SUPPORTING GENDER DIVERSITY TOOLKIT

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

HEALTHY CPS
—— OFFICE OF STUDENT HEALTH & WELLNESS ——
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>3</td>
</tr>
<tr>
<td>Supporting Gender Diversity Toolkit Overview</td>
<td>4</td>
</tr>
<tr>
<td>TGNC Guidelines</td>
<td>5</td>
</tr>
<tr>
<td>Key Terms</td>
<td>10</td>
</tr>
<tr>
<td>Factsheet</td>
<td>11</td>
</tr>
<tr>
<td>How to Use the Support Plans</td>
<td>13</td>
</tr>
<tr>
<td>CPS Gender Support Plan</td>
<td>14</td>
</tr>
<tr>
<td>Gender Spectrum’s Gender Transition Plan</td>
<td>20</td>
</tr>
<tr>
<td>Including Student Preferred Name and Gender in SIM</td>
<td>24</td>
</tr>
<tr>
<td>Resources</td>
<td>28</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>32</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

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 to serve as a resource in educating CPS staff on how to support transgender 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’ Teachers
Chicago Public Schools’ Parents
Gender Spectrum
GSA Network
Illinois Safe Schools Alliance
Lurie Children’s Gender and Sex Development Program
Welcoming Schools, a Project of the HRC Foundation
GLSEN
Human Rights Campaign

Healthy CPS — Office of Student Health & Wellness
Supporting Gender Diversity Toolkit Overview

INTRODUCTION
In May 2016, Chicago Public Schools (CPS) released revised guidelines to support transgender students, employees, and adults. The Transgender and Gender Nonconforming Guidelines (Guidelines) outline how to support transgender and gender nonconforming individuals, including providing access to appropriate facilities. To assist schools in implementing the Guidelines, the Office of Student Health and Wellness has compiled the following Supporting Gender Diversity Toolkit (Toolkit).

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 schools educate staff members, support transgender 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 and gender nonconforming students. Contact sexualhealthed@cps.edu with any questions or requests.

ACTION STEPS TO SUPPORT STUDENTS
Follow the steps below to utilize Toolkit resources in supporting your student(s):

1. Thoroughly read the revised CPS Transgender Gender Nonconforming Guidelines (Guidelines)

2. Review the Key Terms guide and Factsheet to understand the important role that schools play in supporting transgender students

3. If a student seeks support, convene an Administrative Support Team (see Guidelines)

4. If a student seeks support, complete Gender Support Plan and/or School Level Transition Plan

5. Use the Resource List to identify local and national support for students, educators, and families

6. Provide training to school staff, either by registering on the Learning Hub (keyword: sexual health) or contacting the Office of Student Health and Wellness Sexual Health Team at sexualhealthed@cps.edu.

7. 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 and gender nonconforming students. These Guidelines cannot anticipate every situation that might occur with respect to students who are transgender or gender nonconforming. Consequently, the needs of each student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of students who are transgender or gender nonconforming, and to maximize their social integration. 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.

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” or “Biological Sex” is a label a person is assigned at birth, often based on a medical professional’s interpretation of the newborn’s physical characteristics. Common examples may be “male,” “female,” or “intersex.”
- “Gender identity” is the deeply held sense or psychological 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,” “trans/transgender,” “gender variant,” “gender nonconforming,” “agender,” “gender non-binary,” or any combination of these terms.
- “Transgender” describes people whose gender identity is different from the biological sex they were assigned at birth.
- “Gender Nonconforming” (also known as Gender Expansive, Gender Variant, or Gender Creative) is a term that refers to individuals whose gender expression does not follow social expectations or stereotypes based on their sex assigned at birth.
- “Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms. An example of this may be a female expressing femininity or a female expressing masculinity.
- Preferred Gender Pronoun (PGP) is the pronoun or set of pronouns that an individual would like others to use when talking to or referring to that individual. Common examples include, “they,” “their,” “ze,” “he” and “she.”
• “Gender-affirming approach” is 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.

• “Student Administrative Support Team” is a group that receives information on a confidential need-to-know basis and is convened to determine the appropriate supports for transgender and gender nonconforming students. The team should consist of the school principal, the student, individuals the student identifies as trusted adults, and individuals the principal determines 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 nurse, school counselor, and/or assistant principal. The team is responsible for constructing a support plan which addresses the supports and accommodations provided to the student. The student’s support plan shall be kept in the student’s health folder and may be shared only with staff members who have a legitimate health, safety, or educational interest in the information.

