

# Gender in Schools: Beyond the Binary

Jennifer Leininger, M.Ed.

She/Her

maligayang pagdating    वेलकम    환영  
hoan nghênh    Добро пожаловать  
欢迎    bienvenidx  
**all genders**  
**welcome**  
powitanie    འཕྲུལ་ཁུར་    willkommen  
אברך ברוך    καλωσόρισμα    ترحيب  
ยินดีต้อนรับ    benvenuto    ようこそ    bienvenue



# Guidelines

- No right or wrong questions
- Confidential
- Use respectful language
- Share and allow others to share
- Shape this discussion to fit your needs
- Introduction



# Insta-intros!

In 15 seconds, please share -

1. Your name
2. Your preferred gender pronoun (he/him, she/her, they/them, etc.)
3. What you're hoping to get out of today



# Objectives

- To provide attendees with a basic understanding of gender diversity within a school framework
- To provide attendees with information about how to create an environment that is inclusive of all children and adolescents
- To discuss how best to support all students around gender diversity, including those who identify as transgender and gender nonconforming

What are some of your goals and objectives today?



# Key Terminology

# Key Terminology

## Allow everyone to self-identify

### Sex

- Reproductive anatomy or external and internal genitalia (e.g. penis, vagina, gonads, reproductive tracts, etc.)
- Determines birth-assigned male or female sex (i.e. “natal sex”)

### Gender Identity

***Raise your hand if you have a gender identity***

- A person's internal, deeply-felt sense of being either male, female, something other, or in between (most have a strong sense between 4-6).

### 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 (most begin expressing around ages 2-3).

# Gender Development

- By 18-24 mo, children develop the ability to label gender
- Between 2-4 years, most children recognize gender differences, use gendered pronouns
- By age 5 to 6 years, most children declare a gender identity of male or female
- For most children, but not all, this identity is consistent with their sex-assigned at birth and remains constant across the lifespan
- Exploring gender is a very typical part of human development!



# Key Terminology

## Gender Nonconforming (gender expansive, gender variant, gender creative)

Gender expressions that fall outside of societal expectations for one's sex-assigned at birth

- May (or may not) impact a person's gender identity
  - Male assigned sex: “I am a girl and I like to express femininity.”
  - Male assigned sex: “I am a boy and I like to express femininity.”
- Long-standing occurrence (e.g., 6 months or more) – not a fleeting curiosity or interest
- Gender nonconformity is a normative variation of human diversity

# Key Terminology

## Sexual Orientation

- The gender to which one is romantically and/or sexually attracted

## Cisgender (*cis*-“same side as”)

- Term used to describe people whose gender identity is congruent with biological sex

# Key Terminology

## Transgender or Trans

- Individuals with an affirmed gender identity different than their sex-assigned at birth
- Umbrella term that encompasses diversity of gender identities & expressions
- Applies to identity, appearance, and behavior, but not necessarily body parts

An adjective, not a noun or a verb

- a. Incorrect as noun: “She’s a transgender.”
- b. Incorrect as verb: “That person is transgendered.”
- c. Incorrect: “A transgendered person.”
- d. **Correct: “A transgender student/male/female”**







## Trans\* Umbrella

### Trans\*/Transgender

Someone who does not identify with their sex assigned at birth

### Transfeminine/Transmasculine

Someone who identifies more female than male or more male than female

### Trans Man/Trans Woman

Someone who was female at birth but identifies as male/someone who was male at birth but identifies as female

### Agender

Someone who does not identify with a gender

### Two-Spirit

Someone who fills one of the many mixed-gender roles prevalent in Native American communities

### Multigender

Someone who identifies with more than one gender (e.g. bigender)

### Gender Fluid

Someone whose gender changes

### Genderqueer

Someone who does not identify within the gender binary

## Identities not under the Trans\* Umbrella:

### Cisgender

Someone who is not trans\*

### Drag Performer

Someone who wears flamboyant clothes for entertainment value (can be trans\*)

### Crossdresser

Someone who wears clothes associated with the opposite gender (can be trans\*)

