



# SUPPORTING GENDER DIVERSITY TOOLKIT

RESOURCES & TOOLS TO SUPPORT THE CPS GUIDELINES REGARDING THE SUPPORT OF  
TRANSGENDER AND GENDER NONCONFORMING STUDENTS



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## HEALTHY CPS

— OFFICE OF STUDENT HEALTH & WELLNESS —



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The Office of Student Health and Wellness would like to thank the following stakeholders for their contributions to the development of the Supporting Gender Diversity Toolkit. This toolkit is meant to serve as a resource in educating CPS staff on how to support transgender, nonbinary, and gender nonconforming students. Additionally, this toolkit will assist staff and administration in creating safe and supportive environments for all students and staff.

Board of Education

Chicago Public Schools Students

Chicago Public Schools Teachers and Staff

Chicago Public Schools Parents

Gender Spectrum

GSA Network

Illinois Safe Schools Alliance

Lurie Children's Hospital

Welcoming Schools, a Project of the HRC Foundation

GLSEN

Human Rights Campaign

Centers for Disease Control and Prevention



## 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 Students (Guidelines). The Guidelines outline how to support transgender, nonbinary, and gender nonconforming individuals, including providing access to appropriate facilities. To assist schools in implementing these required Guidelines, the Office of Student Health and Wellness developed this Supporting Gender Diversity Toolkit (Toolkit). In August 2019, a webinar on supporting transgender, nonbinary and gender nonconforming students was released and is required to be completed by all CPS school staff.

As CPS Chief Education Officer Dr. Janice K. Jackson stated, "CPS, like much of the country, has become far more aware of the needs and experiences of the transgender community, and it's crucial for CPS guidelines to reflect our commitment to promoting safe and inclusive schools. These guidelines build on our commitment to fostering healthy and supportive learning opportunities across the District so that each of our students can reach their full potential."

### USING THE TOOLKIT

This Toolkit provides resources to help educate staff members, support transgender, nonbinary, and gender nonconforming students, and create healthy, supportive school environments. Please note that it is NOT necessary to complete the forms in this Toolkit prior to providing appropriate accommodations to transgender, nonbinary, and gender nonconforming students. Please contact [oshw@cps.edu](mailto:oshw@cps.edu) with any questions.

### ACTION STEPS TO SUPPORT STUDENTS

Follow the steps below to utilize Toolkit resources in supporting your student(s):

- Thoroughly read the revised **CPS Transgender Gender Nonconforming Guidelines (Guidelines)**
- Review the **Key Terms guide** and **Fact Sheet** to understand the important role that schools play in supporting transgender students
- If a student seeks out support, convene an **Administrative Support Team** (see Guidelines)
- With student consent, complete **Gender Support Plan**
- Use the **Resource List** to identify local and national support for students, educators, and families
- Provide training to school staff, either by registering on the Learning Hub (keyword: LGBTQ or Trans1920) or contacting the Office of Student Health and Wellness at [oshw@cps.edu](mailto:oshw@cps.edu)
- Review **Frequently Asked Questions**





## GUIDELINES REGARDING THE SUPPORT OF TRANSGENDER AND GENDER NONCONFORMING STUDENTS

### PURPOSE

These Guidelines set out protocols for schools to address the needs and concerns of transgender, non-binary and gender nonconforming students. These Guidelines cannot anticipate every situation that might occur with respect to students who are transgender, non-binary or gender nonconforming. Consequently, the needs of each student must be assessed on a case-by-case basis. These Guidelines take a gender-affirming approach. The goal is to create an environment in which all students are able to identify and express their gender and achieve healthy development including social, emotional, and academic success. This approach includes schools affirming students' gender identities and being flexible during gender transition processes.

These Guidelines are supported by the following policies: Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy, Anti-Bullying Policy, Student Code of Conduct, and Sexual Health Education Policy. As these Guidelines are supported by the above CPS policies, it is the expectation that all CPS schools adhere to the Guidelines set forth in this document.

### DEFINITIONS

The definitions provided here are not intended to label students but rather to assist in understanding these Guidelines and the legal obligations of Chicago Board of Education staff and students. Students might or might not use these terms to describe themselves.

**Sex Assigned at Birth:** A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be "male," "female," or "intersex." This is typically the sex reflected on one's original birth certificate.

**Gender Identity:** The deeply held sense that individuals have of their gender, regardless of the sex they were assigned at birth. Everyone has a gender identity. Common examples may include "male/man/boy," "female/woman/girl," "non-binary," "agender," "trans/transgender," "gender expansive," "gender nonconforming," any combination of these terms or something else.