For additional guidance concerning the individuals that may be eligible to participate in student support meetings, contact the Network Social & Emotional Learning (SEL) specialists or the Office of Social & Emotional Learning (OSEL) at 773-553-1830. In determining who is eligible to participate, each situation will be evaluated on a case-by-case basis and will consider factors, including but not limited to the student’s age and any safety concerns.

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 that environment. In order to better support transgender and gender nonconforming students, school principals shall ensure that these guidelines are implemented at the school level.

If the student or parent/guardian expresses a desire for additional supports and/or accommodations, the principal may convene the Student Administrative Support Team to assist with timely and appropriate accommodations. The team should work closely with the student and/or the parent/guardian, if appropriate, to discuss individual needs and additional supports. The principal should also designate at least one contact person, of the student’s choosing, whom the student may reach out to with any concerns, or if the student feels bullied or harassed at school.

Discrimination/ Harassment

It is the goal of the Chicago Board of Education to create a learning environment in all its school 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 and gender nonconforming 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 a person’s actual or perceived transgender status or gender nonconformity are to be 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 private their transgender status or gender nonconforming presentation at school. Information about a student’s transgender status, legal name, or biological sex assigned at birth may also constitute confidential medical and student record information. Disclosing this information may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA), the Illinois School Student Records Act (ISSRA), and the Mental Health and Developmental Disabilities Confidentiality Act.

Transgender 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 status or gender nonconforming presentation to others. Therefore, given the sensitive nature of the information, when speaking with other staff members, parents, guardians, 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 Law Department.

**Names/ Pronouns**

Students have the right to be addressed by a name and pronoun corresponding to the gender identity they consistently assert at school. Students are not required to obtain a court order and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. In addition to the student’s legal name and biological sex, the student’s requested name and gender shall be added in the Student Information Management system (SIM) in order to inform teachers of the name and pronoun to use when addressing the student. Information about the student’s legal name and biological sex shall be kept confidential in the legal alert field in IMPACT.

This directive excludes inadvertent slips or honest mistakes in the use of preferred names or pronouns. However, 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 or pronoun 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 biological sex. 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 have been changed pursuant to Illinois legal requirements.
Restroom and Locker Room Accessibility

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 non-binary students and students questioning their gender identity, regardless of whether the student is consistently asserting at school. These accommodations should be assessed on a case-by-case basis in a manner consistent with the student’s support plan.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single-stall restroom. Any alternative arrangement should be provided in a way that protects the student’s privacy and is consistent with the student’s support plan.

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

Transgender and gender nonconforming students shall be provided the same opportunities to participate in physical education as all other students. Generally, students should be permitted to participate in gender-segregated, recreational, physical education class activities, sexual health education, clubs, school events, and non-competitive sports in accordance with the gender identity the student consistently asserts at school. Participation in competitive athletic activities and contact sports will be resolved in accordance with the Illinois High School Association rules.

Dress Codes

Transgender 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 may not adopt dress codes that restrict students’ clothing or appearance on the basis of gender.

Overnight School Trips

In no case should a transgender student be denied the right to participate in an overnight field trip because of the student’s transgender status. Students shall be permitted to participate in accordance with the gender identity consistently asserted at school.

Accommodations shall also be provided to gender non-binary students and students questioning their gender identity, regardless of whether the student is consistently asserting at school. These accommodations should be assessed on a case-by-case basis and in a manner consistent with the student’s support plan.
The principal or designee shall work with the student, the Student Administrative Support Team, the Network SEL Specialist, and OSEL to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip.

**Resources**

For questions about these Guidelines, please contact Justina Schlund, Director, Office of Social & Emotional Learning, at 773-553-1830.

If a student or parent requests additional resources, the school may refer them to:
Illinois Caucus for Adolescent Health: (312) 427-4460
Illinois Safe Schools Alliance: (312) 533-2624; owen@illinoissafeschools.org
Mikva Challenge: (312) 863-6340; inquiries@mikvachallenge.org
Lurie Children’s Gender and Sex Development Program: (773)303-6056; Jleininger@luriechildrens.org
Lambda Legal: (312) 663-4413
KEY TERMS

The language surrounding gender and sexuality is constantly evolving. OSHW recognizes that learning accurate and respectful terminology surrounding gender and sexuality is essential when engaging in conversation. Please note that this list of key terms and definitions may undergo adaptations in the near future. Remember, these terms can be defined in various ways, and these are just some of the ways people identify. There can be many ways to identify.

