



**HEALTHY CPS**

OFFICE OF STUDENT HEALTH & WELLNESS

# Supporting Gender Diversity Toolkit

**RESOURCES AND TOOLS FOR ADHERING TO THE  
CPS GUIDELINES REGARDING THE SUPPORT OF  
TRANSGENDER AND GENDER NONCONFORMING  
STUDENTS**



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For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

## Acknowledgments

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Board of Education  
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Chicago Public Schools Students  
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Gender and Sexuality Alliance Leadership Committee (GSALC)  
GLSEN  
GSA Network  
Illinois Safe Schools Alliance  
Lurie Children's Hospital  
The Trevor Project  
Welcoming Schools, a Project of the HRC Foundation

# Supporting Gender Diversity Toolkit Overview

## Introduction

In July 2019, Chicago Public Schools (CPS) released the revised mandatory Guidelines Regarding the Support of Transgender and Gender Nonconforming (TGNC) Students, referred to in this document as “Guidelines.” The Guidelines aim to support transgender, nonbinary, and gender nonconforming staff and students in CPS. To assist schools in implementing the required Guidelines, the Office of Student Health and Wellness developed the Supporting Gender Diversity Toolkit, or “Toolkit.”

“My vision for a more inclusive CPS starts with a culture of respect and inclusion in every school. This means being mindful of our students and colleagues’ pronouns and lived experiences and celebrating their unique contributions to our school communities. It also means being our students’ advocates as well as their educators. Our schools should feel like safe, empowering places for all in our LGBTQ+ community.” - Pedro Martinez, CPS Chief Executive Officer

## Why is Affirming Gender Diversity an Important Part of My Job?

Transgender, nonbinary, and gender nonconforming students are more likely than their cisgender peers to have negative experiences at school. They suffer stigma, discrimination, harassment, and violence that adversely affect health and educational outcomes. In fact, **83.4%** of LGBTQ+ students heard negative remarks specifically about transgender people; 39.5% heard them frequently or often.<sup>1</sup>

Mental health outcomes for LGBTQ+ students are connected to these factors, and data indicates transgender and gender nonconforming students are even

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<sup>1</sup> 2021 National School Climate Survey

less likely to experience positive mental health. According to [The Trevor Project \(2022\)](#)<sup>2</sup>, while 45% of LGBTQ+ youth seriously considered attempting suicide in the past year (with LGBTQ+ youth of color reporting higher rates than their white peers), LGBTQ+ youth who found their schools to be LGBTQ-affirming reported **lower rates** of suicide attempts. Those who lived in accepting communities reported **significantly lower rates** of suicide attempts. **Fewer than 1 in 3** transgender youth and nonbinary youth found their home to be gender-affirming.

Curating an affirming environment through inclusive policies, supportive staff, and community-building initiatives, such as Gender and Sexuality Alliances (GSAs), can improve mental health outcomes for LGBTQ+ youth and simultaneously decrease incidents of bullying and exposure to harmful language.

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<sup>2</sup> The Trevor Project: 2022 National Survey on LGBTQ Youth Mental Health

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## Getting Started: Action Items for School Staff

Reference this Toolkit in order to support transgender and gender non-conforming students with asserting their names, pronouns, and accessibility needs in CPS buildings and at CPS events. Links to outside resources, CPS policies, and tools for self-education are provided throughout this resource.

**Item 1:** Review this document in its entirety

**Item 2:** Review relevant resources:

- CPS Local School Wellness Policy [[English](#)]
- Comprehensive Mental Health and Suicide Prevention Policy [[English](#), [Spanish](#)]
- CPS Transgender Gender Nonconforming Guidelines (Guidelines) [[English](#), [Spanish](#)]
- Key Terms Guide [[English](#), [Spanish](#)]
- Resource List

**Item 3:** Collaborate with school staff and administrators to:

- (1) Identify a Gender Support Plan Meeting Facilitator at your school,
- (2) Design a process implementing a [Student Gender Support Plan](#), and
- (3) Educate the rest of the school community about the plans

**Item 4:** Educate your school community

- Inform staff of relevant training (e.g., Learning Hub Training Trans1920)
- Disseminate resources to students, educators, and families

**Item 5:** Contact the Office of Student Health and Wellness (OSHW) at [oswh@cps.edu](mailto:oswh@cps.edu) with specific questions, concerns, or resource requests

## Quick Ways to Support Gender Diversity in the Classroom

- ☐ Take each student's gender identity and expression seriously.
- ☐ Acknowledge mistakes quickly, correct them, and move on.
- ☐ Respect students' affirmed names and pronouns, even when you are not in their presence.
- ☐ Do not "out" anyone (or allow anyone else to do so) without the person's consent.
- ☐ Provide resources and support.
- ☐ Take gender out of your classroom practices (e.g., replace lining up by "gender" with lining up by "student number," avoid "boys" vs. "girls" teams, and refer to students as "scholars" or "scientists" as opposed to "ladies" and "gentlemen").
- ☐ Help students recognize "all or nothing" language by helping them understand the difference between patterns and rules. Teach them phrases like "that may be true for some people, but not all people," or "frequently, but not always," or "more common and less common." Avoid using "normal" to define any behaviors.