**Gender Expression:** An individual's characteristics and behaviors such as appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine or feminine.

**Transgender:** A term used to describe people whose gender identity is different from the sex they were assigned at birth. This is an umbrella term for a variety of gender identities.



**Non-binary:** A term used to describe people whose gender identity is not exclusively male or female, including those who identify as a gender other than male or female, as more than one gender, or as no gender.

**Gender Nonconforming** (also known as Gender Expansive, Gender Variant, or Gender Creative): A term that refers to individuals whose gender expression does not follow traditional or societal expectations or stereotypes based on their sex assigned at birth. Keep in mind that these expectations can vary across cultures and have changed over time.

**Intersex:** A general term for a person born with sex characteristics that do not fit the typical definitions of either male or female. People who are intersex are usually assigned male or female sexes at birth. Some, but by no means all, students who are intersex may identify their gender or express their gender in ways that are captured by these Guidelines' definitions of Transgender or Gender Nonconforming.

**Questioning:** Being unsure of and/or exploring your gender identity, your sexual orientation, or both. Many people go through stages of questioning as they learn new words that fit them better or as their feelings change over time.

**Gender Pronouns:** The set of pronouns that an individual would like others to use when referring to that individual. Common examples include, “she/her/hers,” “he/him/his,” “they/them/theirs,” and “ze/zir/zirs.” Transgender, non-binary and gender nonconforming students may wish to use a different set of gender pronouns than the pronouns associated with their sex assigned at birth. These are sometimes called “affirmed gender pronouns” or “preferred gender pronouns.” Staff should always use the gender pronouns which affirm a student’s gender identity.

**Transition:** The process for individuals to begin living as their affirmed gender identity. Transitioning may be social (changing gender expression, accessing facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents). Transitions are different for every individual and it is increasingly common for gender transition to be fluid, meaning that gender expression may vary from day to day.

**Student Administrative Support Team:** A group that receives information on a confidential need-to-know basis and is convened to coordinate the appropriate supports for transgender and gender nonconforming students. The team should consist of the school principal or Support Coordinator, the student, individuals the student identifies as trusted adults, and individuals the principal and student determine may have a legitimate interest in the safety and healthy development of the student. The members may include, but are not limited to, the parent/guardian, school counselor, school social worker, assistant principal, a teacher, and/or school nurse. If the student requests a support plan and one is created in collaboration with the team and the student, the support plan shall be kept in the student’s confidential health folder and may be shared only with staff members who have a legitimate health, safety, or educational interest in the information. It is not required for parents to participate on a Student Administrative Support Team.



**Support Coordinator:** An individual, appointed by the principal or principal’s designee, on the Student Administrative Support Team. The Support Coordinator is responsible for convening Student Administrative Support Team meetings. If a plan is requested by the student or the student’s parent(s)/guardian(s), the Support Coordinator is responsible for development of and/or revisions to the student’s Gender Support Plan.

## GUIDANCE

All students need a safe and supportive school environment to progress academically and developmentally. CPS administrators, faculty, staff, and students all play an important part in creating and sustaining a supportive environment. In order to better support transgender, non-binary gender nonconforming, and intersex students, school principals and their designees shall ensure that these Guidelines are implemented at the school level.

Neither a Student Administrative Support Team nor a Gender Support Plan is required in order for a student to receive supports at school. If a student and/or a student’s parent(s)/guardian(s) does not desire a Student Administrative Support Team or Gender Support Plan, the Support Coordinator will work with the student and/or student’s parent(s)/guardian(s) (if they are involved) to coordinate gender-affirming supports without the aforementioned tools.

The Principal shall designate at least one Support Coordinator who shall coordinate supports for students. Support Coordinators shall hold a meeting with a student and/or student’s parent(s)/guardian(s) within ten (10) school days of a request by the student and/or the student’s parent(s)/guardian(s). Support Coordinators will ascertain the student’s and/or student’s parent(s)/guardian(s) wishes and concerns and discuss the formation of a Student Administrative Support Team and/or Gender Support Plan.

At all times, the Support Coordinator and the Student Administrative Support Team shall respect the self-determination of the student. Gender Support Plans shall address the expressed wishes of the student regarding accommodations for affirming the name and pronouns that correspond to the student’s gender identity, disclosure of the student’s gender identity to teachers and other relevant staff, use of restrooms and locker rooms, confidentiality of gender transition in student records and information systems, and other supports as necessary. The CPS Gender Support Plan can be found in the *Supporting Gender Diversity Toolkit* on Office of Student Health and Wellness Knowledge Center page.

