



School Support Plan

for Transgender, Nonbinary and Gender Diverse Students

The school should work closely with the student and family in documenting a plan to maintain confidentiality and inform staff on a need-to-know basis. This plan should be maintained for accuracy. It is NOT to be filed in the student's official school record.

SETTING THE MEETING:

- Within ten (10) business days of request from a student or a student's parent/guardian, a school administrator and/or the school counselor shall meet to develop or revise the school plan. In the case of urgent circumstances, the school administrator and/or the school counselor shall meet sooner.
- Additional school staff, family members and/or community support people can attend based on student (or parent) request. Parent/guardian participation in this meeting IS NOT required based on student discretion.
- The questions in the Plan can be used as guiding questions during a meeting if a student or parent/guardian does not wish for the Plan to be formally documented.

Meeting Date:

Student Name and Pronouns:

Is it safe to use this name and these pronouns everywhere?

TEAM MEMBERS

The most important team members are the student and an administrator or school counselor. In addition, parent/guardian and community supports or advocates can be critical team members when requested by the student. They know the student, care about the student, and can contribute important information to the meeting. For social/ emotional support, please include a staff member with such skills and resources.

Team Member	Role	In attendance?
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STUDENT STRENGTHS

In dialogue format, please respond to the following:

Ask Student: What do you do well? What are your strengths? What do you like to do?

Ask Family: What does your student do well? What do you think their strengths are?

School Staff: What are the strengths of this student?

STUDENT AND FAMILY PERSPECTIVE OF SCHOOL COMMUNITY, CONSIDERATION OF CONTEXT AND CULTURE

In dialogue format, please respond to the following:

Ask Student

- What are your goals for today's meeting?
- Who are the people you feel most supported by? At school? Outside of school?
- Do you feel included in school activities, events, and community?



Ask Family:

- What are your goals for today's meeting?
- Do you feel that the school is supporting your student? Is there a specific staff member you communicate with most?
- How would you like the school to communicate with you with regard to your student?

FACILITIES AND EVENTS PLANNING

Students have the right to access facilities that correspond to their gender identity, and the school should ensure the student has privacy in alternative changing areas as needed. Students should also be allowed to participate in sports and events in accordance with their gender identity. Are adjustments needed to ensure access to the following?:

Restroom	Locker Room	Overnight Trips	Athletics



BARRIERS AND CHALLENGES

In addition to appropriate facilities and support during school activities, Oregon Law and Portland Public Schools prohibits harassment, intimidation, or bullying throughout all activities during the school day. By addressing the barriers and challenges that students experience, we may better tailor ongoing development to ensure a safe and welcoming environment for all students.

Student	Family	School
<input type="checkbox"/> Is there anything you feel that is getting in the way of being successful in school? What are times of day/ places where you have the most difficulty? What are things that increase your stress response?	<input type="checkbox"/> What concerns do you have? Do you know what times/ places or people present challenges or barriers?	<input type="checkbox"/> How will barriers that are identified be addressed?



CONFIDENTIALITY

The Family Education Rights Privacy Act (FERPA) applies a level of confidentiality in all aspects of a student's identity. Please define how this plan will maintain confidentiality and which staff or students will be informed of gender identity.

Student	Family	School
<ul style="list-style-type: none"><input type="checkbox"/> Do you want staff and students to be aware of your gender identity and (if different) the gender you were assigned at birth? If so, who?<input type="checkbox"/> What should school documents (reports and rosters) list where gender is present?	<ul style="list-style-type: none"><input type="checkbox"/> Who at school should have access to information about your student's gender identity?	<ul style="list-style-type: none"><input type="checkbox"/> Who are the "need to know" people to hold this information if not listed by student and family? (eg: counselor, Student Success and Health).<input type="checkbox"/> FERPA confidentiality includes information related to a student's transgender status as PHI. This needs to be made clear to all staff



ACTION PLAN

In order to ensure transgender, nonbinary and gender diverse students are able to participate in the full school community, it is imperative that school and district staff take action in addressing next steps. This may include participation in professional development, removal of barriers, and support for social/emotional challenges.

	Staff Responsible	Due Date

Plan should be reviewed as needed to ensure action items and concerns are addressed

AFTER THE MEETING:

- Within ten (10) business days of finalizing a School Support Plan for an individual student, school administrator and/or school counselor shall ensure that specific school staff members are informed about specific details of the Plan on a need to know basis and upon agreement by the student and/or parent/guardian to do so.
- Copies of the Plan should be maintained as temporary student records in the working files of the administrator and/or school counselor who convened the meeting and **should NOT be included** in the student's permanent records, paper or electronic.
- Plans should be reviewed and revised at each transition (elementary to middle, middle to high, or other school transitions) unless otherwise requested by the student or parent/guardian. If bullying/harassment or other forms of mistreatment were identified as a concern, the Plan should be reviewed within 2–4 weeks to determine if bullying/harassment/mistreatment has continued and if it has, to determine the additional supports and safety precautions that will be taken by school staff to prevent further bullying/harassment/mistreatment. PPS Staff should also be sure to follow PPS Protocols in the Student Rights and Responsibilities Handbook for addressing incidents of bullying/harassment.