# Name and Gender Marker Changes in CPS Information Systems

## Introduction

CPS students and staff members are able to have their affirmed names and gender markers reflected in CPS systems. Legal names are retained in the IT system and visible in Aspen to select personnel.

When names and gender markers are updated in Aspen, they will automatically be updated in most CPS systems. Legal names must be retained in some cases (e.g., medical records, financial documents) in order to comply with state laws. The [Affirmed Name and Gender in CPS Systems spreadsheet](#) provides detailed and up-to-date information about where and how student and staff names and gender markers will be presented. Please refer to this document for details and reach out to [OSHW@cps.edu](mailto:OSHW@cps.edu) if you have any questions.

If a student does not have caregiver support, it is imperative to have a conversation with the student about what will happen if the student updates their name in Aspen and Google. Once a student's name is changed in CPS systems, CPS cannot guarantee confidentiality due to the [Family Educational Rights and Privacy Act \(FERPA\)](#). Students MUST be informed that their affirmed name will be displayed on various CPS-related systems and records, including the Aspen Parent Portal, progress reports, and report cards.

In some cases, the student may choose to move forward with the name change and choose to have a conversation with their caregivers at a future date. In other cases, the student may not choose to move forward with the name change due to privacy and/or safety concerns with respect to their family/caregivers. The decision to change their name in CPS systems is theirs to make. Staff are not to influence the student; instead, they must facilitate a conversation that allows the student to consider their options and make the best choice for them. Students and staff members do not need to change their names in CPS systems in order to assert a new name at CPS events and in CPS buildings. Their names and pronouns must be respected regardless of CPS system changes.

#### Notable Limitations:

- The College Board only allows for the legal name to be used for PSAT/SAT and Advanced Placement (AP) exams
- Medical and financial records (e.g., FAFSA) must use legal name/gender marker/sex
- A student's transcripts will display both the legal name and affirmed name of the student

## Aspen

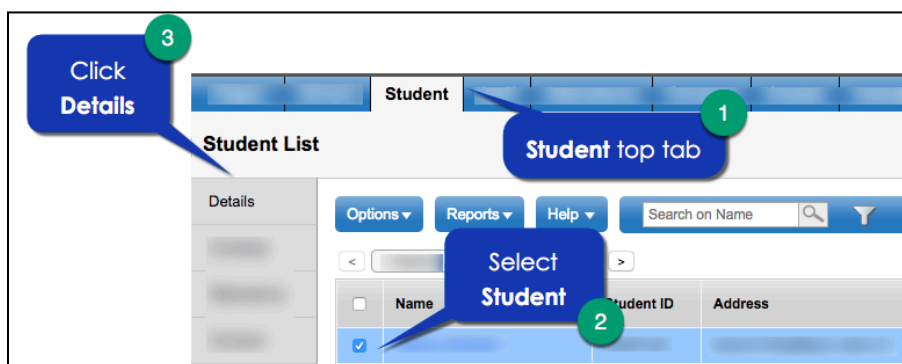
Aspen offers the option for a student to use an affirmed name and gender marker while also keeping the student's legal name and gender marker for official reporting purposes (e.g., transcripts, financial forms, student medical forms). Users with the following roles are able to view and edit the "Goes By" name: counselor, nurse, status coordinator, and principal.

#### Special Considerations:

- If a student chooses to use the "Goes By" name and gender, that will be the name and gender shown for the student throughout Aspen (e.g., Gradebook, Attendance, Rosters, Parent Portal, Student Portal).

#### Instructions:

1. Go to the **Student** top tab
2. Select the student
3. Click the **Details** side tab



1. Change the template from **Default Template** to **Name Template**
2. Enter "Goes By" first name, middle name, last name, and gender, as needed
3. Choose from the dropdowns to display the **Goes By** name and gender or the **Legal** name and gender throughout Aspen
  - a. **Important:** If the student chooses to display the Goes By name, please read the text marked "Important" and make sure you and the student understand where in Aspen the Goes By name will appear. Make sure the student understands the Goes By name and gender may also appear in other CPS systems that use the Goes By name and gender. These CPS systems are listed here: [Affirmed Name and Gender in CPS Systems](#).
4. Click **Save**

The screenshot shows the 'Student Name Management' form. At the top right, a dropdown menu is set to 'Name Template' (callout 4). On the left, there are input fields for 'First name', 'Middle name', 'Last name', 'Name', 'Gender', and 'Pronouns'. A blue callout with a green circle '7' points to the 'Save' button (callout 7). Below these fields is an 'Important' notice. Further down, there are dropdown menus for 'Legal First', 'Legal Middle', 'Legal Last', and 'Legal Gender', each with a 'Use Goes By or Legal' option. A blue callout with a green circle '6' points to these dropdowns (callout 6). To the right of these are input fields for 'Goes By First', 'Goes By Middle', 'Goes By Last', and 'Goes By Gender'. A blue callout with a green circle '5' points to the 'Goes By Last' field (callout 5). At the bottom right, there is a section for 'Enter Goes By Info' (callout 5).

## Google Name Change Request

A name change in Google (Gmail, Google Meet, etc.) is separate from Aspen, but does require the “Goes By” name to be updated in Aspen first.