### Discrimination/ Harassment

It is the goal of the Chicago Board of Education to create a learning environment in all CPS communities where students are protected from bullying, discrimination, and harassment. Therefore, it is the responsibility of each employee to ensure that students who are transgender, non-binary and gender nonconforming, as well as their siblings and family members, have a safe and welcoming school environment. This includes ensuring that any incident of discrimination, harassment, or violence is handled in accordance with the Anti-Bullying Policy (13-0724-PO2), Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy (12-0425-PO1) and Student Code of Conduct (15-0722-PO1).



## Privacy

All students have a right to privacy. This includes the right to keep their transgender or non-binary identity or gender nonconforming presentation private at school. Information about a student's transgender identity, legal name, or sex assigned at birth may also constitute confidential medical and student record information. Disclosing this information may violate state and federal privacy laws.

Transgender, non-binary and gender nonconforming students have the right to openly discuss and express their gender 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 or non-binary identity or gender nonconforming presentation to others without the student's consent or unless authorized by the Law Department.

## Names/ Pronouns

Students have the right to be addressed by a name and pronouns that correspond to the gender identity they consistently assert at school. Students are not required to obtain a court ordered name change and/or submit medical or psychological documentation as a prerequisite to being addressed by the name and pronouns that correspond to their gender identity. Parent(s)/guardian(s) consent is not required to address a student by their affirmed name and pronouns. School staff shall comply with the Student Administrative Support Team's recommendations in communicating with parents. Please see the Supporting Gender Diversity Toolkit (available on the Knowledge Center) for more information on how to change names in student information systems.

The intentional or persistent refusal by students or school staff to respect a student's gender identity (for example, intentionally referring to the student by a name and/or gender pronouns that does not correspond to the student's gender identity) is a violation of these Guidelines, the Student Code of Conduct, and Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy. Such violations will result in appropriate consequences for offending staff and students.

## Official Records

The District maintains a permanent student record which includes the legal name of the student, as well as the student's legal gender marker. The District shall change a student's official records to reflect a change in legal name or legal gender marker upon receipt of documentation that such legal name and/or gender marker have been changed pursuant to Illinois legal requirements.

Students may change their name and gender marker in the district's electronic database so that it corresponds to their gender identity. Students are not required to obtain a court ordered name change and/or submit medical or psychological documentation to affect these changes.



A student's request to change their name and/or gender marker in the district's electronic database shall be completed within fifteen (15) school days of the principal's receipt of the request. Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly including (but not limited to) school website, technology resources, student identification cards, yearbooks, diplomas, and awards, and at events such as graduation.

### Restroom and Locker Room Accessibility

Students must be allowed to use facilities in a manner that makes them feel safest and most included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. An alternative request may be made by the student for privacy, safety, or other reasons. Supports and accommodations must also be provided to non-binary students and students questioning their gender identity. These accommodations should be assessed on a case-by-case basis to ensure that these students feel supported, safe, and affirmed. Schools shall make the requested restrooms and locker rooms available immediately upon consultation with the student.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, shall be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, a separate changing schedule, or use of a single-stall restroom, if available. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's support plan. No student will be forced to use a private facility because of their transgender identity, non-binary identity, or gender expression.

### Physical Education, Sexual Health Education, Sports, Clubs, and School Events

Transgender, non-binary and gender nonconforming students shall be provided the same opportunities to participate in physical education as all other students. CPS staff should avoid gender segregation when possible (e.g. lining up by boy and girl, physical education, sexual health education, etc.) When gender segregation does occur (gender-segregated recreational, physical education class activities, clubs, school events, intramural and non-competitive sports) transgender and gender nonconforming students are allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe and included.

Participation in competitive IHSA and IESA athletic activities and contact sports will be resolved in accordance with the Illinois High School Association and Illinois Elementary School Association rules, which are available on their respective websites.

### Dress Codes

Transgender, non-binary and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression within the constraints of the dress codes adopted for all students at their schools. In general, schools shall not adopt dress codes that restrict students' clothing or appearance on the basis of gender. Gender neutral dress code applies to



regular school days as well as any special events including graduation ceremonies and prom. School staff shall not enforce a school's dress code more strictly against transgender, non-binary and gender nonconforming students than other students.

### Overnight School Trips

In no case shall a transgender, non-binary or gender nonconforming student be denied the right to participate in an overnight field trip because of the student's transgender or non-binary identity or gender nonconforming presentation. Students shall be permitted to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included.

