

# Student Name Use Communication Plan



This document is intended to guide agreement between supportive caregivers and school staff to ensure that transgender and gender nonconforming (GNC) students are safe, affirmed, and respected in their school environments.

## This tool may be helpful if:

- Your student has recently come out at school, or is considering coming out at school.
- You are preparing to meet with administrators or teachers to advocate for your student's needs.
- You want to clarify how your child's identity should be respected in day-to-day interactions.

## How to use this document:

- **Connect with our staff for support.** We can schedule a time to meet and help you prepare for conversations with school administrators.
- **Explore additional resources.** Check out our other [student resources](#) and [caregiver guides](#). Based on our conversation, we can also recommend resources that fit your situation.
- **Schedule a time to chat with administrators and/or school support staff.** Bring this plan with you to guide the conversation and make sure your student's needs are clearly communicated.
- Printing the PDF? Print pages 2-10.
- Accessing on Google Docs? Navigate to File > Make a Copy.

# Student Name Use Communication Plan

This packet guides a **collaborative** conversation between a transgender or gender nonconforming **student, their supportive caregiver(s)<sup>1</sup>, and school staff** to clearly communicate the student's needs, preferences, and safety considerations, and build a realistic plan for support at school.

Each section includes key questions and decision points. After certain sections, you will be prompted to **PAUSE** and flip to Section VII, which lists *potential* action steps. These action steps can be checked off as completed, personalized with details, added to, or scheduled. Iowa Safe Schools supports students and the adults in their lives in creating student-centered, realistic plans of action. For help problem-solving or understanding how current laws apply, please contact our staff.

By the end of this process, you will have a clear, actionable plan that reflects the student's voice, addresses potential roadblocks, and outlines commitments from all parties to create a safe and affirming school experience.

## I. Student & Family Information

Student's Chosen Name:

Student's Legal Name (if different):

Pronouns:

Gender Identity (if student chooses to share):

Grade Level:

Caregiver(s) Present at Meeting:

Relation to Student:

## II. School & Meeting Information

School Name & District Name:

School Year:

Administrator/Support Staff Present at Meeting:

*(Include all titles)*

Date of Meeting:

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<sup>1</sup> This form is designed with *supportive* caregivers in mind, as Iowa law and common school policies often require caregiver involvement for certain forms and notifications. We recognize that not all students have this support at home. If you are a student or school staff member looking for guidance in navigating these situations, please reach out to [Iowa Safe Schools](#) for resources and support.

### III. Facility Access & Basic Needs Planning

*This section creates a plan for safe, private, and legally compliant restroom and locker room access by identifying specific locations, access procedures, and backup plans.*

Under current Iowa law, transgender and gender nonconforming students may either use multi-user facilities that align with their sex assigned at birth or single-user gender neutral facilities. **Select one or both:**

Multi-user single sex facilities

Single-user gender neutral facilities

#### **Where can the student access gender-neutral single user restroom(s)?**

*(Nurse's office restroom, staff restroom, etc.)*

#### **For any of the restroom locations...**

Is a key required?:      Yes      No

Who is the key obtained from (if one cannot be provided to the student)?:

What hours of the day is the restroom available?:

*(During lunch? Passing periods? During extracurriculars?)*

Is staff presence needed for access?:      No      Yes - who?

*(e.g., does the school nurse lock her office during her lunch?)*

What hours of the day is the restroom available?:

*(During lunch? Passing periods? During extracurriculars?)*

Is it regularly serviced by custodial staff?      Yes      No, but it can be!

Travel time from student's usual classrooms (record furthest travel time):

Does this exceed allowed passing period time and/or bathroom pass time:      Yes      No

What is the backup plan if the restroom is locked unexpectedly?

Is there a plan for using the restroom at other venues (field trips)? Who will coordinate access?

#### **Where can the student access a private changing area for PE class or athletics?**

*(Private single-user stall, staff restroom, etc.)*

Is a key required?:      Yes      No

Who is the key obtained from (if one cannot be provided to the student)?:

Is it available and accessible before and after the student's PE class period?:

Yes      No, but it can be!

Is it available and accessible for any athletics or activities participation?:

Yes      No, but it can be!

Does the space ensure full privacy?

Has walls      Has doors      Has locks      Doesn't have shared sight lines

Does it require staff presence to access?:

What is the backup plan if the restroom is locked unexpectedly?:

Travel time from gym/field or activity location?

