

## Safety Plan

**Student Name:** XXXXXXXXXXXX

**School:** XXXXXXXXXXXX Montessori Elementary

**Teacher:** XXXXXXXXXXXX

**EA:** XXXXXXXXXXXX

**Updated October 2, 2014; Draft created, September 30, 2014**

**Background:** XXXX is a new student to our school. She is currently in grade two. She is a student with Gender Identity Disorder. This is a medical condition. XXXX's parents are very supportive and well educated about XXXX's medical condition. She has a younger brother in grade one, XXXX, who attends our school as well.

**Present Performance:** Currently, XXXX has adapted well to the new school setting. Her parents feel she is enjoying her new classmates and adults in her space and feels at ease. XXXX created a wish list for school: *"I want people to treat me like all other girls. I want to use the girls' bathroom. I only want the people who need to know, know."*

<b>Student's Strengths</b>	<b>Student's Needs</b>
<ul style="list-style-type: none"><li>• great awareness of her own needs</li><li>• outgoing with peers</li><li>• self-advocacy</li><li>• aware of the medical implications of being transgender</li></ul>	<ul style="list-style-type: none"><li>• designated 'go to' persons for support</li><li>• staff awareness to use the affirmed gender</li><li>• resources/supports at all levels (staff, school, family and community)</li></ul>

**Goal 1: XXXX will be able to explore and change, if she desires, her gender identity without any negative implications at the school level.**

**Goal 2: To normalize discussions at the school level to include gender when speaking/learning about diversity.**

## **Actions:**

### **Student**

1. XXXX will use either of the private washrooms within in her classroom.
2. If outside her classroom, XXXX will use the girls' washroom observing the school wide expectation of privacy (closing and locking the stall door for example).
3. XXXX can tell her story if she chooses. We understand that it is not XXXX's job to educate others in regards to her Gender Identity Disorder.
4. XXXX will have designated support persons from whom she gets support or to whom she reports a problem to in a private way. The persons will be (teacher), (education assistant) and/or (Principal); although this is XXXX's choice. XXXX may report to any adult with whom she feels comfortable.
5. XXXX's brother will have a designated support person to get support or to whom he can report in a private way. We recommend the classroom teacher; although, this is (brother's) choice he may report to any adult with whom he feels comfortable.

### **Parents**

1. The parents will keep the school informed of any updated information in regards to XXXX's medical condition and well-being.
2. The parents will be available to address other parent's concerns, if they arise, in the form of open communication and a personal letter.
3. The parents will reinforce that XXXX asks for support from her adult advocates should issues arise.
4. The parents will present to the staff on date to be determined.
5. The parents will communicate issues that are beyond the scope of the classroom to the school principal, to ensure timely solutions.

## **Classroom**

1. The teacher and EA will ensure that washrooms are private and are available to all students.
2. The teacher and the EA will use the *affirmed* gender of all students, but will use gender-neutral language when relevant.
3. The teacher and EA will not use gender as criteria for splitting groups.
4. The classroom teacher and EA will be designated support persons.
5. Support will be given privately.
6. When whole class diversity lessons occur, the students will be coached to use appropriate language and be coached that curious questions with no intention to hurt are okay to be asked.
7. The teacher and EA will engage in communication with the family through phone, email and/or school visits.

## **School Community/School District**

1. All staff members will receive ongoing training about gender diversity.
2. All staff members will be aware of affirmed pronoun use and gender-neutral language where appropriate.
3. The staff will support co-ed teams. If same gender teams are decided by an outside agency, XXXX will have the choice to join the team of the gender with whom she identifies.
4. The learning commons teacher (librarian), will purchase ERAC approved literature around the topic of gender diversity for the school library, and support a private collection.
5. Assemblies will include diversity training.
6. The school-based team will support ongoing communication with the family as well as a follow up as needed.
7. The staff at the Central Administration Office has, and will be, consulted around the student information system, BCeSIS to ensure that gender identifiers remain private.
8. If XXXX reports a problem to an adult it will be dealt with in a private way by the school staff. If the whole class is aware, specific lessons will occur at a classroom level to support correct language and respectful way to ask questions. If information spreads through the school, diversity training will be given to school as a whole.

If other parents have concerns or questions, the principal will:

- i. Provide them with a letter written by the parents and an email containing the power point, "Transgender Children: Beyond the Myths.
  - ii. Notify the parents that the letter has been handed out
9. If a TTOC (aka-substitute teacher) is in for the classroom teacher, the TTOC will be notified by an email attachment that XXXXX Montessori is aware of gender diversity and specific student names will not be mentioned.
10. The staff's TTOC binders will include a summary of key understandings around gender diversity and acceptable practices and use of language.
11. Student Support Services will support on a consultation basis.