Accommodations shall be provided to non-binary students and students questioning their gender identity, regardless of whether the student is consistently asserting at school. The specific accommodations should be assessed on a case-by-case basis and in a manner consistent with the student's support plan (if a student support plan exists) and that allows the student to feel safe, affirmed, and included.

The principal or Support Coordinator shall work with the student and the Student Administrative Support Team (if one exists), to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. Accommodations for overnight school trips shall be made clear to the student prior to their departure for the trip and shall remain confidential.

### Resources

For additional support in implementing these Guidelines, please refer to the Supporting Gender Diversity Toolkit, available on the [Knowledge Center](#). For questions about these Guidelines, please contact the Office of Student Health and Wellness at [oshw@cps.edu](mailto:oshw@cps.edu), (773) 553-3560. If a student or parent requests additional resources, the school may refer them to:

Illinois Safe Schools Alliance: (312) 533-2624, [www.ilsafeschools.org](http://www.ilsafeschools.org)

Lurie Children's Hospital: (773) 303-6056, [JLeininger@luriechildrens.org](mailto:JLeininger@luriechildrens.org)

Concerns or Inquiries regarding Title VII, IX, or the ADEA and related regulations concerning discrimination, harassment or retaliation on the basis of race, color, gender identity/expression, age, national origin or sexual orientation should be made to the Equal Opportunity Compliance Office at 773-553-1013.

For questions around Title IX protections: Office of Student Protections and Title IX, 773-535-4400.

Concerns or inquiries regarding sports equity should be addressed to:  
Title IX Sports Compliance Coordinator, (773) 553- 2533



## KEY TERMS

The language surrounding gender and sexuality is always evolving. Learning accurate and respectful terminology surrounding gender and sexuality is essential when supporting students, families and staff. Please note that this list of key terms and definitions may undergo adaptations over time. Remember, these terms can be defined in various ways, and these are just some of the ways people identify.

**SEX ASSIGNED AT BIRTH** - A label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples: "male," "female," or "intersex." This is typically the sex reflected on one's original birth certificate.

**GENDER IDENTITY** - The deeply held sense or knowledge that individuals have of their gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity. Common examples may include "male/man/boy," "female/woman/girl," "nonbinary," "agender," "trans/transgender," "genderfluid," "gender nonconforming", or any combination of these terms or something else.

**GENDER EXPRESSION** - An individual's characteristics and behaviors such as appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine or feminine.

**GENDER NONCONFORMITY (ALSO KNOWN AS GENDER EXPANSIVE OR GENDER VARIANT)** - A term that refers to individuals whose gender expression does not follow traditional or societal expectations or stereotypes based on their assigned sex at birth. Keep in mind that these expectations can vary across cultures and have changed over time.

**TRANSGENDER OR TRANS** - A term used to describe people whose gender identity is different from the sex they were assigned at birth. This is an umbrella term for a variety of gender identities.

**CISGENDER (CIS-"ON THIS SIDE OF")** - A term used to describe people whose gender identity is congruent with the sex they were assigned at birth.

**NONBINARY** - An umbrella term used to describe people whose gender identity is not exclusively man or woman, including those who identify as a gender other than man or woman, as more than one gender, or as no gender.

**SEXUAL ORIENTATION** - A person's emotional and sexual attraction to other people based on the gender of the other person. **Sexual orientation is not the same as gender identity.**

**GENDER-AFFIRMING APPROACH** - A framework used to create an environment in which transgender and gender nonconforming youth are able to live as the gendered person they identify themselves to be, and achieve healthy development and social, emotional, and academic success.

**GENDER PRONOUNS** - The set of pronouns that an individual would like other to use when referring to that individual. Common examples include "she/her/hers," "he/him/his," "they/them/theirs," and "ze/zir/zirs." Transgender, nonbinary, and nonconforming students may wish to use a different set of pronouns than the pronouns associated with their sex assigned at birth. Sometimes they are called "affirmed gender pronouns" or "preferred gender pronouns." Staff shall always use the gender pronouns which affirm a student's gender identity.



## FACTSHEET: TRANSGENDER, NONBINARY & GENDER NONCONFORMING STUDENTS

### WHY SUPPORT TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING STUDENTS?

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.