Does this exceed allowed passing period time and/or changing time:      Yes      No

What is the plan for changing at other venues (field trips, competitions, etc.)? Who will coordinate this?      N/a

**PAUSE: Turn to section VII and indicate action steps.**

## IV. Privacy & Communication Preferences

*This section outlines how the student shares their identity at school and who should be informed.*

*Discussing this information helps protect the student's privacy, prevent unintentional outing, and ensure communication aligns with Iowa laws and district policies.*

*Using a particular name or pronoun does not automatically mean a student wishes to share personal or private details about their identity. Revealing—whether directly, indirectly, or unintentionally—a student's transgender or gender nonconforming identity without their consent causes **serious** harm. For ideas on supporting both student privacy and the respectful use of chosen names/pronouns, Iowa Safe Schools can help.*

Check all that apply to help school staff understand the student's **current** level of disclosure and desired approach moving forward.

- ☐ Student has **not shared** their identity with almost anyone **at this school** (*student's identity may be known by family only, or at a previous school*).
- ☐ Student has **selectively shared** their identity with certain peers or staff.
- ☐ Student has **shared** their identity with **everyone** at school.
- ☐ Student has **not publicly shared their identity**, and does not wish to.
- ☐ Student wishes to adopt a **new chosen name and pronoun** at school.
- ☐ Student uses name/pronoun **different** from their **legal name** and they **do not** want their **legal name** to be widely **known**.

- ☐ Student uses name/pronoun consistent with their gender and their legal name, but a prior name has been listed on school records in the past.

Additional notes or clarifications about the student's situation:

**Who should be aware of the student's name, pronouns, and facility needs?**

Role	Should be aware of student's	Notes (how will that information be shared, any exceptions, etc.)
<b>Example Row:</b> Substitute teachers	<input checked="" type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns <input checked="" type="checkbox"/> Facility needs	<i>Student's regularly assigned teachers will print an updated class roster including the student's chosen name. Teachers will include the following instructions for substitute directives:</i> <i>"Please use the name listed here when calling attendance"; "[Student name] has a standing pass to use the nurse's restroom. This may take extra time. No need to question or report unless there are inordinate absences from class"</i>
#1) Student's regularly assigned teachers	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns <input type="checkbox"/> Facility needs	
#2) Substitute teachers	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns <input type="checkbox"/> Facility needs	
#3) Counselors & nurses	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns <input type="checkbox"/> Facility needs	
#4) District staff & support staff	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns <input type="checkbox"/> Facility needs	
#5) Student's friends at school	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	
#6) Student's general peers	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	

#7) Student's extended family	<input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	
Other (please explain):		

**PAUSE:** Turn to section VII and indicate action steps.

## V. School Publications & Public Recognition

This section ensures the student's name and pronouns are used accurately in school publications and public materials, balancing privacy and affirmation while navigating school, district, and Iowa policy requirements. While listed areas of publication are not exhaustive, but covers the most common places a student's name and pronoun appear in writing. In these areas, there are no **legal** barriers to using a student's chosen name and pronoun.

**Consult personnel responsible for each publication area to ensure accuracy.**

Area of publication	What should be used: <i>Refer to information in Section I</i>	How do we ensure this happens? <b>Describe any requirements, steps and key contacts.</b> <i>If a student's legal name has been updated to match their chosen name, describe steps needed to archive any former name(s) in accordance with FERPA.</i>
<b>Example Row:</b> Student ID Card	<input type="checkbox"/> Legal Name <input checked="" type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<i>Once the student's information is updated in PowerSchool, the registrar can notify the ID office so a new card can be printed. The replacement fee is waived for name updates. The student will receive an email from the front office when the card is ready for pickup.</i> <b>Key Contacts:</b> Registrar (updates PowerSchool); ID Office (prints new card); Asst. Principal (point of contact for issues)
#1) School Informational System (Infinite Campus, Blackboard, etc.)	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<b>Key Contacts:</b>
#2) Student ID Card	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	

		<u>Key Contacts:</u>
#3) Honor Roll & Awards	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
#4) School Website/Social Media	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
#5) School Programs (choir, band, graduation, etc.)	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
#6) School Newspaper	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
#7) Student email <i>(typically relevant if the email address includes student's first names or email server populates a contact's first name)</i>	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
#8) Yearbook	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>



#9) Other (please explain):	<input type="checkbox"/> Legal Name <input type="checkbox"/> Chosen Name <input type="checkbox"/> Pronouns	<u>Key Contacts:</u>
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**Be sure to discuss these questions in completing the organizer:**

**Who coordinates each area of publication?**

*(Example: The IT department is responsible for student email naming conventions, the history teacher is the advisor for the yearbook club, etc.)*

**Where are student names pulled from for each publication?**

*(Example: The school newspaper uses students' self reported names, the parent volunteer who creates the choir program uses a class roster from the choir director's infinite campus, etc.)*

**What review process can be offered before publication?**

**If a mistake is made, what is the school's plan to repair the situation?**

**Before continuing,** compare Sections III-V for contradictions. Give the student an opportunity to consider any conflicts and state their priorities.