To submit the request, please log in to [Service Now](#), search for “name change,” and complete the form. The student will receive a new username and email address with their affirmed name associated with it. The staff person who submits this Service Now request will need to hand off the email information to the student. The student could briefly lose access to Google platforms during the switch, so plan accordingly.

Note: If the student later changes schools, they may need to submit an additional request.

## Staff Name Change Request

CPS staff can submit name change requests through Service Now for themselves (without a legal name change) or have their supervisor submit it on their behalf. Legal name changes should go through [HR4U](#). To obtain an updated ID badge with your affirmed name, please submit a “[Security Badging](#)” request in ServiceNow.

The screenshot shows the 'Name Change Request' form in the Service Now system. The breadcrumb trail at the top reads: Home > Service Catalog > Accounts & Access control > Name Change Request. A search bar is located in the top right corner. The main heading is 'Name Change Request'. Below this, a paragraph states: 'This form is to request a change to an employee's or student's CPS Google account first name, last name, and/or username email address for one of the following reasons:'. There are three main sections: A) Legal name change, B) Affirmed name, and C) Incorrectly spelled username/email address. Section A includes a list of bullet points: 'Before submitting this form for an employee, CPS Talent Office must complete the legal name change in PeopleSoft via the Legal Name Change Form.', 'Before submitting this form for a student, the school must complete the legal name change in Aspen via the Aspen Registration and Enrollment User Guide.', and 'Note that CPS Google account first name and last name are changed automatically to reflect legal name change.' with sub-bullets for employee and student scenarios. Section B states: 'Affirmed name: The employee or student has not changed their name legally, but they want to change their CPS Google account first name, last name, and/or username/email address to reflect their affirmed name, which is a different name than their legal name that they use at work or school Examples include gender affirmation and nickname.' and includes a note about updating the affirmed name in Aspen. Section C states: 'Incorrectly spelled username/email address: The employee or student wants to correct their incorrectly spelled CPS Google account username/email address.' A note at the bottom states: 'Note that as this change will likely modify username and email address, there may be some brief disruption in Google and other systems access while the change is being made.' On the right side, there is a 'Delivery Time: 1 Day' indicator, a 'Request' button, a 'ADD THIS FORM TO FAVORITES' link, and a 'Required information' section with a red error message: 'is the name change request for an emplo...'. A dropdown menu with the number '1' is also visible.

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

## ID Badge Request

To obtain an updated ID badge, please wait for your Google name change request to be completed, then please log in to [Service Now](#) and submit a "Security Badging" request.

Student ID badges: Focus receives the student's affirmed name from Aspen when the school selects the "User Goes By" name in Aspen. Most schools use Focus; some schools use another system called Logger.

# Guidance for Drafting and Maintaining a CPS Gender Affirmation Plan

## Introduction

The goal of the CPS Gender Affirmation Plan is to create individualized expectations about how school staff will support a transgender, nonbinary, or gender nonconforming (TGNC) student. The document is meant to serve as a resource to help guide a discussion between a staff member(s), a TGNC student, and, in some cases, the student's caregivers. A written plan is not required but should be offered to the student as a resource.

## Requesting a Meeting

The School Administrative Support Team and/or the Support Coordinator shall meet to develop or revise a [Student Gender Support Plan](#) within **10 business days** of a request from a student or a student's parent(s)/guardian(s). In the case of exigent circumstances, the School Administrative Support Team and/or the School Coordinator shall meet sooner. The student and/or parent(s)/guardian(s) may bring an additional support person to the meeting.

Within 10 business days of finalizing a Gender Support Plan for an individual student, the school shall ensure that the principal and teachers requested by the student and/or parent/guardian at the school are informed of the details of the plan provided that such disclosure is approved within the plan.

## Approaching a Student

When approaching a student, do so in a one-on-one setting to ensure privacy and safety. Every student has a right to privacy and to self-determine what that looks like. It's important to be responsive to the individual needs of the student, which may change over time. Taking a student-centered approach is best to meet those unique needs. One way this might look like is following the student's lead on language.

## Maintaining Student Record Confidentiality

The CPS Gender Support Plan is an optional tool that should be maintained only as a temporary student record and should not be included in the student's permanent student file. The plan should be maintained in confidence and only accessible to the Student Administrative Support Team, the Support Coordinator, or other District staff identified in the plan.

Please keep in mind:

- The Gender Support Plan is optional and is not required for a student to receive support at school.
- The Gender Support Plan should only be completed in written format with the student's consent.
- It is intended to be used as a guide for the student and the Support Coordinator and/or Student Administrative Support Team.

Suggestion:

Create a locked file cabinet with Gender Support Plans, if a written document has been created, in individualized envelopes. Envelopes should display only a student's ID number, not the student's name, and indicate who has access to the envelope based on the student's wishes (e.g., "all staff and administrators," "7th-grade staff only," "social worker only").