The 2017 National School Climate Survey by GLSEN reported that among transgender students in schools<sup>1</sup>:

- » 59.5% felt unsafe at school because of their gender expression
- » 42.7% avoid bathrooms at school because they feel unsafe or uncomfortable
- » 40.6% avoid locker rooms at school because they feel unsafe or uncomfortable
- » 34.9% report regularly skipping school because of safety concerns

### HARASSMENT, EXCLUSION, SENSE OF BELONGING

The 2018 Gender-Expansive Youth Report by the Human Rights Campaign (HRC) and the University of Connecticut reported findings on the experiences of transgender, nonbinary, and gender expansive youth in the U.S. ages 13-17<sup>2</sup>. They found:

- » 84% experienced VERBAL HARASSMENT based on gender expression
- » 80% of gender expansive youth of color reported experiencing RACISM
- » 42% experienced PHYSICAL THREATS based on gender expression
- » 52% reported being BULLIED ON SCHOOL PROPERTY in the last 12 months
- » Only 16% felt safe in the classroom compared to 32% of their cisgender LGBTQ peers

<sup>1</sup> GLSEN 2017 National School Climate Survey

<sup>2</sup> Human Rights Campaign (HRC) and University of Connecticut's 2018 Gender-Expansive Youth Report



## OVERALL WELL-BEING

The 2018 HRC report noted that gender expansive youth are at high risk for negative health outcomes. They found that:

- » 97% have trouble sleeping at night
- » 88% felt down in the past week and 84% felt hopeless or worthless in the past week
- » 85% rated their average stress level as a 5 or higher on a scale of 1-10

## MAKING A DIFFERENCE

The good news is, research shows that supportive educators and schools protect transgender students against negative educational and health outcomes<sup>3</sup>.

Listed below are easy ways to be a supportive ally to your students and to foster gender inclusivity in the classroom:

- Ask what the student would like you to do to be a good ally.
- Take the student's gender identity and expression seriously.
- Acknowledge mistakes quickly, correct them and move on.
- Respect students' affirmed names and pronouns.
- Always refer to transgender people by the name and pronoun that they assert, even when you are not in their presence.
- Do not out anyone (or allow anyone else to do so) without their consent.
- Provide resources and support.
- Take gender out of the classroom practices. Avoid asking students to line up as boys or girls or separating them by gender. Instead, use things like "odd and even birth date", or "which would you choose: milk or juice, cats or dogs, dolphins or whales". Invite students to come up with choices themselves. Always ask, "Will this configuration create a gendered space?"
- Don't use phrases such as "boys & girls," "you guys," "ladies and gentleman," or similarly gendered expressions to get kids' attention. Instead, say things like "calling all readers," or "could all of the athletes come here." Create classroom names and then ask all of the "purple penguins" to meet at the rug.
- 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.

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<sup>3</sup> (Greytak, Kosciw & Boesen, 2013; GLSEN, 2017).



## HOW TO USE THE CPS GENDER SUPPORT PLAN FOR TRANSGENDER, NONBINARY OR GENDER NONCONFORMING STUDENTS

In order to create a shared understanding about the ways in which the school will support transgender, nonbinary, and gender non-conforming, the school may create a Gender Support Plan. The CPS Gender Support Plan is meant as a resource to help transgender, nonbinary, and gender nonconforming students guide their school in supporting them. A written plan is not required; however, it should be offered to the student as a resource.

Within ten (10) business days of request from a student or a student's parent(s)/guardian(s), the School Administrative Support Team and/or the Support Coordinator shall meet to develop or revise a Gender Support Plan. 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 ten (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.

### CPS GENDER SUPPORT PLAN

The CPS Gender Support Plan is an optional tool that should be maintained only as temporary student records 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 Plan optional and is not required in order for a student to receive supports at school.
- » The 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.

The Gender Support Plan shall address the expressed needs and wishes of the student on issues including but not limited to the following: access to restrooms and other gender segregated facilities, method for affirming the student's goes by name and gender, disclosure of the student's gender identity to teachers, identification of parent and peer allies, confidentiality of gender transition in student records and information systems, staff training, and other supports as necessary.



# CPS GENDER SUPPORT PLAN FOR TRANSGENDER, NONBINARY OR GENDER NONCONFORMING STUDENTS

CONFIDENTIAL

School: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Pronouns: \_\_\_\_\_

Legal Name: \_\_\_\_\_

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

Grade Level: \_\_\_\_\_ Is a Name Change in ASPEN Requested?\*  Yes  No

Is a Gender Change in ASPEN Requested?\*  Yes  No

Sibling(s)/Grade(s)/School(s): \_\_\_\_\_

*\*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.*

## PRIVACY

*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, 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.



Parent(s)/Guardian(s)/Caregiver(s) Contact Information:

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Which name and gender pronouns will be used in guardian communications?