### Intersex

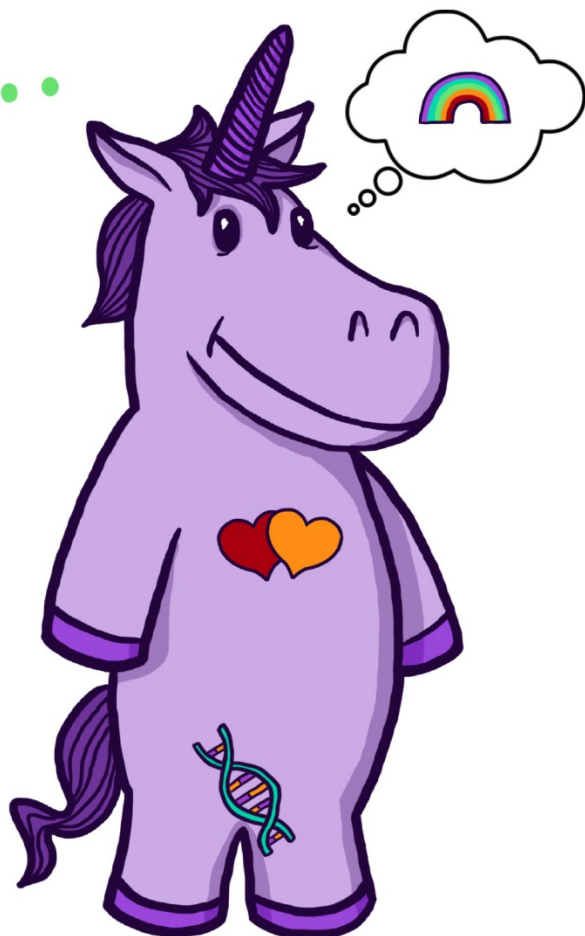
The presence of a less common combination of features that generally distinguishes male and female (can be trans\*)

There is no  
**ONE**  
right way  
to be  
transgender.

How does this all fit  
together?

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



## Gender Identity



Female/Woman/Girl  
Male/Man/Boy  
Other Gender(s)



## Gender Expression/Presentation



Feminine  
Masculine  
Other



## Sex Assigned at Birth

Female



Male



Other/Intersex



## Sexually Attracted To



Women  
Men  
Other Gender(s)



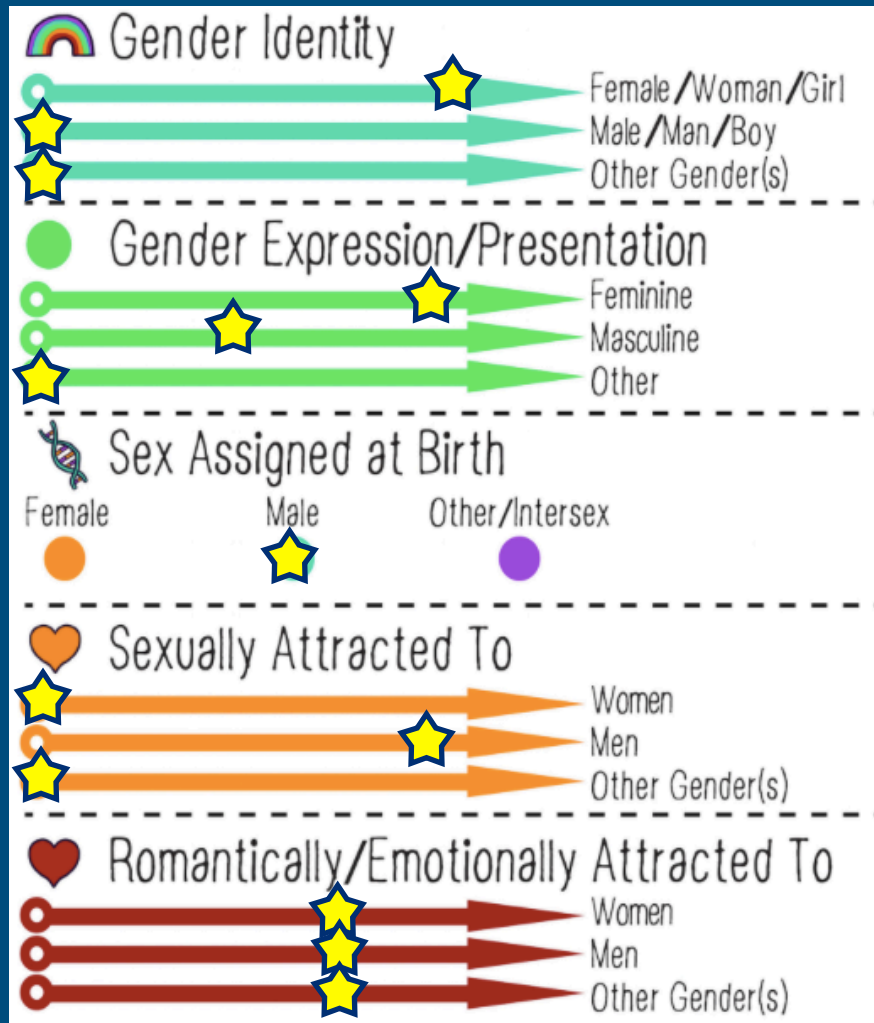
## Romantically/Emotionally Attracted To



Women  
Men  
Other Gender(s)

To learn more go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan



# Cultural Norms

“The generally accepted rule is pink for boys, and blue for the girls. The reason is that pink, being a more decided and stronger color, is more suitable for the boy, while blue, which is more delicate and dainty, is prettier for the girl.”