## Suggested Topics to Include in a Gender Support Plan

### Student Information

School Name: \_\_\_\_\_ Student's Grade: \_\_\_\_\_

Student's Affirmed Name: \_\_\_\_\_

Student's Affirmed Pronouns: \_\_\_\_\_

Student's Legal Name<sup>3</sup>: \_\_\_\_\_ Student's ID #: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Sex Listed on Birth Certificate: \_\_\_\_\_

### Initial Meeting Information

Date of Meeting Request: \_\_\_\_\_ Date of Initial Meeting: \_\_\_\_\_

In Attendance:

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Student/Title \_\_\_\_\_

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<sup>3</sup> To be added when the student is not present; Do not ask the student to state their legal name. Do not say the student's legal name out loud during the meeting. Some students refer to their legal names as "dead names."

## ASPEN<sup>4</sup> <sup>5</sup>

\*Is a Name Change in ASPEN REQUESTED? \_\_\_\_ Yes \_\_\_\_ No

Is a Gender Marker Change in ASPEN REQUESTED? \_\_\_\_ Yes \_\_\_\_ No

**\*Take time to discuss this and consider if changing your name in ASPEN and/or Gmail feels comfortable and safe for you. Once a student's name is changed in CPS systems, CPS cannot guarantee confidentiality due to the Family Educational Rights and Privacy Act (FERPA). A student's affirmed name WILL be displayed on various CPS-related systems and records, including the Aspen Parent Portal, progress reports, and report cards.**

## Caregiver Communication

Parent/Guardian/Caregiver's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

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<sup>4</sup> Please see "Including Student Goes By Name and Gender in Aspen" included in this Toolkit for step-by-step instructions on entering changes in Aspen.

<sup>5</sup> Per the CPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students (Guidelines): All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. Students have the right to openly discuss and express their gender-related identity and expression at school and school activities and to decide when, with whom, and how to share private information. School staff shall not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others. Therefore, given the sensitive nature of the information, when speaking with parents, guardians, and other staff members, or third parties, school staff should not disclose a student's preferred name, pronoun, or other confidential information pertaining to the student's transgender or gender nonconforming status without the student's permission, unless authorized to do so by the Chicago Board of Education's Law Department. PARENT/GUARDIAN INVOLVEMENT School staff shall not disclose a student's transgender, nonbinary, or gender nonconforming status to parents/guardians without the student's permission unless authorized to do so by the Law Department.

Which **name** will be used in guardian/caregiver communications?

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Which **pronouns** will be used in guardian/caregiver communications?

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Are guardians/caregivers aware of their student's affirmed gender?

\_\_\_ YES \_\_\_ NO

Are guardians/caregivers supportive of their student's gender transition?

\_\_\_ YES \_\_\_ NO

If one or more guardians are not aware or supportive, what measures must be considered during the implementation of this Support Plan (e.g., phone calls, notes sent home)?

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## Student Support Team

School contact person (chosen by the student for support regarding harassment, bullying, etc.):

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If the designated School Contact Person is unavailable, what should the student do?

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## Privacy Considerations

How public or private will information about this student's gender be at school?  
Specifically, which groups/individuals does the student wish to share this  
knowledge with? Check all that apply:

\_\_\_ School leadership (e.g., principal, assistant principal, case manager, etc..).

\_\_\_ District Staff (e.g., Network Chief, OSHW, OSEL, etc.).

\_\_\_ Teachers, SECAs, Paraprofessionals, and other school-based staff members

\_\_\_ Students

\_\_\_ Visitors

\_\_\_ Other, specify \_\_\_\_\_

If the student would like to share with certain groups and not others, how will this  
be honored and navigated by school staff as well as the student?

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If the student desires privacy, how will the school navigate real/suspected  
compromises of privacy?

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How will staff respond to questions about the student's gender from

Other students: \_\_\_\_\_

Other staff members: \_\_\_\_\_

Parents/Community Members: \_\_\_\_\_

How will privacy be maintained during the following situations:

Completing Enrollment: \_\_\_\_\_

\_\_\_\_\_

Attendance/Grade Books: \_\_\_\_\_

\_\_\_\_\_

Official School-Home Communication:

\_\_\_\_\_

\_\_\_\_\_

Student ID:

\_\_\_\_\_

\_\_\_\_\_

Standardized Tests:

\_\_\_\_\_

\_\_\_\_\_

After-School Programs:

\_\_\_\_\_

\_\_\_\_\_

School Photos:

\_\_\_\_\_

\_\_\_\_\_

Yearbook:

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IT Accounts (e.g., Gmail):

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Outside District Personnel or Providers:

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## Facilities and Off-Campus Activity Considerations

Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Accommodations and support should be provided to gender non-conforming students and students questioning their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements.

Please Design Plans for the Following Scenarios:

Restroom Access at School<sup>6</sup>: \_\_\_\_\_

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Locker Room/PE Changing: \_\_\_\_\_

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<sup>6</sup> A single-stall bathroom should be made available to students. In an event where a cisgender student is uncomfortable in the presence of a transgender or gender non-conforming student in a particular restroom, the cisgender student can be given the option to use a single-stall restroom.

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Field Trips<sup>7</sup>: \_\_\_\_\_

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Overnight Trips: \_\_\_\_\_

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Gendered Activities (e.g., Sports)<sup>8</sup>: \_\_\_\_\_

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Other Extra-Curricular Activities (e.g., Theater, Clubs, etc.):

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## Transition Plan (If in 8th Grade, 12th grade, or Preparing to Transfer)

If applicable/appropriate, how will this plan be communicated to the next school?