SEX - A label a person is assigned at birth, often based on a medical professional’s interpretation of the newborn’s physical characteristics. Common examples: “male,” “female,” or “intersex.”

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,” “trans/transgender,” “gender variant,” “gender nonconforming,” “agender,” “gender non-binary,” or any combination of these terms.

GENDER EXPRESSION - The way a person expresses gender, through clothing, hairstyles, activities, or mannerisms. An example of this may be a female expressing femininity or a female expressing masculinity.

GENDER NONCONFORMITY (ALSO KNOWN AS GENDER EXPANSIVE, GENDER VARIANT, OR GENDER CREATIVE) - A term that refers to individuals whose gender expression does not follow social expectations or stereotypes based on their sex assigned at birth. This term reinforces the notion that gender is not binary, but a continuum; and that many children and adults express their gender in multiple ways.

TRANSGENDER OR TRANS - Describes people whose gender identity is different from the biological sex assigned at birth. The word transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions (applies to identity, appearance, and behavior – not necessarily body parts).

CISGENDER (CIS-“ON THIS SIDE OF”) Term used to describe people whose gender identity is congruent with biological sex.

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. Not all transgender youth identify as gay, lesbian, or bisexual and not all gay, lesbian, and bisexual youth display gender-nonconforming characteristics.

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.
FACTSHEET: TRANSGENDER & GENDER NONCONFORMING STUDENTS

WHY SUPPORT TRANSGENDER/GENDER NONCONFORMING STUDENTS?

Transgender and gender nonconforming students are more likely than other students to have negative experiences at school. They suffer stigma, discrimination, harassment, and violence that adversely affect health and educational outcomes.

Transgender students are at an increased risk of missing school due to safety concerns, increased risk of having lower GPAs, and increased risk of feeling isolated from their community. The 2015 National School Climate Survey by GLSEN reported that among transgender students in schools:

» 75% felt unsafe at school because of their gender expression
» 70% avoid bathrooms at school because they feel unsafe or uncomfortable
» 56% avoid locker rooms at school because they feel unsafe or uncomfortable
» 59% experience verbal harassment based on gender identity
» 23% experience physical harassment based on gender identity
» 11% experience physical assault based on gender identity

HARASSMENT, EXCLUSION, SENSE OF BELONGING

A 2013 report by the Human Rights Campaign (HRC) and Gender Spectrum, “Supporting and Caring for Our Gender-Expansive Youth,” also reported findings on the experiences of transgender and gender nonconforming (gender expansive) youth in the U.S., ages 13-17:

» 74% experienced VERBAL HARASSMENT based on gender expression
» 42% report frequently or often being CALLED NAMES involving gay slurs
» 40% report frequently or often being EXCLUDED BY THEIR PEERS
» 33% experienced PHYSICAL HARASSMENT based on gender expression
» Only 5% report definitely fitting in their community, compared to nearly 33% of cisgender youth respondents
THE FUTURE

The HRC and Gender Spectrum’s report (2013) questioned youth on the likelihood of seven future ambitions happening to them in their future. Among the self-identified gender-expansive youth surveyed:

» Only 37% believe it is very likely that they will be happy in the future

» Only 43% believe it is very likely that they will establish a lifelong partnership with someone they love in the future

» Only 28% strongly agree that they know things will get better

MAKING A DIFFERENCE

The good news is, research shows that supportive educators and schools protect transgender students against negative educational outcomes iv.

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 (and own them).

☐ Respect students’ preferred names/pronouns.

*Remember to always refer to transgender persons by the name and pronoun that corresponds with their gender identity (even if you are not in their presence).

☐ Do not out anyone (or allow anyone else to do so) without their consent.

☐ Treat trans people as members of their gender identity.

☐ Provide resources and support.