*-1918 Ladies Home Journal*





# Cultural Norms





# What is the role of schools?

“When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing.”

– *Adrienne Rich, poet*



# Schools Play a Crucial Role in the Lives of All Students

- Socialization
- Learning
- Acceptance
- Broadening Horizons
- Character Building
- Community Engagement
- Develop Future Leaders
- Exposure to Diversity
- Decision Making
- Friendship

*Schools have the opportunity to create a safe and supportive environment for all students and to create a space where gender diverse students feel welcome!*



# Gender Impacts Everyone

- 50% of elementary bullying is based on gender and/or sexual orientation slurs (Holt, M., & Espelage, D., 2013)
- More than 50% report school as an unsafe environment for “not being as masculine as other guys or as feminine as other girls” (Holt, M., & Espelage, D., 2013)



Chronicle / Penni Gladstone



# Gender Stereotypes





## Traditional Gender Stereotypes.

### Feminine.

Not aggressive.  
 Dependent.  
 Easily influenced.  
 Submissive.  
 Passive.  
 Home-oriented.  
 Easily hurt emotionally.  
 Indecisive.  
 Talkative.  
 Gentle.  
 Sensitive to other's feelings.  
 Very desirous of security.  
 Cries a lot.  
 Emotional.  
 Verbal.  
 Kind.  
 Tactful.  
 Nurturing.

### Masculine.

Aggressive.  
 Independent.  
 Not easily influenced.  
 Dominant.  
 Active.  
 Worldly.  
 Not easily hurt emotionally.  
 Decisive.  
 Not at all talkative.  
 Tough.  
 Less sensitive to other's feelings.  
 Not very desirous of security.  
 Rarely cries.  
 Logical.  
 Analytical.  
 Cruel.  
 Blunt.  
 Not nurturing.



How might these  
 messages impact  
 students?



# How can you integrate discussions of diversity at home and at school?

**Gender diversity, cultural diversity, diverse families and family structures  
Others?**



Read a book, article, poem, or story that examines gender stereotypes

Why is it important to have these discussions?



# What can you do?

1. Look for opportunities to explore how gender is conveyed
  - ✓ Interpersonal interactions
  - ✓ Separation in activities
  - ✓ Choices offered by gender
2. Personally demonstrate inclusive behavior
  - ✓ Allow everyone to self-identify
3. Personally interrupt gender stereotypes



“  
**WALK THE  
WALK AND  
TALK THE  
TALK.**”