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<sup>7</sup> It is recommended that field trip organizers print maps of the destination and highlight bathroom options. Be sure to identify single-stall, family bathrooms, and gender-non-specific restroom options clearly. Share these maps with students and chaperones prior to the field trip. This can be added as an accommodation in this section of the Student Gender Affirmation Plan.

<sup>8</sup>Students must be allowed to play on elementary and high school intramural sports teams that align with their gender identity or in a manner that makes them feel comfortable. At the high school level, IHSA governs competitive sports and their "[Policy and School Recommendations for Transgender Participation](#)" must be followed. At the elementary school level, trans and non-binary student participation in sports does not require paperwork. Barring trans and non-binary students from participation on sports teams in alignment with their gender identity is a Title IX and CPS policy violation.

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

If applicable/appropriate, how will the student's name be announced at graduation?

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If applicable/appropriate, how many diplomas are required, which names will be presented, and how will diplomas be handled?

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## How Can staff support this student plan?

### Plan Monitoring

How will this plan be monitored over time?

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What will be the process should the student, family, or school wish to revise or make additions to the plan?

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Next Steps:

Action Item	Person Responsible	Date Completed
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Subsequent Meeting Date/Present Parties \_\_\_\_\_

Subsequent Meeting Date/Present Parties \_\_\_\_\_

Subsequent Meeting Date/Present Parties \_\_\_\_\_

## Professional Development Expectations

Chicago Public Schools recommends providing professional development to build staff capacity around supporting gender-expansive students. What professional development opportunities will be provided?

\_\_\_ Mandatory SafeSchools Training (e.g., Supporting Transgender, Nonbinary, and Gender Non-Conforming Students)

\_\_\_ Staff Enrollment in Relevant [Learning Hub](#) Trainings (List: \_\_\_\_\_)

\_\_\_ Discussion and/or Direct Instruction During Principal Directed Time

\_\_\_ Other (Please Specify) \_\_\_\_\_

## Resources for Transgender, Nonbinary, and Gender Nonconforming Students

### Local

#### [Anne & Robert H. Lurie Children's Hospital](#)

225 E. Chicago Ave, Chicago, IL 60611

312-227-4000

[www.luriechildrens.org](http://www.luriechildrens.org)

Community Programs and Initiatives for Lurie Children's Division of Adolescent and Young Adult Medicine

312-227-7721

- Offers training, school consultations, and professional development around gender and LGBTQ inclusion for organizations, parents and school staff
- Free and confidential HIV/STI screening and prevention services, on-and off-site
- TransMentor: A mentorship program for transgender and gender expansive youth
- Sexuality Health Education: Affirming and inclusive sexuality health education

#### [Lurie Children's Gender & Sex Development Program](#)

- Services to support physical, mental, and social health of transgender, gender expansive, and intersex patients, and adolescents with sex development conditions and their families.
- Provides medical care, behavioral healthcare, connection to resources, and support services as youth progress through gender identity development.
- A research program advancing the understanding of gender development, strategies to facilitate medical decision making, and the evaluation of outcomes of gender affirming interventions.

Gender Program Coordinator 312-227-3779

Sex Program Coordinator 312-227-6203

#### [Broadway Youth Center](#)

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

4009 N. Broadway  
Chicago, IL 60613  
773-388-1600 ext. 9

[howardbrown.org/byc](http://howardbrown.org/byc)

- Services for LGBTQ+ youth experiencing homelessness and other underserved demographics.
- Medical services include STI/HIV testing and treatment, gender-affirming hormone therapy, birth control options, PrEP, counseling, and primary care.
- Drop-in services: food, clothing, and youth-led programming.
- One-on-one assistance enrolling in health insurance.
- Resource advocacy: housing referrals, employment assistance, identification replacement, education, vocational services, and public assistance sign-up. For appointments call 773-299-7920.

[Center on Halsted](http://centeronhalsted.org)

3656 N. Halsted  
Chicago, IL 60613  
773-472-6469

[centeronhalsted.org](http://centeronhalsted.org)

- Chicago's most comprehensive LGBTQ+ community center, dedicated to advancing community and securing health and well-being.
- Program areas: anti-violence; behavioral health; STIs; and senior, women, and youth services.
- Family programming for families and parents of LGBTQ+ youth such as a peer-led support group and mixers. Family programming for families and parents of LGBTQ+ youth such as a peer-led support group and mixers.

[Chicago Center for HIV Elimination in Hyde Park](http://hivelimination.uchicago.edu)

5837 S. Maryland Ave  
Chicago, IL 60637

[hivelimination.uchicago.edu](http://hivelimination.uchicago.edu)

- HIV prevention services, outreach programs, and support groups.
- Individualized resource counseling to connect youth to community resources including housing, healthcare, education, job training, and mental health services.

[Chicago House's TransLife Center](http://chicagohouse.org/translife)

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

1925 N. Clybourn Ave  
Chicago, IL 60614  
773-248-5200

[www.chicagohouse.org](http://www.chicagohouse.org)

- Housing, health, employment, and legal services for transgender individuals.