\_\_\_\_\_ Affirmed ("Goes By") Name & Gender Pronoun    \_\_\_\_\_ Legal Name & Gender Pronouns

Are guardian(s) **aware** of their student's gender transition? \_\_\_\_Yes    \_\_\_\_No

Are guardian(s) **supportive** of their student's gender transition? \_\_\_\_Yes    \_\_\_\_No

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

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### CONFIDENTIALITY, PRIVACY AND DISCLOSURE

*Please follow the CPS Guidelines when instituting privacy plans.*

Who is the Support Coordinator and/or who are the members of the Student Administrative Support Team (Name/Title)?

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School Contact Person (Chosen by student for support regarding harassment, bullying, etc.):

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

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**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? Check all that apply:**

\_\_\_\_\_ Open to all adults and peers (*if yes, proceed to next page with student's permission*)



\_\_\_\_\_ In-school Student Administrative Support Team/Support Coordinator

Specify staff: \_\_\_\_\_

\_\_\_\_\_ Other site level leadership/administration (counselor, Vice Principal, etc.)

Specify staff: \_\_\_\_\_

\_\_\_\_\_ District staff (Network Chief, OSHW, OSEL, etc.)

Specify staff: \_\_\_\_\_

\_\_\_\_\_ Teachers and/or other school staff

Specify staff: \_\_\_\_\_

\_\_\_\_\_ Student will not be openly “out”, but some students are aware of the student's gender

Specify students: \_\_\_\_\_

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

If the student wants to share with certain groups, when and how does the student want information communicated? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_



Staff members: \_\_\_\_\_  
\_\_\_\_\_

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

*\*Please see Supporting Transgender Students FAQ, included in this toolkit, for suggested responses to common questions.*

**How will privacy be maintained during/in the following situations?**

During registration: \_\_\_\_\_

Completing enrollment: \_\_\_\_\_

Attendance/Grade books: \_\_\_\_\_

Official school-home communication: \_\_\_\_\_

Student ID: \_\_\_\_\_

Standardized tests: \_\_\_\_\_

After-school programs: \_\_\_\_\_

School photos: \_\_\_\_\_

Yearbook: \_\_\_\_\_

IT accounts (e.g. Gmail): \_\_\_\_\_

Outside district personnel or providers: \_\_\_\_\_

**What other ways will the school need to anticipate privacy needs of the student? How will they be handled?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

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### FACILITIES AND EXTRACURRICULAR ACTIVITIES

*Students shall have access to the restrooms and locker rooms that correspond with their gender identity consistently asserted at school. Supports and accommodations should also be provided to gender nonbinary 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.*

Restroom Plan: \_\_\_\_\_

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

---

Field Trips Plan: \_\_\_\_\_

---

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

---

Gendered Activities Plan (e.g. sports): \_\_\_\_\_

---

Other Co-/Extra-Curricular Activities Plan (e.g. theater, clubs, etc.): \_\_\_\_\_

---



## SUPPORT PLAN REVIEW AND REVISION

How will this plan be monitored over time? \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

What are the specific follow-ups/action items resulting from this meeting? Who is responsible for them?

Action Item	Person responsible	When	Item Status

Date/Time of next meeting: \_\_\_\_\_

Location of next meeting: \_\_\_\_\_

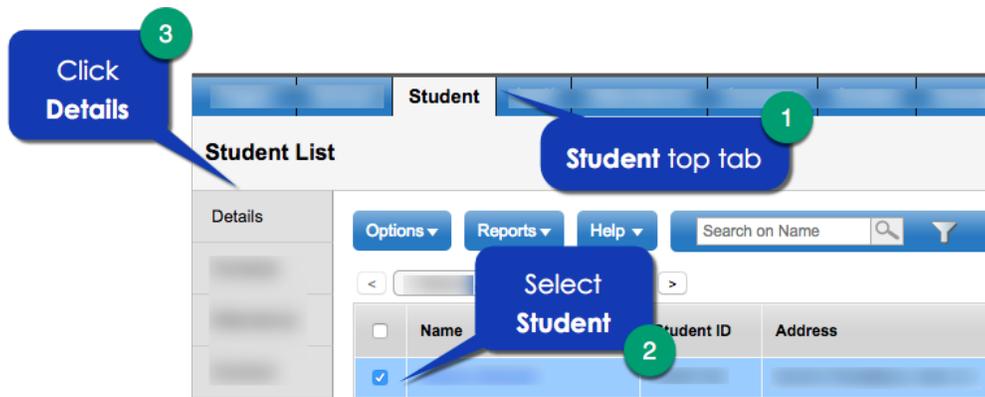




## Student “Goes By Name” (Preferred Name and Gender)

If a student chooses to go by another name or gender, Aspen offers this option while also keeping the students legal name and gender for official reporting purposes, like transcripts, report cards, and health information reports. **TIP:** If a student chooses to use the "Goes By" information, that will be the information shown for the student throughout Aspen, i.e. Gradebook, Attendance, Parent Portal. Note: Viewing and Editing "Goes By" information is only available to users with the following roles: Counselor, Nurse, Status Coordinator, Principal. The use of the "goes by" name and gender will be applied ubiquitously throughout Aspen, including on the parent and student portals.

