

This form is one used sparingly and only when our high school guidance staff is approached by a student. It is not distributed to the general population or staff. There are there no blanket statements made to students.

DWM SAMPLE PLAN (DEC. 2022)

NHS (FEB. 2023)

**CONFIDENTIAL
TRANSGENDER STUDENT SUPPORT PLAN**

Note: The purpose of this form is to create a clear plan that supports the needs of transgender or gender expressive students at school. The participants in creating a plan and the issues considered will vary depending on the age and specific needs of particular students. This plan should be updated and revised when the school determines, based on a change in student preferences, that such an update is needed. If specific action items are needed, a responsible person and check in/completion dates should be specified.

DATE OF PLAN:

Name of Counselor/Staff Completing Plan:

A. BACKGROUND INFORMATION

Student's Legal Name:

Parents'/Guardians' Names:

Siblings' Names and Grade Levels:

Student's School:

Grade:

Student's School Counselor:

D. CONFIDENTIALITY, PRIVACY AND DISCLOSURE WITHIN THE SCHOOL BUILDING

Note: If student has not yet transitioned, or is in the process of transitioning, effective dates for each item should be included.

How public or private will information about this student's transition/gender status be? Check all that apply.

- All district staff will be aware.
- Only the specified district staff will be aware: [Insert names below]

- Student is "open" with all staff.
- Student is "open" with all students.
- Student will decide staff to whom to disclose.
- Student will decide students to whom to disclose.
- The District will undertake specific activities to support the student's disclosure:
- Other (provide specific details):

E. STUDENT SAFETY

Who will be the student's trusted adults to go to with a problem?

What should the student do if a named trusted adult is not available?

F. STUDENT RECORDS

Current Maine Human Rights Commission guidance is that the student's legal (birth) name must be used on a student's official student record unless there is a court order changing their name. The student asks that the following steps be taken with regards to name usage and pronouns: Check one.

- The student's legal name and pronouns will be used on all records.

- The student's legal name and pronouns will only be used on the official student record.
- All other records will contain the student's preferred name and pronouns. Other records include, but are not limited to: IEP Documents, 504 Plans and GT Documents; class rosters; report cards/progress reports; information shared in newsletters or on district websites/social media; athletic or extracurricular program rosters; awards, honor roll or other recognition; yearbooks and other publications.
- Other (provide specific details):

G. SCHOOL FACILITIES

To the extent that any school facilities are segregated by gender (restrooms, locker rooms, etc.), the student shall have the right to utilize the facility that conforms to their preferred gender identity. The student may also request to use alternative facilities (such as single stall restrooms), if available. Check one.

- The student prefers to use the facility that conforms to their preferred gender identity.
- In the following circumstances, the student prefers to use a private/alternative facilities or to make other arrangements (provide specific details):

H. GENDER FLUIDITY

When a student is gender fluid, the school recognizes that it may lead to teachers, staff, and other students to make mistakes when referring to the student. These mistakes could include using the incorrect/non preferred pronouns, calling the student by the incorrect/non preferred name, or referring to the student by a gender identity or expression that is different than the one that they had communicated to the school previously. Because it is not feasible for the school to change its records at a moment's notice, or on a day to day basis, it is important that the school and the student agree on a plan of action for recognizing the student's gender fluidity without the student feeling like their preferences are not being respected and honored.

In the event the student is gender fluid, the student prefers to be called by the following name(s), regardless of their current gender identity/expression:

The school and student also agree to the following: [insert further agreement regarding gender fluidity of student and what additional considerations, if any, student would like the school to take]

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I. ATHLETICS

Does the student currently participate in any athletic activities sponsored by the Maine Principals Association (MPA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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If yes, is the student aware of the MPA's policy regarding transgender athletes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Has the student contacted a school administrator or an athletic administrator to begin the MPA review process?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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If no, does the student want help in doing so?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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If yes, the plan will be as follows:

J. OTHER CONSIDERATIONS

This section should include any other specific needs of the student, as applicable.

Interscholastic/Intramural Athletic or Other Extracurricular Activities(ie. Locker rooms, changing, etc.):

Curricular Programs:

Field Trips or Other Off-Site Activities (including overnight trips as applicable):

IEP/504 Plan Coordination:

After School/Recreation Programs:

Transportation:

Other:

Staff Use Only

Staff Roles and Responsibilities in the Care of Transgender/Gender Expansive Student:

For consistency, safety, and efficacy purposes, it is important to define the roles of various staff positions in the care of transgender/ gender expansive students. Accordingly, the following teachers, administrators and staff members will have the following responsibilities in the school's response to this transgender/gender expansive student:

Name	Position	Responsibilities