### [Chicago Women's Health Center](http://www.chicagowomenshealthcenter.org)

1025 W. Sunnyside Ave  
Chicago, IL  
773-935-6126

[www.chicagowomenshealthcenter.org](http://www.chicagowomenshealthcenter.org)

- Services: trans-positive primary care, gynecological care, hormone therapy, and counseling.

### [El Rescate](http://www.prcc-chgo.org)

(Puerto Rican Cultural Center)  
2703 W. Division St.  
Chicago, IL  
847-829-2622

[www.prcc-chgo.org](http://www.prcc-chgo.org)

- Basic Center Program: LGBTQ+ youth ages 12-17 experiencing homelessness.
- Services: crisis intervention, referrals for housing, food and clothing, case management.
- El Rescate's Transitional Living Program: identity-affirming housing for homeless LGBTQ+ and/or HIV-positive youth ages 18-24.

### [Howard Brown Health Center](https://howardbrown.org)

4025 N. Sheridan Rd.  
Chicago, IL  
60613 773-388-1600

<https://howardbrown.org>

- Services: primary care, HIV/STI prevention, support groups, drop-in hours, and youth services (Broadway Youth Center).
- Locations: See website for additional locations and hours
  - Englewood - 641 W. 63rd St
  - Uptown - 4025 N. Sheridan Rd

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

- Lakeview – 3245 N. Halsted St
- Rogers Park – 6500 N. Clark St.
- 55th St. – 1525 E. 55th St.

#### [Illinois Safe Schools Alliance](#)

180 N. Michigan Ave., Ste 1200  
Chicago, IL 60601  
312-629-2988

#### [www.ilsafeschools.org](http://www.ilsafeschools.org)

- Advocacy, education, professional development, youth organizing, and research to promote safety, support, and healthy development for LGBTQ+ youth in Illinois.
- Now a program of Public Health Institute of Metropolitan Chicago (PHIMC).

#### [PFLAG Council of Northern Illinois](#)

P.O. Box 734  
Elmhurst, IL 60126  
630-415-0622

#### [www.pflagillinois.org](http://www.pflagillinois.org)

- Local chapter of the nation's largest family and ally organization.
- Mirrors the national mission of support through monthly meetings for parents, education, and advocacy to value and affirm LGBTQ+ people.

#### [The Night Ministry](#)

4711 N. Ravenswood Ave.  
Chicago, IL 60640  
773-784-9000

#### [www.thenightministry.org](http://www.thenightministry.org)

- Housing, health care, and support services to individuals who are unhoused or struggling with poverty.
- Youth services include street outreach, food, clothing, and housing (overnight to 120 days).
- Open Door Youth Shelter: short-term shelter that works with pregnant and parenting teens as young as 14.
- The Crib: LGBTQ-inclusive short-term housing in Lakeview (844-549-4158).

#### [Transformative Justice Law Project of Illinois](#)

203 N. LaSalle, Suite 2100

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

Chicago, IL 60601

312-558-1472

[tilp.org](http://tilp.org)

- Free, holistic advocacy and criminal legal services to poor and street-based transgender people.
- Prioritizes advocacy for people of color, poor, and street-based people, people with mental/physical disabilities, and people in street economies.
- Name-changing services to help people reach gender self-determination.
- Workshops and curricula for communities most affected by the legal system.

## National

GLSEN

(Gay, Lesbian, Straight Education Network)

110 William St., 30th Floor

New York, NY 10038

212-727-0135

[www.glsen.org](http://www.glsen.org)

- National research on LGBTQ+ youth, education and bullying.
- Offers lesson plans and resources for students.

[Lambda Legal](http://www.lambdalegal.org)

120 Wall St., 19th Floor

New York, NY 10005

212-809-8585

[www.lambdalegal.org](http://www.lambdalegal.org).

- Legal representation for LGBTQ+ civil rights.
- Transgender Rights Toolkit: legal guide for transgender people and their advocates.

[National Center for Transgender Equality](http://www.transequality.org)

1133 19th St NW, Suite 302

Washington, DC 20036

202-642-4542

[www.transequality.org](http://www.transequality.org)

- Advocacy organization focused on policy change to advance transgender equality.

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

### [The Trevor Project](#)

(Trevor Lifeline: 866-488-7386)

P.O. Box 69232

West Hollywood, CA 90069

310-271-8845

[thetrevorproject.org](http://thetrevorproject.org)

- Leading specialist in crisis and suicide prevention efforts among LGBTQ+ youth.
- Advocacy for LGBTQ+ young people; an affirming, online, international community for LGBTQ+ young people ages 13-24; online trainings on competent suicide prevention.

### [GSA Network](#)

1714 Franklin Ave. #100-418

Oakland, CA 94612

415-552-4229

[www.gsanetwork.org](http://www.gsanetwork.org)

- Resources for students to create GSA (Gender and Sexuality Alliance ) clubs, advocate for safe schools policies, mobilize peers, and train teachers to stop bullying.
- Online Support Center: resources on gender identity and sexual orientation, immediate counselor contact via call, chat, or text message.