# **Supporting Trans and Gender Nonconforming Students**

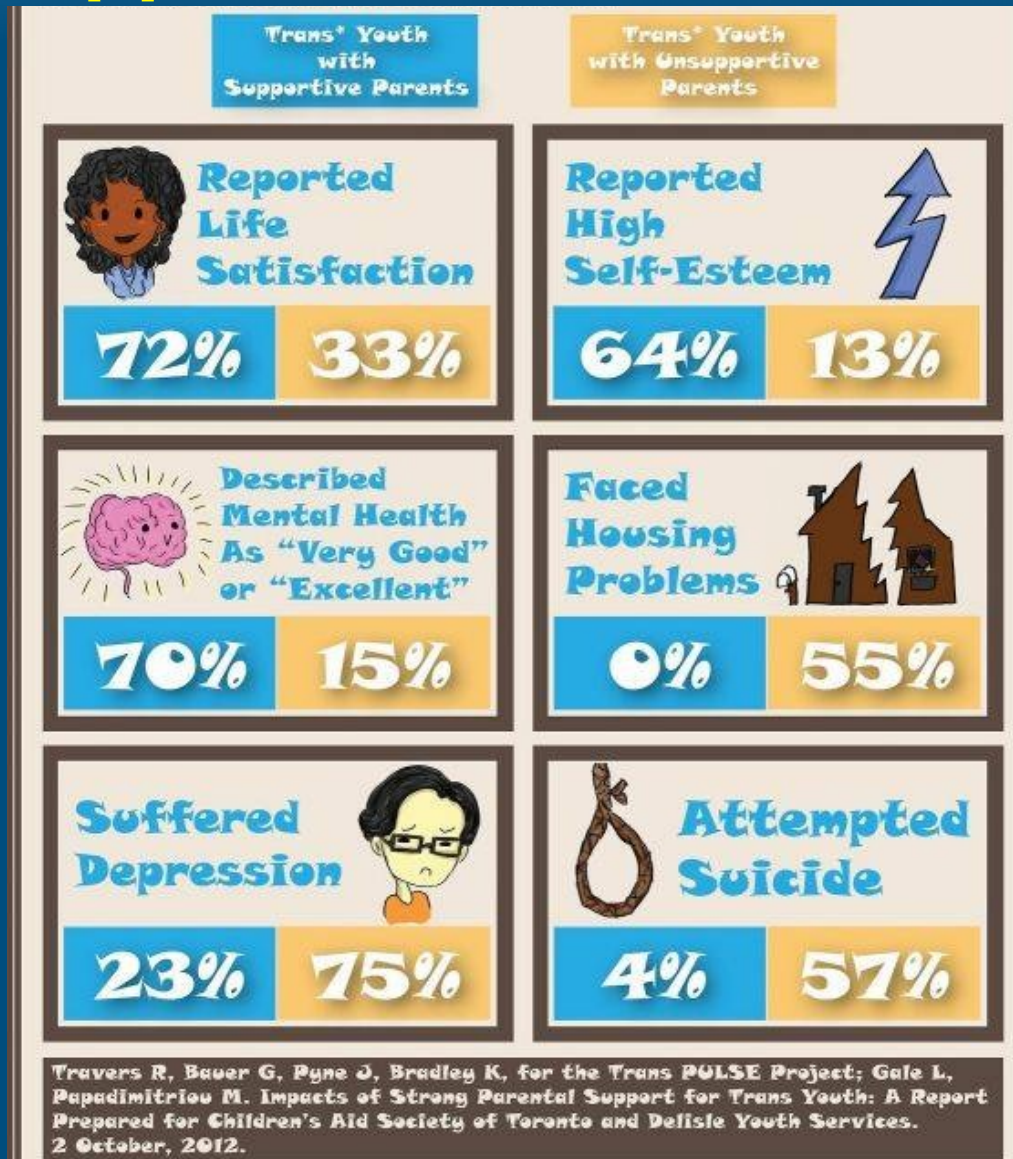
# Health Risks

## Outcomes Tied to Rejection and Acceptance

- Students that are not supported are at increased risk of:
  - Depressive symptoms, low life satisfaction, self-harm, isolation, posttraumatic stress, incarceration, homelessness, and suicidality
- Students that are supported are tied to the following traits:
  - Positive self-esteem, high social support, positive mental health, less depressive symptoms, greater self-esteem, greater life satisfaction (compared with youth whose families were non-supportive)



# Why Support for Trans Youth Matters



# Psychosocial Risk

In a survey of transgender and  
gender-nonconforming adults  
**41%** had ever attempted suicide

*The national average is **4.6%***





# What is Transphobia?



- ❖ Like homophobia, racism and sexism, transphobia plays out in discriminatory acts directed toward a relatively powerless minority.
- ❖ Because gender is one of the most firmly entrenched norms in western society, reactions to those who do not conform to the traditional female/male binary is often extremely severe.

# Transphobia in School

What are some of the ways that transphobia may occur at school?

- Isolation
- Teasing
- Bullying
- Gossip
- Exclusion
- Physical and verbal harassment
- Theft
- Others?



## Addressing transphobia in school

- Proactive & Reactive

# What is a transition?

- Process by which an individual begins living in their affirmed gender
  - Social
  - Medical
  - Legal
- May or may not include hormonal and/or surgical treatment
- **No one way to be trans; therefore, no one way to transition.**



# Affirming Approach

The word 'affirm' is used to acknowledge the identity of an individual.

## Shared tenets:

1. Gender variations are not disorders
2. Gender may be fluid (not always binary)
3. Follow appropriate guidelines/recommendations around best practices



**AFFIRM** *diversity*



# How does gender inclusion fit in with Catherine Cook School's mission?



## **Mission Statement**

Catherine Cook empowers students from preschool through eighth grade to be adaptive, confident and productive stewards of an evolving world. Our community engages with ideals of cultural competence, progressive academics, ethical literacy, and innovation designed to inspire personal excellence and compassionate leadership.