***For example:*** a student indicates in Section III that they are not out to extended family members but in section V requests their new chosen name be used in district social media posts. Have they considered the likelihood of extended family members seeing those posts? What would happen if relatives noticed a different name than expected? Would this affect their preference in either section?

**PAUSE:** Turn to section VII and indicate action steps from your completed organizer.

## VI. Student Support

*This section identifies supports in making this plan actionable, including trusted adults, safety reporting methods, and regular check-ins to maintain the student's well-being and address any privacy or safety concerns promptly.*

Trusted adults at school (student's "go-to" staff):

If unavailable, who else can the student go to?:

If the student feels unsafe, how should they signal or report this?

Frequency of check-ins on the implementation of this plan:

Who will initiate these check-ins?:

Date of next check-in:

Preferred point of contact and communication method:

If the student's privacy wishes have been compromised, or believed to be compromised, what steps will be taken?



## VII. Action Steps and Acknowledgment

*This section compiles the discussion into a single, actionable checklist. Not every action item will be necessary—these are meant to generate and capture possible next steps.*

- Check the box for each action step that is agreed upon
- Add an expected completion date
- Cross out each item once it has been completed

*Reach out to our staff for problem-solving or ideas for additional steps!*

### Section III. Facility Access Action Steps:

- ☐ Provide student with restroom key, by: \_\_\_\_\_
- ☐ Designate back up restroom keyholder, by: \_\_\_\_\_
- ☐ Prompt custodial staff to check and unlock at start of day, by: \_\_\_\_\_
- ☐ Add facility to regular custodial cleaning rotation, by: \_\_\_\_\_
- ☐ Provide long term hall pass or exempt from tardy for restroom use, by: \_\_\_\_\_
- ☐ Include access instructions in substitute teacher notes without outing the student, by: \_\_\_\_\_
- ☐ Other action steps for bathroom access:
- ☐ Provide student with key for designated changing area, by: \_\_\_\_\_
- ☐ Direct PE teacher to check and unlock at start of day, by: \_\_\_\_\_
- ☐ Add designated changing area to regular custodial cleaning rotation, by: \_\_\_\_\_
- ☐ Provide long term hall pass or exempt from tardy policy for increased travel time for changing area access, by: \_\_\_\_\_
- ☐ Include access instructions for changing area in PE substitute teacher notes **without outing the student**, by: \_\_\_\_\_
- ☐ Other action steps for changing room access:

### Section IV. Privacy & Communication Action Steps:

- ☐ Provide training & support to specific staff on honoring student's chosen name, pronoun, and facility needs, by: \_\_\_\_\_
- ☐ Provide suggested phrasing for substitute teacher notes that don't violate the student's privacy, by: \_\_\_\_\_
- ☐ Other:

### **Section V. School Publications Action Steps:**

- ☐ Submit name change in school informational system, by: \_\_\_\_\_
- ☐ Coordinate with IT and/or registrar to update digital accounts or listings, by: \_\_\_\_\_
- ☐ Archive or remove former name in school informational system, by: \_\_\_\_\_
- ☐ Issue reprint of: \_\_\_\_\_
- ☐ Coordinate with publication leads to confirm and update process for pulling rosters and name usage, by: \_\_\_\_\_
- ☐ Create checklist or review process for verifying name/pronoun use before publication printing, by: \_\_\_\_\_
- ☐ Train student editors, volunteers, and staff on review process, by: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

### **Section VI. Student Support Action Steps:**

- ☐ Conduct next check-in(s), by: \_\_\_\_\_
- ☐ Provide student with contact info for trusted adults, by: \_\_\_\_\_
- ☐ Share this document with trusted adults, by: \_\_\_\_\_
- ☐ Assist student with filing a bullying report, by: \_\_\_\_\_
- ☐ Complete student safety plan for bullying, by: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_

### **Caregiver Action Steps:**

- ☐ Caregivers have submitted the following documentation: \_\_\_\_\_
- ☐ Caregivers intend to submit the following documentation: \_\_\_\_\_
- ☐ No additional forms required

We affirm that the preferences outlined in this plan have been reviewed and discussed by the student, caregiver(s), and school administrator. All parties will act in good faith to honor the student's identity, privacy, and safety needs within the bounds of applicable policies and procedures.

Student Signature:		date
Caregiver(s) Signature:		date
Administrator Signature:		date