### [Trans Lifeline](#)

(Trans Lifeline: 877-565-8860)

101 Broadway #311

Oakland, CA 94607

510-771-1417

[www.translifeline.org](http://www.translifeline.org)

- Hotline run by transgender people for transgender people in crisis.

### [Transgender Law Center](#)

P.O. Box 70976

Oakland, CA 94612

510-587-9696

[transgenderlawcenter.org](http://transgenderlawcenter.org)

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

- Legal information: employment, healthcare, civil rights, family law, and identity document changes.
- Resources for those facing discrimination and civil rights issues

## Resources for Educators and Schools

### [Beyond the Binary: A Toolkit for Gender Identity Activism in Schools](#)

PDF available at: [gsanetwork.org](http://gsanetwork.org), [transgenderlawcenter.org](http://transgenderlawcenter.org), & [nclrights.org](http://nclrights.org)

- Collaborative project of Gay-Straight Alliance Network, Transgender Law Center, and the National Center for Lesbian Rights.
- Resource for students to develop activism and advocacy projects.

### [Guide to Name and Gender Marker Changes \(Equality Illinois\)](#)

[www.equalityillinois.us/issue/transgender](http://www.equalityillinois.us/issue/transgender)

- Comprehensive guide to legal name and identity document changes in Illinois.

### [Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools](#)

PDF available at [www.hrc.org/resources/](http://www.hrc.org/resources/).

- Age-specific recommendations and resources for educators and administrators based on data, research, and best practices.

### [Trans Student Educational Resources \(TSER\)](#)

[www.transstudent.org](http://www.transstudent.org)

- Youth-led organization that provides schools with transgender resources.
- Supports schools by training teachers, supporting events, and providing leadership training for transgender youth.

### [Welcoming Schools](#)

[www.welcomingschools.org](http://www.welcomingschools.org)

- Online resources to support an LGBTQ+ inclusive approach to addressing family diversity, gender stereotyping, bullying, and name-calling in K-5 environments.
- Resources include short films, book lists, and lesson plan

For more information visit [\*\*www.CPS.edu/HealthyCPS\*\*](http://www.CPS.edu/HealthyCPS)

Questions? Email [\*\*OSHW@cps.edu\*\*](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

## Resources for Caregivers and Families

### [Gender Spectrum](#)

[www.genderspectrum.org](http://www.genderspectrum.org)

Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find more information and support to assist you in your search for answers. **Various parent support groups including for trans and BIPOC families**

### [Families in TRANSition: A Resource Guide for Parents of Trans Youth](#)

PDF available at [www.ctys.org](http://www.ctys.org)

This resource summarizes the experiences, strategies, and success of a working group of community consultants - researchers, counselors, parents, advocates, and transgender youth.

### Trans Youth Family Allies (TYFA)

[www.imatyfa.org](http://www.imatyfa.org)

TYFA works to empower children and families partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected.

### Transgender Reading List for Adults

[www.pflag.org](http://www.pflag.org)

Parents, Families, and Friends of Lesbians and Gay (PFLAG) includes a comprehensive reading list for adults with questions concerning gender identity, transgender issues, and transitioning.

## Support Groups for Parents/Caregivers

### Lurie Children's Hospital ParentWISE Program

[www.luriechildrens.org](http://www.luriechildrens.org)

[Parentwise@luriechildrens.org](mailto:Parentwise@luriechildrens.org) or 312-227-3280

Lurie Children's Hospital offers extensive services for LGBTQ+ youth and their families. The Gender and Sex Development ParentWISE Program in particular connects parents and caregivers of gender diverse youth with a trained volunteer with experience in parenting a transgender or gender diverse child.

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

Center on Halsted

[www.centeronhalsted.org](http://www.centeronhalsted.org)

[Youthinkakes@centeronhalsted.org](mailto:Youthinkakes@centeronhalsted.org) or 773-472-6469

Center on Halsted provides family programming for families of LGBTQ+ youth and their families such as support groups. Transformers is a peer-led support group for parents and caregivers of transgender children to connect with a community, share resources, and affirm their children.

PFLAG Council of Northern Illinois

[www.pflagillinois.org](http://www.pflagillinois.org)

[Info@pflagillinois.org](mailto:Info@pflagillinois.org) or 630-425-0622

PFLAG has 16 local chapters in Northern Illinois and provides support for parents/caregivers and family members of transgender individuals through monthly support groups.

Gender Spectrum

[www.genderspectrum.org](http://www.genderspectrum.org)

[info@genderspectrum.org](mailto:info@genderspectrum.org)

Gender Spectrum offers extensive programming and services to create inclusive environments for gender expansive youth and their families. Various peer-led support groups for families are available, such as Black/Indigenous/People of Color (BIPOC) Parent & Caregiver Support Group, Grandparents Support Group, and Parents/Caregivers of Non-binary Youth Support Group. Downloadable for families are also available on their website.

Suggestion: For some parents/caregivers and families, Facebook groups may be helpful to connect with other family members of LGBTQ+ youth (e.g., Parents of Transgender Children, Illinois Parents and Families of Transgender and Gender Expansive Individuals). However, administration is trained to care for our transgender, non-binary, and gender non-conforming youth and much of what is posted on these groups goes unregulated.

