

Student Support and Safety Plan Template



This template is a supplemental resource developed alongside Oregon Department of Education’s (ODE) [Supporting Gender Expansive Students: Guidance for Schools](#) released in January 2023. This resource may be used by districts for planning and documenting shared understandings of how a student’s authentic gender will be accounted for and supported in school. There is no universal gender expansive student experience, therefore no two plans will be the same. The development of the plan should be led by the student in collaboration with school staff and caregivers, if appropriate. They also should remain flexible and open to change based upon student needs. When developing this plan, use a [healing-centered](#) and trauma-informed approach—be trustworthy and forthcoming, center student voice and choice, protect student safety, and ensure the decisions made empower the student to move toward gender euphoria.¹ This plan is designed to encourage connection as well as prevent and reduce harm whenever possible. It is recommended that this plan be reviewed and adjusted at least annually, or sooner, if requested by the student or members of the student’s team.

Privacy

Students benefit from being able to determine their privacy needs, including keeping their status as a gender expansive individual private at school. Students benefit from being able to openly discuss and express their gender-related identity at school and in school activities as well as to decide when, with whom, and how to share their private information.

Demographic Information (Not Required)
Date Plan Developed:
Plan Revision Date:
School:
Student-asserted Name(s):
Student ID Number:
Student-asserted Pronouns:
Other names on file:

¹ Please note, terms such as gender euphoria are defined in the [Terminology Appendix](#) within the Guidance.

Demographic Information (Not Required)
Student-asserted Gender (if known):
Date of Birth:
Sex (M/F/X) for SSID ² :
Grade Level:
Additional identities student wishes to share, where additional support is or may be needed (e.g., racial or ethnic identities, religious identities, sexual or romantic orientation, disability status, etc.):
Please consider if there are additional plans already in place or that would be appropriate to support the student, including but not limited to Section 504 plans and Individualized Education Programs. If these plans are in place, ensure the team addresses the intersections between the Gender Support Plan and any other plans.

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Directions: Review the prompts, questions, and topics in the following “Potential Areas of Support to Consider” section with the student in order to develop a list of needs to be addressed. Place one need in each of the rows of the “what” column. Then work together with the student to determine what you will do to meet the need, a timeline for implementation, what needs must be met prior to implementation, a plan for communication (including peers and staff as appropriate), and any confidentiality needs or ongoing needs to be met. Be sure to include a staff member to serve as a point person responsible for ensuring the supportive actions are implemented.

Gender-Affirming Outcome	Timeline	Supportive Action Steps	Communication Plan	Who should know?	On-Going Needs	Point Person & Back-Up Person
<i>EXAMPLE: Update ID to reflect accurate name change</i>	<i>1 week</i>	<ul style="list-style-type: none"> - <i>Send updated information to printer</i> - <i>Receive within 3-5 business days</i> - <i>Distribute to student</i> 	<i>Registrar to send form to business office. Provide ID to student mailbox when received.</i>	<i>Caregiver Registrar</i>	<i>N/A</i>	<i>Registrar Secretary</i>

² Sex is not required to be included in a student’s permanent record legally. It may be helpful to inform students that Oregon allows for M, F, and X for official reporting of student records to the State and ask which of those options they would prefer appear on their record. Be sure to also inform students of any privacy considerations as well.

Gender-Affirming Outcome	Timeline	Supportive Action Steps	Communication Plan	Who should know?	On-Going Needs	Point Person & Back-Up Person

Follow Up

Plan for follow-up through appropriate means and document it below.

- Date & Time of Follow-up:
- Method of Follow-up:
- Contact Information if the Student and/or Parents and Caregivers Need to Follow-up Sooner:

Student Records

District staff should store any support plan with the student’s records and provide a copy to the student and/or parents and caregivers. ODE encourages districts to clearly inform the student about the benefits and risks of developing a formalized support plan, including potential record disclosure to parents or caregivers, peers, teachers, or other school staff.

Transfers

If a student transfers, discuss with the student and supportive family members if this plan should transfer with them to the new school. Provide support as desired, such as setting up a meeting to discuss transferring the plan and identifying the same sources of support in the new school or supporting a revision of the form again as part of the intake for the new school.

Potential Areas of Support to Consider

This list is not exhaustive and all topics are optional. Please allow the student to review the potential areas of support and select the areas they are interested in discussing. **Only document the areas of support the student is comfortable including in the Support and Safety Plan.**

Parent and Caregiver Involvement

- Are parents or caregivers aware of the student's gender status?
- Are parents or caregivers supportive of the student's gender status?
- If parents or caregivers are not aware or are not supportive, what measures must be considered during the implementation of this Support and Safety Plan (e.g., phone calls, notes sent home)?