☐ 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.
HOW TO USE THE CPS GENDER SUPPORT PLAN AND THE GENDER TRANSITION PLAN

In order to create a shared understanding about the ways in which the school will support transgender and gender expansive students, the school may create a Gender Support Plan. In order to create a shared understanding about the ways in which the school will support students who are making a formal transition from their sex assigned at birth, when a student indicates an intention to transition, the school may create a Gender Transition Plan.

The CPS Gender Support Plan and Gender Spectrum’s Gender Transition Plan are meant as resources to help transgender and gender expansive students guide their school in supporting them. These plans are not mandatory, however they should be offered 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 the School Coordinator shall meet to develop or revise a Gender Transition Plan or Gender Support Plan. In the case of exigent circumstances, the School Administrative Support Team and the School Coordinator shall meet sooner. The parent(s)/guardian(s) or student may bring an additional support person to the meeting.

Within ten (10) business days of finalizing a Gender Transition Plan or 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.

Gender Transition Plans and Gender Support Plans should be maintained as temporary student records and should not be included in the student’s permanent student file. The Plan(s) should be maintained in confidence and only accessible to the Student Administrative Support Team or other District staff identified in the Plan.

CPS GENDER SUPPORT PLAN

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 preferred 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.

GENDER TRANSITION PLAN

Gender Spectrum’s Gender Transition Plan addresses the same subjects as the Gender Support Plan, but adds confidentiality of the gender transition, and a timeline for the transition to create the conditions supporting a safe and accepting environment at the school. The Gender Support Team shall facilitate positive communication between the parties. Conflicts regarding Gender Transition or Support Plans shall be resolved on a case-by-case basis, with the goal of ensuring each student’s academic, social, and emotional success.

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
CPS GENDER SUPPORT PLAN FOR TRANSGENDER AND 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 SIM Requested?* _____ Yes _____ No

Is a Gender Change in SIM Requested?* _____ Yes _____ No

Sibling(s)/Grade(s)/School(s):__________________________________________________________

________________________________________________________

* Please see “Including Student Preferred Name and Gender in SIM”, included in this toolkit, for step-by-step instructions on entering changes in SIM.

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.

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
PARENT/GUARDIAN INVOLVEMENT

School staff shall not disclose a student’s transgender 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:
________________________________________________________________________________________
________________________________________________________________________________________
Which name and gender pronouns will be used in guardian communications?
_____ Preferred Name & Gender Pronouns       _____ 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 guardian(s) not aware or not supportive, what measures must be considered during the implementation of this Support Plan (e.g. phone calls, notes sent home)?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

Please follow the CPS Guidelines when instituting privacy plans.

Who are the members of the Student Administrative Support Team (Name/Title)?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

If designated School Contact Person is unavailable, what should the student do? _____________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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 checked yes, can proceed to next page with student’s permission)

_____In-school Student Administrative Support Team

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: ________________________________________________________________________________
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?
_________________________________________________________________________________________

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 non-binary 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: ___________________________________________________________________________
_____________________________________________________________________________________

Locker Room/PE Changing Plan: ___________________________________________________________________________
_____________________________________________________________________________________

Field Trips Plan: _____________________________________________________________________________
_____________________________________________________________________________________

Overnight Trips Plan: _____________________________________________________________________________
_____________________________________________________________________________________

Gendered Activities Plan (e.g. sports): ___________________________________________________________________________
_____________________________________________________________________________________

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
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?

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Person responsible</th>
<th>When</th>
<th>Item Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date/Time of next meeting: ________________________________

Location of next meeting: ________________________________
-- Confidential --

Gender Transition Plan

This document supports the necessary planning for a student’s formal transition of gender from its commonly assumed status to something else. Its purpose is to create the most favorable conditions for a successful experience, and to identify the specific actions that will be taken by the student, school, family, or other support providers.

<table>
<thead>
<tr>
<th>School/District</th>
<th>Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Preferred Name</td>
<td>Legal Name</td>
</tr>
<tr>
<td>Student’s Gender</td>
<td>Assigned Sex at Birth</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>Student Grade Level</td>
</tr>
<tr>
<td>Sibling(s)/Grade(s)</td>
<td>/</td>
</tr>
<tr>
<td>Parent(s)/Guardian(s)/Caregiver(s) /relation to student</td>
<td>/</td>
</tr>
</tbody>
</table>

What is the nature of the student’s transition (male-to-female, female-to-male, a shift in gender expression, etc.)

