Gender Communication Plan

This document supports the necessary planning for a student to communicate 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. The plan identifies the various actions that will be taken by the student, school, family, or other support providers in the process.

What does the student wish to communicate about their gender (change in identity, expression, etc.)?

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

PARENT/GUARDIAN INVOLVEMENT

Are guardians aware of student’s gender status? Yes/No Level of Support: (none) 1 2 3 4 5 6 7 8 9 10 (High)
If support is low, what considerations must be accounted for in implementing this plan?

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?

☐ Student
☐ Parent(s)
☐ School Staff
☐ Other

COMMUNICATION DETAILS: WHAT IS THE STUDENT’S IDEAL SCENARIO?

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

What requests are being made of others (new name, pronouns, use of facilities, etc.)?
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 announcement from teacher(s); an assembly where student will share information; a written communication; etc.). Be as specific as possible about what occurs.

With whom and when will this information be shared?

- With peers in the student’s class only
  - Date: __________

- With peers in the student’s grade level
  - Date: __________

- With some/all students at school (specify)
  - Date: __________

- Other (specify)

Who will lead the lessons/activities framing the student’s announcement?

What will the lesson/activities be?

Will the student be present for the lesson/sharing of info about their gender? _________________

If yes, what role, if any, does the student want to play in the process?

Will the parent(s)/caregiver(s) be present for the lesson/sharing of info? _________________

If yes, what role, if any, will they 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 COMMUNICATION**

**Training for School Staff**

Will there be specific training about this student’s gender with school staff? ______ When? __________

Who will be conducting the training? ____________________________

What will be the content of the training?

Other Questions/Notes:

**Parent Information Night/ Class Meeting with Parents About Gender Diversity**

Will there be specific training for school community members? ______ When? __________

Who’ll conduct it? ____________________________

Will it reference the student’s gender?
Communications with Other Families

Will any sort of information be shared with other families about the student’s gender? __________________________

With whom: ___ Families in child’s grade ___ Whole School ___ Other (specify) __________________________

Who will be responsible for creating this? __________________________ When will it be sent? _____________

How will it be distributed? __________________________

*What specific information will be shared? __________________________

Other Questions/Notes: ____________________________________________________________________________

* see sample letters

Identifying and Enlisting Parent Allies

Are there any parents/adults in the community you would like to enlist in support of the child’s communication?

If so, who? __________________________ When will you speak with them? ____________

What role would you want them to play? What would you like them to communicate to others?

Other Questions/Notes: ____________________________________________________________________________

Identifying and Enlisting Peer Allies

Are there other students you would like to enlist in support of the child’s communication? __________________________

If so, who? __________________________

When will they be spoken with? _____________ What would you want them to communicate to other students?

Other Questions/Notes: ____________________________________________________________________________

Siblings

Does the student have any siblings at the school? ___ What needs to be considered for them?

Training in their classroom(s)? __________________________ Emotional Support? __________________________

Other Questions/Notes: ____________________________________________________________________________
POSSIBLE ACTIONS AFTER COMMUNICATION TAKES PLACE

Does the student currently have a Gender Support Plan? ______ 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: ____________________________________________________________

TIMELINE

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

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<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Lead</th>
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<tbody>
<tr>
<td>Initial Planning Meeting</td>
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<td>Lessons/Activities with Other Students</td>
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<td>Training for School Staff</td>
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What are the specific follow-ups or action items emerging from this meeting and who is responsible for them?

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<thead>
<tr>
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Additional Questions and Considerations

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