Privacy

- How public or private will information about this student's gender be? Specifically, which groups/individuals does the student wish to share this knowledge with?
- If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised or might have been compromised?
- How will a teacher/staff member respond to any questions about the student's gender from other students? Staff members? Parents/Caregivers? Community?
- How will privacy be maintained with:
 - Registration
 - Completing enrollment
 - Attendance/grade books
 - Official-home school communication
 - Student ID
 - Standardized tests
 - After-school programs
 - Community partners
 - School photos
 - Yearbook
 - IT accounts
 - Awards and diplomas
 - Education records

Student Safety

- Does the student have members of the school community they trust to provide support?
 - List of trusted staff, identified by student:
 - List of trusted peers, identified by student:
- How will the student share, signal, or express when they are feeling supported or gender euphoric? What might this look like? How can you utilize this knowledge to expand opportunities for support and/or gender euphoria in additional areas?
- How will the student share, signal, or express if they are feeling unsafe?
 - Ensure that students have more than one method for expressing they are feeling unsafe. Develop a protocol for staff responding to students expressing a lack of safety based on gender identity and ensure all staff are aware of the protocol.
- Is there a place/space or room in the building where the student feels most safe? When can they use this place/space?
- What protocols, staff, or other supports need to be in place in case of a crisis and/or other safety concern?
 - Are there specific times during the school day or spaces in the school that concern the student with regard to their gender expression? Develop a plan to specifically address each time or space indicated.

For more resources to support gender expansive students, visit the [ODE guidance webpage](#).

Updated January 2023

- Some example supports or protocols could include: short or long term counseling, referral to outside services, regular staff check-ins, staff support for transitions to/from school or between classes, distance learning opportunities, safety measures (e.g., allowing cell phone use), no contact orders between students, whole class or whole school educational opportunities, and/or any other trauma-informed, SEL-focused, and equity-centered response.
- Does the student feel that they are at increased risk of bullying or violence towards them related to their gender identity?

Resource: Consider utilizing the [Bias Incident Response Guide](#) when determining how to respond to gender based bias incidents and refer to the [Every Student Belongs Guidance on the Issue of Bullying](#) for gender based bullying, harassment, intimidation, or cyberbullying.

Names, Pronouns, and Student Records

- What is/are the student's accurate name(s) as asserted by the student? When and where should it/they be used? Is there a specific instance where it/they should not be used?
- What are the student's accurate pronouns as asserted by the student? When and where should they be used? Is there a specific instance where they should not be used?
- What name and pronouns will be entered into the student information system? Who will they be visible to and when?
- What name and pronouns will be entered into the student health record? Who will they be visible to and when?
- How does the student wish to handle instances where the incorrect name or pronoun is used? Does this response change based on audience (e.g., students, staff, parents/caregivers, community)?
- How will home-to-school communication be handled?

Facilities

- What bathrooms are the safest and most affirming for use by the student?
- What locker rooms or other similar facilities are the safest and most affirming for use by the student?
- What are the expectations regarding the use of facilities (e.g., athletics, class field trips, overnight travel for band, debate, etc.)?
- What are the expectations for overnight trips?

Extracurricular Activities

- What support does the student need to access extra-curricular activities? (e.g., school dances, clubs, athletics, etc.)

Other Considerations

- Needs related to siblings or family members (e.g., cousins) at the same school
- Needs related to dress code (e.g., formal attire requirements, team uniforms, discipline concerns, etc.)
- Needs related to lessons and content (e.g., menstruation instruction, topics that may cause harm)
- Needs related to school traditions or other activities (e.g., prom, field day, spirit week, holidays, etc.)
- Needs related to school transitions. (e.g., moving from elementary to middle, moving between schools within or outside of the district)

This plan was adapted by ODE from Chicago Public Schools' [Supporting Gender Diversity Toolkit](#), Egale Canada Human Rights Trust's [Transition Plan for Transgender & Gender Diverse Students](#), and Gender Spectrum's [Gender Support Plan](#).

This guidance is not legal advice, nor should it be relied on as legal advice. If you require legal advice regarding the issues discussed in these guidelines, please consult an attorney. This document should be adapted by districts as needed to meet the unique needs of each student.

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Updated January 2023