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



4. Change the template from **Default Template** to **Name Template**
5. Enter "Goes By" first name, last name, and gender, as required
6. Choose whether to display the **Goes By Name** or the **Legal Name** throughout Aspen
7. Click **Save**

**Student Name Management**

Save Cancel Name Template

First name Middle name Last name Name Gender Pronouns She, Her, Hers

Date of Birth

Select Name Template

Select Legal or Goes By

Enter Goes By Info

**Important**

Please note that setting these options to 'Goes By' will enable the Goes By values to be shown within the Teacher's grade book, Parent and Student Portals and all other areas of Aspen.

Legal First Name Legal Middle Name Legal Last Name Legal Gender Female

Use Goes By or Legal First Legal

Use Goes By or Legal Middle Legal

Use Goes By or Legal Last Legal

Use Goes By or Legal Gender Legal

Goes By First Goes By Middle Goes By Last Goes By Gender

## RESOURCES FOR TRANSGENDER, NONBINARY AND GENDER NONCONFORMING STUDENTS

### ORGANIZATIONS PROVIDING SUPPORT TO YOUTH, FAMILIES, AND EDUCATORS

#### LOCAL

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

225 E. Chicago Ave. 312-227-4000  
Chicago, IL 60611 [www.luriechildrens.org](http://www.luriechildrens.org)

Community Programs & 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 their families
- » Provide 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 evaluate outcomes of gender-affirming interventions.

Gender Program Coordinator 312-227-3779

Sex Program Coordinator 312-227-6203

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

4009 N. Broadway 773-388-1600 ext. 9  
Chicago, IL 60613 [howardbrown.org/byc](http://howardbrown.org/byc)

- » LGBTQ youth services (ages 12-24) arm of Howard Brown Health

- » Medical services include: STI/HIV testing and treatment, gender-affirming hormone therapy, birth control options, PrEP, counseling
- » Drop-in services: food, clothing, youth-led programming
- » Resource advocacy: housing referrals, employment assistance, identification replacement, education, and vocational services, public assistance sign-up. For appointments call 773-299-7920

##### [Center on Halsted](#)

3656 N. Halstead 773-472-6469  
Chicago, IL 60613 [centeronhalstead.org](http://centeronhalstead.org)

- » Midwest's most comprehensive LGBTQ community center, dedicated to advancing community and securing health and well-being
- » Program areas: anti-violence, behavioral health, STI's, and senior, women, and youth services

##### [Chicago Center for HIV Elimination in Hyde Park](#)

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 youths to community resources including housing, healthcare, education and job training, mental health services, and more

##### [Chicago House's TransLife Center](#)

1925 N. Clybourn Ave. 773-248-5200  
Chicago, IL 60614 [www.chicagohouse.org](http://www.chicagohouse.org)

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



Chicago Women's Health Center

1025 W. Sunnyside Ave. 773-935-6126  
Chicago, IL [chicagowomenshealthcenter.org](http://chicagowomenshealthcenter.org)

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

El Rescate

(Puerto Rican Cultural Center)

2703 W. Division St. 847-829-2622  
Chicago, IL [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 youths ages 18-24

Howard Brown Health Center

4025 N. Sheridan Rd. 773-388-1600  
Chicago, IL 60613 [howardbrown.org](http://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
  - » Lakeview – 3245 N. Halsted St
  - » Rogers Park – 6500 N. Clark St.
  - » 55<sup>th</sup> St. – 1525 E. 55<sup>th</sup> St.

Illinois Safe Schools Alliance

180 N. Michigan Ave., Ste 1200 312-629-2988  
Chicago, IL 60601 [www.ilsafeschools.org](http://www.ilsafeschools.org)

- » Advocacy, education, professional development, youth organizing, and

**NATIONAL**GLSEN

(Gay, Lesbian, Straight Education Network)  
110 William St., 30<sup>th</sup> Floor 212-727-0135  
New York, NY 10038 [www.glsen.org](http://www.glsen.org)

- » National research on LGBTQ youth, education and bullying
- » Include lesson plans and resources for students

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 734 630-415-0622  
Elmhurst, IL 60126 [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.