How urgent is the student’s need to transition? Is the child currently experiencing distress regarding their gender?

**PARENT/GUARDIAN INVOLVEMENT**

Are guardian(s) of this student aware and supportive of their child’s gender transition?  Yes  No

If not, what considerations must be accounted for in implementing this plan?

**INITIAL PLANNING MEETING**

When will the initial planning meeting take place? Where will it occur?

Who will be the members of the team supporting the student’s transition?

- Student
- Parent(s)
- School Staff
- Other

**STUDENT TRANSITION DETAILS**

What is the specific information that will be conveyed to other students (be specific)?

What requests will be made?
With whom and when will this information be shared?

- With peers in the transitioning student’s class only  
  Date: __________
- With peers in the student’s grade level  
  Date: __________
- With some/all students at school (specify) ______________________________  
  Date: __________
- Other (specify) ______________________________

Who will lead the lessons/activities framing the student’s announcement? ______________________________

What will the lesson/activities be? ______________________________

Will the student be present for the lesson/sharing of info about the transition? ______________________________

If yes, what if any role does the student want to play in the process? ______________________________

Once the information is shared, what parameters/expectations will be set regarding approaching the student? ______________________________

Other notes, considerations or questions ______________________________

---

**KEY DECISIONS PRIOR TO STUDENT’S TRANSITION**

**Communications with Other Families**

Will any sort of information be shared with other families about the student’s transition? ______________________________

With whom: ___ Families in child’s grade  ___ Whole School  ___ Other (specify) ______________________________

Who will be responsible for creating this? ______________________________  
When will it be sent? ______________________________

How will it be distributed? ______________________________

What specific information will be shared*? ______________________________

* see sample letters

**Training for School Staff**

Will there be specific training about this student’s transition with school staff? ________ When? __________

Who will be conducting the training? ______________________________  
What will be the content of the training? ______________________________

Questions/Notes: ______________________________
Parent Information Night About Gender Diversity
Will there be specific training for school community members? __________ When? ________________
Who’ll conduct it? ____________________________ Will it reference the student’s transition? ____________
What will be the content of the training? ____________________________________________________________

Questions/Notes: ______________________________________________________________________________
_____________________________________________________________________________________________

Class Meeting with Parents
Will there be any meeting with the families of the transitioning student’s peers? __________ When? _______
Who will lead the meeting? __________________________ Who will be attending the meeting? _________________
What will be the purpose for this meeting? _____________________________________________________________

_____________________________________________________________________________________________

Identifying and Enlisting Parent Allies
Are there any parents/adults in the community you would like to enlist in support of the child’s transition? ____
If so, who? ___________________________________________________________________________________
When will you speak with them? ________________ What will be your request? ________________________________

_____________________________________________________________________________________________

Questions/Notes: ______________________________________________________________________________
_____________________________________________________________________________________________

Identifying and Enlisting Peer Allies
Are there other students you would like to enlist in support of the child’s transition? ______________________
If so, who? ___________________________________________________________________________________
When will they be spoken with? ________________ What requests will be made? ________________________________

_____________________________________________________________________________________________

Questions/Notes: ______________________________________________________________________________
_____________________________________________________________________________________________

Siblings
Does the student have any siblings at the school? ____ What needs to be considered for them?
Training in their classroom(s)? ____________________________ Emotional Support? ____________________________

_____________________________________________________________________________________________

Questions/Notes: ______________________________________________________________________________
**TIMELINE**

Which of the following will take place in relation to this student’s gender transition, and when will it occur and who will be responsible for making it happen?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Planning Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons/Activities with Other Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications with Other Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for School Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Information Night About Gender Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Meeting with Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and Enlisting Parent Allies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying and Enlisting Peer Allies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the specific follow-ups or action items emerging from this meeting and who is responsible for them?

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Including Student Preferred Name and Gender in SIM

This document provides instructions on how administrators should include transgender and gender nonconforming students’ preferred name and gender, legal name, and biological sex in IMPACT SIM. This document should be interpreted in accordance with the guidelines provided in “CPS Guidelines Regarding the Support of Transgender and Gender Nonconforming Students.” Note the following:

- Please be advised that students are not required to obtain a court order and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.
- The student’s preferred name and gender, legal name, and biological sex shall be added in SIM in order to inform teachers and other staff of the name and pronoun to use when addressing the student.
- Staff with the Status Coordinator or Principal role in SIM can enter and maintain this information.