# **Best Practices for Creating a Supportive School Culture**

**Fully include all students  
and families in the school  
community**

1. Avoid gender segregation
2. Respect preferred name and gender pronoun (Including forms)
3. Implement inclusive dress code
4. School building must be a safe environment
5. Implement nondiscriminatory policies (explicitly include gender identity)
6. Adopt comprehensive policy for bullying and discrimination—market this policy and document harassment of trans and gender expansive students





7. Inclusive schools recognize and celebrate different types diversity
  - It is liberating for all students to understand gender as non-binary → gender shouldn't be seen as restrictive!
  - Curriculum examines gender stereotypes and diversity
8. All students should be encouraged to express themselves
9. Create a gender inclusive environment for all students
  - Practices
  - Subtle interactions
  - Policies (systemic strategies)

**diversity matters**



# Becoming an Ally

1. Ask what a child or student would like you to do to be a good ally
2. Take the child or student's gender identity and expression seriously
3. Demonstrate patience and flexibility
4. Acknowledge mistakes
5. Respect preferred name/pronouns
  - \*\*Remember to always refer to transgender people by the name and pronoun that corresponds with their gender identity (even if you are not in their presence).
6. Do not out anyone (or allow anyone else to do so) without their consent..
7. Provide resources and support



# Importance of Gender Inclusivity

Gender diverse students indicate their **schools** as the most common place where they **first encountered physical abuse**. Almost 2/3 of transgender adolescents were verbally harassed and 1/3 was subjected to physical harassment at school (Toomey et al., 2010, p.1582).

The National School Climate Survey indicated that **89.5% of transgender students do not feel safe in their schools** (Urban, 2010, p.3).

Nearly **half of transgender students report regularly skipping school because of safety concerns**, impacting their ability to receive an education (GLSEN & National Center for Transgender Equality, 2012, p.6)

**Nearly one in six (15%)** of transgender and gender non-conforming students face harassment so severe that they **drop out of school** (GLSEN & National Center for Transgender Equality, 2012, p.6)

# Common Challenges Parent Caregivers Face

- Confusion about their child's gender development
- Fear for child's safety and well-being
- Sense of guilt regarding child's gender identity or expression
- Fear of condemnation from people in one's community
  - “What will people say seeing my little boy wearing pink?”
  - Being ostracized by a spiritual leaders/community
  - Fear of being reported by others for child abuse



# Common Challenges Parents/ Caregivers Face

- Limit-setting with their children, particularly around aspects of early social transition - (e.g., when to wear gender-nonconforming clothing, accessories)
- Feelings and adjustment
  - Unconditional love
  - Grief/sense of loss
  - Regret and shame
  - Self-doubt(e.g., “Am I doing the right thing?”)





# Common Challenges Siblings Face

- Feeling overshadowed by sibling
- Stress – signs can be acting out, behavioral problems, sadness, irritability
- Teasing of the sibling
- Grief regarding the loss of sibling's gender
- Negotiating when (or if) to disclose their sibling's gender-variance with others



# Gender Inclusive Schools In Action!



## Law & Policy in Schools

### Golden Rule:

**If a school treats students  
Equally and Equitably,  
it is on secure legal footing.**

# Student's Rights In School

- Right not to be targeted for bullying or harassment—if school administrators become aware of harassment they have an obligation to take action to stop it
- Right to privacy concerning transgender status and gender transition
  - Any information recorded in school records must be treated as confidential and not disclosed to others without the consent of the student
- Right to wear clothing and otherwise present themselves in a way that is consistent with their gender identity
  - So long as the student follows the dress code that applies to all students
- Right to equal educational opportunities
  - Includes not being disciplined/excluded from school, athletic, or extracurricular activities, or other school events because a student is transgender

# Legal Protections for Transgender and Gender Non-Conforming Students in School

- **Title IX**
  - A federal law prohibiting sex discrimination in schools. The US Dept. of Education has concluded that discrimination or harassment because a person is trans or gender nonconforming is illegal sex discrimination.
- **Family Educational Rights and Privacy Act**
  - Protects personal info about students in school records, and in most circumstances prohibits release of this information without consent
- **First Amendment**
  - Protects the right of students to free speech and freedom of expression, including expression of gender identity
- **Equal Access Act**
  - Requires all school-affiliated student orgs (such as GSA) to be treated equally.