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

## CPS Resources List

- [LGBTQ+ Support Services Request Form](#)
- [Safe and Supportive Environments for LGBTQ+ Students](#)
- [LGBTQ Health in Chicago Public Schools: Working Towards Equity](#)
- [Key Terms: A Guide for Understanding LGBTQ+ Identities | Spanish](#)
- [Guidance for Responding to Common Pushback | Spanish](#)

### Transgender/Non-Binary/Gender Nonconforming Student Support

All school staff must complete the online training [Supporting Transgender, Nonbinary, and Gender Nonconforming Students](#) on the SafeSchools Platform.

### Policies and Rules

- [CPS Sexual Health Education](#)
- [CPS Interim Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, and Retaliation](#)
- [CPS Comprehensive Mental Health and Suicide Prevention](#)

### CPS Guidelines and Protection

- [CPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students | Spanish](#)
- [CPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Employees](#)
- [CPS Guidance to Supporting Transgender, Non-Binary, Gender Nonconforming and LGBTQ+ Students in Physical Education](#)
- [CPS Aspen Name Change/Gender Marker Change Guidance](#)

### GSAs (Gender and Sexuality Alliances)

- [CPS Gender and Sexuality Alliances \(GSA\) Club Registration](#)

### Parent/Caregiver Resources:

- [Supporting LGBTQ+ Young People: Tips for Parents and Caregivers | Spanish](#)
- [Resource Guide for Parents/Guardians and Caregivers: Supporting Transgender, Gender Nonconforming and LGBTQ+ Youth \(Spanish\)](#)

For more information visit [www.CPS.edu/HealthyCPS](http://www.CPS.edu/HealthyCPS)

Questions? Email [OSHW@cps.edu](mailto:OSHW@cps.edu) or call the **Healthy CPS Hotline 773-553-KIDS (5437)**.

## Frequently Asked Questions

### **Why should students learn about transgender and gender non-conforming people in school?**

All students need a safe and supportive school environment to progress academically and developmentally. Learning about gender is an important part of creating and sustaining this environment for all students.

### **Why is the District making a big deal about this?**

Schools play a critical role in supporting transgender, nonbinary, and gender nonconforming students. Refer to the recent reports from [The Trevor Project \(2022\)](#) and [GLSEN \(2021\)](#) for more information on the importance of this support.

### **Aren't elementary students too young for this topic? Won't students get confused if we speak about more than two gender options?**

Research about gender suggests that young people have a strong sense of their own gender identity by 3-6 years old, meaning transgender and/or gender nonconforming children may express gender diversity as young as preschool. This dispels the myth that children and youth are “too young” to know these things about themselves. Furthermore, students may have transgender family members. By introducing these topics in a simple, age-appropriate manner, gender diversity is an easy concept for children to understand.

### **Won't discussing this encourage students to be gay or transgender?**

Information and discussion about LGBTQ+ people will not make anyone gay or straight. Education about LGBTQ+ issues can help combat fear and discrimination, enabling all students to feel and be safe in school.

### **What prevents a boy from coming to school one day and simply declaring that he is a girl and changing in the girl's locker room?**

Support coordinators and other appropriate school staff should determine if this is a behavior management issue after a conversation with the student. School staff should address the situation in a way that is consistent with their school.

### **Won't allowing children to express a non-traditional gender cause them to be teased or harassed?**

All CPS students have the right to express their gender identity in a safe school environment. To minimize potential teasing and harassment, all students should be taught about gender variance, respecting differences, and bullying. Lessons on these topics are included in the CPS sexual health education curriculum. Additionally, every CPS employee is responsible for ensuring that transgender, gender nonconforming, and questioning students have a safe and welcoming school environment\*. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with pertinent resources.

\*Complaints alleging discrimination or harassment based on person's actual or perceived transgender status or gender nonconformity are to be handled in accordance with Anti-Bullying Policy (12-0724-PO2), Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy (12-0425-PO1) and Student Code of Conduct (12-0722-P01)

### **I don't feel like I know how to answer my students' questions.**

CPS strongly recommends staff participate in professional development (PD) to build capacity around supporting gender-expansive students. An annual webinar on supporting transgender, nonbinary, and gender nonconforming students is released at the beginning of each school year and is required to be completed by all CPS staff. Online PDs that explore the experiences of LGBTQ+ students are also always available on the Learning Hub. These PD opportunities are designed so participants walk away with skills to help create a safe and more supportive environment in their school. If you, a student, or a parent requests additional resources, you may refer them to the following resources:

- Illinois Safe Schools Alliance
- Lurie Children's Community Programs & Initiatives
- Brave Space Alliance
- Center on Halsted
- Planned Parenthood

### **Why are some families private about having a transgender child?**

All students have the right to privacy. This includes the right to keep their transgender status or gender nonconforming presentation at school private. Transgender and gender nonconforming students also have the right to openly discuss and express their gender identity and expression at school and to decide when, with whom, and how to share private information. It's important

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to respect the wishes of each individual student and to be wary of sharing confidential information without the student's express permission unless authorized to do so by the CPS Law Department.