Students Who Have Obtained a Court Ordered Name or Gender Change

Enter new legal name and/or sex in the Last Name, First Name and Gender fields provided thereby replacing the student’s previous name and/or sex. Note that these fields are highlighted in the screen capture below with a star (★). Write a note in the Legal Alert field that student’s sex was changed pursuant to court order.

Students Who Have Not Obtained a Court Ordered Name or Gender Change

The student’s preferred name and gender should be entered into the Preferred name field in SIM, located on the Student Demographics page, Overview tab and illustrated in the screen capture below. This is the name the teachers, school administrators, faculty and employees should use to address the student. See page 2 of this document for a recommended SIM report that can be used to communicate this information.

Note that transgender and gender nonconforming students have a right to be addressed by the sex they consistently assert at school. However, in lieu of a legal order indicating a change in sex, the Gender field in SIM should contain the student’s biological sex, as illustrated in the screen capture above.

Note that the student’s preferred gender is listed in parenthesis next to the preferred name. For example: Edward (Male) or Cynthia (Female).
Updated Class Roster and Homeroom Roster Reports in IMPACT SIM

Effective May 2016, the two (2) roster reports listed below have been updated to now include the Preferred Name field. Schools are advised to use them exclusively, as they will inform staff that a student may have a preferred name and gender that should be used to address the student. As a reminder, the rosters should be used for substitute teachers to take manual attendance, as well as in the event of an emergency or field trips.

- **CPS Homeroom Roster Report** (formerly Homeroom Roster Report) – used primarily by elementary schools

- **CPS Class Roster Report** (formerly Class Roster Report) – used primarily by high schools

---

Generate the “CPS Class Roster – Demographics” option to Obtain List of Students with a Preferred Name and Gender:

ES and HS Staff can generate the “CPS Class Roster – Demographics” option in order to obtain a list of students who may have a preferred name and gender. This report is available to all roles in IMPACT SIM.

1. On the horizontal Menu bar, under Admin, select Reports.
2. On the School Reports page, scroll down to Scheduling Reports section, and click CPS Class Roster.

3. On the Report Options page, under Preferences, complete the following and click Run:

- **Effective Date**: select the desired effective date.
- **Report Type**: select Demographics
- **Roster**: select the applicable radio button.
  - Teachers should select the applicable radio button.
  - Administrators should select Homeroom option.
- **Sort Print Output By**: select the desired sort print output.

**NOTE**: The Homeroom option on this report denotes the student’s Demographics Homeroom, located on the School Specific tab. If the student’s Demographics Homeroom is set to N/A, the student will not appear on this report.

The report displays as follows. Note that there is also a column that indicates which students have a Medical Alert (M) and/or Legal Alert (L) on file.

Disclaimer: Student names and other demographic information listed in this document are for illustration purposes only; these are not actual students.
Generate a Student ID Badge with Preferred Name in IMPACT Verify

Effective November 2016, Student ID badges can be printed with a student’s preferred name. Principals should contact Josh Medina, IMPACT School Safety & Business Manager (IMPACT Verify) for assistance at jjmedina@cps.edu or (773) 553-2667.

Request a Change to a Student’s Google Email Account

Effective March 2017, a student’s Google email account can be changed to the student’s Preferred Name, as follows:

1. After the student’s Preferred Name and Gender have been entered into IMPACT SIM, as illustrated on page 1, the Principal should contact the ITS Service Desk at 773-553-3925 and provide the following information:
   - Student’s Legal Name (for example: Virginia Wilson)
   - Student’s Preferred Name (for example: Edward Wilson)
   - Student’s CPS ID Number

2. The ITS Service Desk will escalate the ticket to the Google team who will make this change.

3. The Principal will be notified once the change has been completed.
Resources for Transgender and Gender Nonconforming Students

ORGANIZATIONS PROVIDING SUPPORT TO YOUTH, FAMILIES, AND EDUCATORS

LOCAL
Ann & Robert H. Lurie Children’s Gender & Sex Development Program
225 E. Chicago Ave. 312-227-4000
Chicago, IL 60611 www.luriechildrens.org

» Services to support physical, mental, and social health of patients and their families
» Medical care, trainings and school consultations, connection to resources and support services as youth progress through gender identity development