# Conversion Therapy Ban

- **HB0217** Signed into law by Governor Rauner on 8/20/15 states that “Under no circumstances shall a mental health provider engage in sexual orientation change efforts with a person under the age of 18.”
- **"Sexual orientation change efforts"** or "conversion therapy" means any practices or treatments that seek to change an individual's sexual orientation, as defined by subsection (o-1) of Section 1-103 of the Illinois Human Rights Act, including efforts to change behaviors or gender expressions or to eliminate or reduce sexual or romantic attractions or feelings towards individuals of the same sex.
- **"Mental health provider"** includes school psychologists as defined in the School Code and social workers licensed under Clinical Social Work and Social Work Practice Act.

# Catherine Cook Questions

- Why are we having this conversation?
- How can parents/schools support kids – how can we begin to expand definitions of gender at home & in school (eliminate stereotypes)?
- How to we support all kids everywhere along the continuum of gender?
- What are your suggestions for how to support adolescent students who are questioning their gender?

# Other Questions?

1. Can you teach a child gender behavior to fit in? Won't allowing children to express nontraditional genders cause them to be teased?
2. Can you teach a child gender behavior that is expected of their sex assigned at birth?
3. How do we support a student's self-esteem?
4. If we are talking about gender, aren't you discussing reproduction and sexuality?
5. Won't students get confused if we speak about more than two gender options?
6. How should I respond when classmates ask questions such as, "Why is that student wearing a dress?"
7. Won't discussing this encourage other students to be transgender?
8. What should I say if a parent asks about a transgender student?
9. Ideas about gender diversity go against the values we are instilling at home. Are you trying to teach my child to reject these values?

## Organizations providing support to transgender individuals

### Illinois

- [Illinois Safe Schools Alliance](#)
- [Ann & Robert H. Lurie Children's Hospital Gender Program](#)
- [Howard Brown Health Center](#)
- [Center on Halsted](#)
- [Youth Outlook](#)

### National

- [GLSEN](#) (The Gay, Lesbian, Straight Education Network)
- [The Trevor Project](#) (crisis and suicide prevention)

## Resources for Parents, Educators, and Allies

- [Gender Spectrum](#)
- [Families in TRANSition: A Resource Guide for Parents of Trans Youth](#)
- [Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools](#)
- [Welcoming Schools](#)
- [American Psychological Association](#) (q& a packet)
- [A Guide For Parents](#)
- [Trans Youth Family Allies \(TYFA\)](#)
- [Lambda Legal: Working With Transgender and Gender-Nonconforming Youth](#)
- [Gender Creative Kids Resource Library](#)

## Shake It Off Video: Transgender Acceptance





# Thank You!

Jennifer Leininger, M.Ed.  
Program Coordinator  
Gender and Sex Development Program  
[Jleininger@Luriechildrens.org](mailto:Jleininger@Luriechildrens.org)  
773-303-6056

# References and Resources



**LEAF CHICAGO**

Liberation Education And Facilitation



## **Illinois Safe Schools Alliance**

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

## **National Center for Transgender Equality:**

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

## **GLSEN (Gay, Lesbian and Straight Education Network) National:**

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

## **Gender Spectrum:**

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

## **Welcoming Schools:**

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

# Additional Information/Resources

What is some language that you can use with to discuss a student that does not fit into traditional gender stereotypes?

To support a student who may be socially transitioning or has already transitioned?



## Examples: Strategies for Discussing Transitions of Transgender Students

- Karen identifies female, is female and will be **treated as a girl in every way**. Karen wants us to use she/her pronouns and to be called Karen consistently by all staff and students. We will respect Karen and continue to use this name and female pronouns.
- He wore a dress today because it makes him feel good and he likes it, just like I wore pants because that's what I like.
- Your classmate **feels like a boy and he is boy**. He has asked us to support him by calling him Bob and use he/him. This is just like how you like for us to call you Marco and use he/him.
- Our friend feels like a girl inside and wants to be called Allison and for us to call her she/her. She also wants to wear types of clothes that make her feel good. What types of clothes make you feel good?
- While you may have known Jim as Jackie last year he feels like a boy and identifies as male. We will **show Jim support and respect by calling him Jim and using he/him pronouns consistently**. Calling Jim by any other name or pronoun will not be tolerated.
- Lauren cut her hair short **because she likes the way it looks**. There's no such thing as "boys hair" it's just hair! Do you like having short hair too?

# School Scenarios



1. Nick identifies as male and would like to use the male restroom at his school. He expresses a male identity in and outside of school and uses he/him pronouns. When Nick goes to use the boy's restroom another student stops him from entering and tells him, "you're really a girl." A staff member is notified and asks Nick to use the nurse's bathroom.

