

Colonial

SCHOOL DISTRICT

– Confidential –

Gender Transition Plan

This 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.

Today's Date

Student's Building	
Student's Grade	
Student's Preferred Name	
Student's Legal Name	
Student's Date of Birth	
Student's Gender	
Student's Assigned Sex at Birth	
Parent(s)/Guardian(s)/Caregiver(s))/relation to student	
Sibling(s)/Grade(s)	

Meeting participants:

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

How urgent is the student's need to transition? Is the child currently experiencing distress regarding their gender?

PARENT/GUARDIAN INVOLVEMENT

Are guardian(s) of this student aware and supportive of their child's gender transition? ____ Yes ____ No
If not, what considerations must be accounted for by implementing this plan?

INITIAL PLANNING MEETING

When and where will the initial planning meeting take place?

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

- Student _____
- Parents/Guardians _____
- District/School Staff _____
- Others _____

STUDENT TRANSITION DETAILS

What is the specific information that will be conveyed to other students (specify)?

What requests will be made?

With whom and when will this information be shared?

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

Date:

Date:

Date:

Date:

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

What will the lesson/activities be?

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

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?

If yes, with whom:

- Families in child's grade
- Whole school
- Other (specify):

Who will be responsible for creating the communication?

How will it be distributed?

- Email
- Post Mail
- Other (specify):

When will it be distributed?

What specific information will be shared?

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

Who will lead the meeting?

When will the meeting occur?

Training for School Staff and Community Members

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

When?

Who will be conducting the training?

Will there be specific training for community members?

When?

Who will conduct the community training?

Will it reference the student's transition?

Questions/Notes:

Identifying and Enlisting Parent and Peer Allies

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

When will they be spoken with?

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?

Siblings

Does the student have any siblings at the school?

What needs to be considered for them?

Training in their classroom(s)?

Emotional Support?

TIMELINE

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

Activity	Date	Person Responsible
<input type="checkbox"/> Initial Planning Meeting	_____	_____
<input type="checkbox"/> Lesson/Activities with Other Students	_____	_____
<input type="checkbox"/> Communications with Other Families	_____	_____
<input type="checkbox"/> Class Meeting with Parents	_____	_____
<input type="checkbox"/> Training for School Staff	_____	_____
<input type="checkbox"/> Training for Community	_____	_____
<input type="checkbox"/> Identifying & Enlisting Allies	_____	_____

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