The Night Ministry

4711 N. Ravenswood Ave. 773-784-9000  
Chicago, IL 60640 [www.thenightmistry.org](http://www.thenightmistry.org)

- » Housing, health care, and support services to individuals struggling with poverty or homelessness.
- » 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 312-558-1472  
Chicago, IL 60601 [tjlp.org](http://tjlp.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

GSA Network

1714 Franklin Ave. #100-418 415-552-4229  
Oakland, CA 94612 [www.gsanetwork.org](http://www.gsanetwork.org)

- » Resources for students to create GSA (gay-straight-alliance) clubs, advocate for safe schools policies, mobilize peers, and train teachers to stop bullying



[Lambda Legal](#)

120 Wall St., 19<sup>th</sup> Floor 212-809-8585  
New York, NY 10005 [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](#)

1133 19<sup>th</sup> St NW, Suite 302 202-642-4542  
Washington, DC 20036 [www.transequality.org](http://www.transequality.org)

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

[The Trevor Project](#)

**(Trevor Lifeline: 866-488-7386)**

P.O. Box 69232 310-271-8845  
West Hollywood, CA 90069 [thetrevorproject.org](http://thetrevorproject.org)

- » Leading specialist in crisis and suicide prevention efforts among LGBTQ youth

- » 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 #311 510-771-1417  
Oakland, CA 94607 [www.translifeline.org](http://www.translifeline.org)

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

[Transgender Law Center](#)

P.O. Box 70976 510-587-9696  
Oakland, CA 94612 [transgenderlawcenter.org](http://transgenderlawcenter.org)

- » 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

### [Gender Creative Kids Resource Library](#)

[www.gendercreativekids.ca/resources](http://www.gendercreativekids.ca/resources)

- » Resources: research publications, books, DVDs, policy documents, websites, news articles
- » Target audience include educators, families, children, transgender youth, and service providers

### [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 a LGBT-inclusive approach to addressing family diversity, gender stereotyping, bullying, and name-calling in K-5 environments
- » Resources include: short films, book lists, lesson plans, and more



## RESOURCES FOR 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 information and support to assist you in your search for answers.

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

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

- » The first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their transgender children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as transgender youth themselves.

### [Trans Youth Family Allies \(TYFA\)](#)

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

- » TYFA works to empower children and families by partnering with educators, service providers, and communities to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

### [Transgender Reading List for Adults](#)

[www.pflag.org/resource/transgender-reading-list-adults](http://www.pflag.org/resource/transgender-reading-list-adults)

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



# Frequently Asked Questions

## Supporting Transgender & Gender Nonconforming Students

### WHY SHOULD STUDENTS LEARN ABOUT THIS IN SCHOOL?

All students need a safe and supportive school environment to progress academically and developmentally. Learning about gender and the gender spectrum 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 and gender nonconforming students. Refer to the Fact Sheet 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 trans, gay and lesbian 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?

The regulations of the CPS Guidelines of treating transgender and gender nonconforming students does not allow for a student of the opposite sex to enter into the wrong facility. A transgender student is very different from a young person who is claiming to be a different gender for an inappropriate purpose. School staff will reprimand any student who enters the wrong facility as a result of inappropriate behavior.

### 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 (15-0722-PO1)*



## 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. Supporting Transgender, Nonbinary and Gender Nonconforming Students is an online PD on gender expansive youth support that is available on the Learning Hub to CPS staff (course code: Trans1920). Creating Safe and Supportive Schools for LGBTQ and All Youth is an online PD on the Learning Hub that explores the experience of LGBTQ students in CPS. Participants walk away with tangible skills to help create a safe and more supportive environment in their school. If you, a student, or parent requests additional resources, you may refer them to:

- » Illinois Safe Schools Alliance:  
[ilsafeschools.org](https://ilsafeschools.org)
- » Lurie Children's Community Programs & Initiatives:  
[jleininger@luriechildrens.org](mailto:jleininger@luriechildrens.org)
- » Illinois Caucus for Adolescent Health:  
[www.icaah.org](http://www.icaah.org)

## WHY ARE SOME FAMILIES PRIVATE ABOUT HAVING A TRANSGENDER CHILD?

All students have a right to privacy. This includes the right to keep private their transgender status or gender nonconforming presentation at school. 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 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 Law Department.