2. A parent of a cisgender student calls you to ask about their child's transgender classmate. This parent states, "I don't want my daughter using the restroom with a boy. I believe that this is inappropriate and unsafe."

“I can assure you that the safety, well-being and education of all students remain our highest priorities.”

“Of course I can’t talk about any individual student, just as I would never talk about your child.”

“I know this is new territory for many of us. Sometimes change is really challenging. Perhaps I can share some information with you about gender identity and transgender people?”



3. A student at your school has asked to be called a name and pronoun, different from what is on their birth certificate. One of your colleagues continues to refer to the student by their legal name and doesn't use their preferred pronouns.

What might you say to this staff member?

How would you respond if it was one of your other students using a classmate's previous name/ pronoun?

4. Robert, 14 wore a skirt and blouse to school. Many students had questions about his outfit and the teacher felt that this was distracting. She sent him to the principal's office with the request that he be sent home to change his clothes.

5. A student is overheard calling another student a “tranny” in the hallway during a passing period.

**What are some ways that you could handle that conversation? Should the guardians be notified?**



How could a video like “I Am Me” by Willow Smith be used to explore gender?

# Community Resources

## **Center on Halsted**

Where: 3656 Halsted,  
Chicago  
When: Everyday, 8:00 –  
9:00pm  
Contact: (773) 472-6469

## **VIDA/SIDA**

Where: 2703 W Division St.  
Chicago, IL 60622  
773.278.6737 (phone)  
<http://prcc-chgo.org/vidasida/>

## **Project VIDA**

2659 South Kedvale Avenue  
Chicago, IL 60623  
Phone: (773) 277-2291  
Fax: (773) 277-3543

## **Lurie Children's Gender & Sex Development Program**

Jennifer Leininger  
773-303-6056  
[Jleininger@Luriechildrens.org](mailto:Jleininger@Luriechildrens.org)

## **Broadway Youth Center**

Contact: (773) 935-3151  
[ImaniR@Howardbrown.org](mailto:ImaniR@Howardbrown.org)

## **TYRA: Transgender Youth Resource and Advocacy Group**

At BYC- Wellington  
For T/GE youth under 24  
615 W. Wellington  
Wednesdays, 5-7p  
[blue@howardbrown.org](mailto:blue@howardbrown.org)

## **Illinois Safe Schools Alliance,**

[illinoissafeschools.org](http://illinoissafeschools.org)  
-Youth Committee  
-GSA Network  
-Action Camp  
-Statewide Advocacy

## **Youth Outlook**

-Drop In Centers in  
Naperville, Aurora, DeKalb  
and Sterling  
-Transcend program  
specifically for trans youth  
ages 13-21  
-Parent Group  
[youth-outlook.org](http://youth-outlook.org)

**Pinwheels**, [http://  
www.meetup.com/  
Pinwheels/](http://www.meetup.com/Pinwheels/)  
-playgroup for trans and  
gender expansive youth  
-meets monthly in Palatine

## **Angles Pride Youth**

### **Program**

-Drop In Centers in northern  
suburbs



# Mental Health Resources

## **IntraSpectrum Counseling, Ltd.**

180 N Michigan Ave, Suite 1040

Chicago, IL 60601

(847) 363-5088

[www.intraspectrum-chicago.com](http://www.intraspectrum-chicago.com)

## **Live Oak Chicago**

1300 W Belmont Ave, Suite 400

Chicago, IL 60657

(773) 880-1310

[www.liveoakchicago.com](http://www.liveoakchicago.com)

## **Lurie Children's Gender & Sex**

**Development Program** (Drs.

Hidalgo, Chen, Coyne, Leibowitz)

## **Valeo Pride Extensive Outpatient Program**

Chicago Lakeshore Hospital

Intake: (800) 888-0560

## **Other therapists**

-Deb Brozeweski

-Jamie Pagano

-Deb Wilke

-Barb Getz

# Health Resources

**Gender and Sex Development Program and Lurie Children's, 773-303-6056**

**Howard Brown Health Center, [howardbrown.org](http://howardbrown.org)**

**Country Care Options, Stroger's Same Gender Loving Clinic**

**Open Door Clinic in Aurora/Elgin, [opendoorclinic.org](http://opendoorclinic.org)**

**Association of Gay and Lesbian Psychiatrists, [aglp.org](http://aglp.org)**

**WPATH (World Professional Association for Transgender Health), [wpath.org](http://wpath.org)**

**Philadelphia Trans Health Conference, [trans-health.org](http://trans-health.org)**

# Legal Resources

**National Center for Lesbian Rights (NCLR)**, [nclrights.org](http://nclrights.org)

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

**Human Rights Watch**, [hrw.org](http://hrw.org)

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

**Transgender Law Center**,  
[transgenderlawcenter.org](http://transgenderlawcenter.org)

**American Civil Liberties Union (ACLU)** [aclu.org/issues/lgbt-rights/transgender-rights](http://aclu.org/issues/lgbt-rights/transgender-rights)