Broadway Youth Center
615 W. Wellington Ave. 773-935-3151
Chicago, IL 60657 howardbrown.org/byc

» LGBTQ youth services (ages 12-24) arm of Howard Brown
» Medical services: 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 and more
» For a referral to Resource Advocates, call 773-935-3151

Center on Halsted
3656 N. Halsted St. 773-472-6469
Chicago, IL 60613 www.centeronhalsted.org

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

Chicago Center for HIV Elimination in Hyde Park
5837 S. Maryland Ave. Chicago, IL 60637 hivelimination.uchicago.edu

» HIV prevention services, outreach programs and support groups
» Individualized resource counseling to connect young people to community resources including housing, healthcare, education & job training, mental health services, and other services

Chicago House’s TransLife Center
1925 N. Clybourn Ave. 773-472-6469
Chicago, IL 60614 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 60640 chicagowomenshealthcenter.org

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

El Rescate (Puerto Rican Cultural Center)
2703 W. Division St. 872-829-2622
Chicago, IL 60622 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

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
Supporting Gender Diversity Toolkit

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
Supporting Gender Diversity Toolkit

RESOURCES FOR EDUCATORS AND SCHOOLS

Beyond the Binary: A Toolkit for Gender Identity Activism in Schools
PDF available at gsanetwork.org, transgenderlawcenter.org, & nclrighhts.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

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

Guide to Name and Gender Marker Changes (Equality Illinois)
www.equalityillinois.us/issue/transgender

» Comprehensive guide to legal name and identity documents changes in Illinois

Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools
PDF available at www.hrc.org/resources/topic/transgender-children-youth

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

Trans Student Educational Resources (TSER)
www.transstudent.org

» Youth-led organization which provides schools with trans resources
» Supports schools by training teachers, supporting trans-related events, and providing leadership training for trans youth

Welcoming Schools
www.welcomingschools.org

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

Made possible by a cooperative agreement (number 1U87PS004162) between the Centers for Disease Control and Prevention (CDC) and the Chicago Public Schools Office of Student Health and Wellness. The views expressed in this publication do not necessarily reflect the views, opinions and official policies of the CDC.

Healthy CPS — Office of Student Health & Wellness
RESOURCES FOR FAMILIES

A Guide For Parents
PDF available at www.childrensnational.org

An affirming and positive resource from the Washington D.C. based The Children’s National Medical Center.

Gender Spectrum
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

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

Trans Youth Family Allies (TYFA)
www.imatyfa.org

YFA 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.
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.

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 supporting 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 is enters the wrong facility as a result of inappropriate behavior.

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 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.

Información y discusión sobre 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.

*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-P02), Comprehensive Non-Discrimination, Title IX and Sexual Harassment Policy (12-0425-P01) and Student Code of Conduct (15-0722-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. Creating Safe and Supportive Schools for LGBTQ and All Youth is an online PD on 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:
  312-533-2624
  AJ@illinoissafeschools.org

» Lurie Children’s Gender and Sex Development Program:
  773-303-6056
  jleininger@luriechildrens.org

» Illinois Caucus for Adolescent Health:
  312-427-4460
  www.icah.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.

HOW DO I RESPOND IF A PARENT/GUARDIAN HAS ISSUES WITH THE SUPPORTS GIVEN TO TRANSGENDER STUDENTS? WHAT ABOUT QUESTIONS OF STUDENT SAFETY?

An appropriate response may be:

“I can assure you that the safety of all of the students at this school remains my highest priority. If your child is feeling unsafe, we need to know about it. Can you tell me about specific situations or occurrences that have taken place in which your child’s safety was at risk? How can we help your child to feel more comfortable?”

We want to make sure we are listening to parents/guardians and taking the necessary steps to their questions and concerns are addressed.

WHAT ABOUT RELIGIOUS QUESTIONS/OBJECTIONS?

Schools include people with many different religious beliefs. Some religious organizations support inclusion of LGBT people, and some don’t. The role of schools is develop a climate where there is respect for the diversity of beliefs and families within a community. Respect is built by acknowledging the diversity in our community, promoting opportunities for community dialogue and allowing the diversity of families to be visible within schools.

If you have questions about this toolkit, please contact sexualhealthed@cps.edu. For legal questions, please contact the Law department at 773-553-1700.