonbinary, and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression. This shall apply on regular school days as well as any special events, including graduation ceremonies and dances. District staff shall not enforce the dress code more strictly against transgender, nonbinary, and gender nonconforming students than other students.

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**Sports, Clubs, and Events**

Transgender, nonbinary, and gender nonconforming students shall be provided the same opportunities to participate in extracurricular activities as all other students. Participation in competitive Illinois High School Association and Illinois Elementary School Association athletic activities and contact sports will be resolved in accordance with the rules of these organizations, which are available on their respective websites.

**Overnight School Trips**

In no case shall a transgender, nonbinary, or gender nonconforming student be denied the right to participate in an overnight school trip because the student is transgender, nonbinary, or gender nonconforming. Students shall be permitted to participate in overnight trips in accordance with their gender identity; with other students who share their gender identity; or in a manner that makes them feel safe, affirmed, and included. The specific accommodations should be assessed on a case-by-case basis and in a manner consistent with the student's Gender Support Plan, if one exists. The Gender Support Coordinator will work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip.

The Gender Support Coordinator will ensure that the student knows the accommodations for overnight school trips prior to their departure for the trip. Overnight accommodations shall be arranged and provided in a manner that respects the student's desired level of confidentiality. Schools shall not notify chaperones or parents of other students about the housing arrangements for a transgender, nonbinary, or gender nonconforming student.

**Curriculum and Teaching**

All district staff shall use a gender-affirming approach in both their curriculum and teaching. This approach includes affirming students' gender identities, being flexible during gender transition processes, and being conscious of not using gendered language.

As a general matter, district staff are discouraged from separating students by gender and should evaluate all practices that divide students on the basis of gender. Staff should avoid gender segregation when possible (e.g., lining up by "boys and girls," physical education, sexual health education). If gender segregation does occur, transgender, nonbinary, and gender nonconforming students shall be allowed to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included.

District staff shall create and implement inclusive lessons so that all students see themselves reflected in the curriculum. District staff are encouraged to develop age-appropriate lessons for students about gender diversity and acceptance whether or not they are aware of transgender, nonbinary, or gender nonconforming students in their classes. However, an individual student's gender transition or personal gender history should never be the subject of a class lesson unless specifically requested by the student.

Health and sex education shall be inclusive of diverse gender identities, gender expressions, and sexual orientations. School libraries shall include accurate and up-to-date information on gender identity and diversity, as well as gender-affirming children's books, young adult fiction, fiction, non-fiction, and multimedia.

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**Training**

The district shall conduct regular training for all staff members, including Gender Support Coordinators, on their responsibilities under applicable laws and this procedure.

At the beginning of the school year following the adoption of this procedure, all district staff shall be comprehensively trained on this procedure and on gender-affirming approaches to education. District staff shall have subsequent in-depth, in-person annual training on supporting transgender, nonbinary, and gender nonconforming students. The Gender Support Coordinator(s) shall receive additional training and support.

All new employees who are hired by the district shall be trained on this procedure and on gender-affirming approaches to education within 90 days of their start date. All substitute teachers and other temporary staff shall also be trained on this procedure at the beginning of their first contract following the adoption of this procedure.

The district shall maintain evidence, including sign-in sheets, that all required staff members have taken the training. The content of all such trainings shall be medically accurate, evidence-based, and reflect current best practices.

The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents or guardians about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying and harassment incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. The responsibilities of the staff and federal, state, district, and school policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

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**Appendix**

Sample Gender Support Plan

*Reprinted with Permission from Gender Spectrum*

**– 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/District _____	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(s) _____ / _____ / _____
Parent(s)/Guardian(s)/Caregiver(s) /relation to student	
_____ / _____	_____ / _____
_____ / _____	_____ / _____
Meeting participants: _____	
_____	

**PARENT/GUARDIAN INVOLVEMENT**

Are guardian(s) of this student 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**

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 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? \_\_\_\_\_

Parents/community? \_\_\_\_\_

### 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 (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 supportive of the child's gender status, how will school-home communications be handled?

\_\_\_\_\_

\_\_\_\_\_

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? \_\_\_\_\_

\_\_\_\_\_

#### EXTRA CURRICULAR ACTIVITIES

Does the student participate in an after-school program? \_\_\_\_\_

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? \_\_\_\_\_ 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, 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 Item	Who?	When?

Date/Time of next meeting or check-in \_\_\_\_\_ Location \_\_\_\_\_