## Local:

**The Transformative Justice Law Project of Illinois**

Phone: (773) 272-1822

Email: [info@tjlp.org](mailto:info@tjlp.org)

Website: <http://tjlp.org>

**TJLP Name Change Mobilization**

Where: 12th floor of the Daley Center

Room 1202 50 W. Washington

Chicago, IL

When: Last Friday of every month

9:00AM-3:00PM

Contact: [namechange@tjlp.org](mailto:namechange@tjlp.org)

**TransLife Center: TransLegal**

Phone: 773.248.5200 Ext. 414

**Jill Metz & Associates--Carol Jones**  
(Chicago)

**Emma Vosicky**, [evosicky@kggllc.com](mailto:evosicky@kggllc.com)  
(Chicago)

# Housing Resources

## **El Rescate – VIDA/SIDA**

2703 W Division St.  
Chicago, IL 60622  
773.278.6737 (phone)  
<http://prcc-chgo.org/vidasida>

## **The Crib**

835 W. Addison  
Chicago, IL 60613  
Phone: 773-549-4158  
[thenightministry.org](http://thenightministry.org)

## **TransLife Center at Chicago House**

[http://www.chicagohouse.org/?post\\_causes=translife-center](http://www.chicagohouse.org/?post_causes=translife-center)

## **360 Youth Services**

Transitional Housing Program  
for 18-24 year old experiencing  
homelessness

To refer a potential resident, call  
331-215-7388

[360youthservices.org](http://360youthservices.org)

# Individual and Family Support/ Helplines:

- Parents, Families and Friends of Lesbians and Gay/ Parents of Transgender Individuals
  - 2 Illinois Chapters of PTI
  - Chicago group: Arlene Collins
  - McHenry group: Toni Weaver
- Trans Lifeline, [translifeline.org](http://translifeline.org)
  - 877-565-8860
- The Trevor Project, [thetrevorproject.org](http://thetrevorproject.org)
  - 24/7 Suicide Hotline
  - 866-488-7386
- RAD Database, [radremedy.org](http://radremedy.org)
- It Gets Better Project, [itgetsbetter.org](http://itgetsbetter.org)
- Gender Spectrum, [genderspectrum.org](http://genderspectrum.org)
- Trans Youth Family Allies (TYFA), [imatyfa.org](http://imatyfa.org)
- Family Acceptance Project, [familyproject.sfsu.org](http://familyproject.sfsu.org)
- Inter/Act Youth, <http://interactyouth.org/>



# Chicago Resources Support/ Social Groups

## **PFLAG –Parents of Transgender Individuals**

Where: Center on Halsted, 3656 Halsted, Chicago

When: 2<sup>nd</sup> Thursday 7p.m. – 9p.m.

Contact: [ptichicago1@gmail.com](mailto:ptichicago1@gmail.com)

## **Meet Up Group-Pinwheels**

Where: <http://www.meetup.com/Pinwheels/>

When: Monthly

Contact: [livethethruth@gmail.com](mailto:livethethruth@gmail.com)

## **PFLAG Metro Chicago (LGBT)**

Where: Center on Halsted Senior Room Location

3656 N Halsted, Chicago

When: 3<sup>rd</sup> Sunday, 2 p.m. – 4:15 p.m.

Contact: [pflagchicagometro@pflagillinois.org](mailto:pflagchicagometro@pflagillinois.org)

## **Youth Outlook**

Transcend (ages 14-20)

Where: West Chicago, IL

When: 2nd and 4th Wednesday

## **Broadway Youth Center-TYRA**

When: Thursdays, 6-8 PM

Contact: Baylie Roth 773-299-7604

[BaylieR@howardbrown.org](mailto:BaylieR@howardbrown.org)

Transcend 2 (ages 18-25)

Where: Naperville

When: 3rd Wednesday

Contact: [nancy.mullen@youth-outlook.org](mailto:nancy.mullen@youth-outlook.org)