



# Supporting Transgender and Gender Nonconforming Students

A Resource Document for Students, Staff,  
and School Administration

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# Distributed by the My Trans Voice Youth Advisory Council

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## **Introduction**

The purpose of this resource document is to educate the faculty and staff of public schools in Michigan about how to enhance the treatment of the transgender and non-binary students that are sharing the same space with them. By sharing this information and data, we hope to better the experiences of transgender and non-binary individuals in their learning environments. The benefit of this information is that you may feel that you can better understand, and help improve, the experiences of transgender and non-binary students in your school. It is important to implement the information and suggestions in this document into your educational establishment, as trans students are struggling to thrive in situations where they are not being adequately supported.



## **Description of My Trans Voice**

Michigan Youth Trans Voice (MyTV) is a youth advisory council with members from all over southeast Michigan that focuses on the unique needs of transgender and non-binary youth. As a group, our goal is to advocate for trans youth in Michigan and to improve conditions for trans youth in their communities, including schools. The MyTV council is a collaboration between the organizations MOASH (Michigan Organization on Adolescent Sexual Health) and Stand with Trans.



## Defining Terms

Part of understanding the transgender community is understanding the common terms you may hear in reference to a transgender or non-binary person. Please take a moment to educate yourself on these terms, as they will be used in this document.

**Transgender:** Relating to or being a person whose gender identity differs from the sex the person was assigned at birth. “Transgender” is an umbrella term for a variety of gender identities, including non-binary, genderqueer, gender nonconforming, etc.

**Cisgender:** Relating to a person whose gender identity corresponds with that person’s sex assigned at birth.

**Non-binary:** Relating to or being a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female.

**Ally:** A person who is not a member of a marginalized or mistreated group but who gives support to that group.

**LGBTQ+:** An abbreviation for the Lesbian, Gay, Bisexual, Transgender and Queer community. LGBTQ+ is commonly used as an umbrella term for the queer/non-cisgender/non-heterosexual community.

**Lesbian:** A homosexual woman.

**Gay:** A homosexual man.

**Bisexual:** Someone who is attracted to more than one gender.

**Gender Nonconforming/Gender Expansive/Gender Diverse:**

Someone who identifies or expresses themselves outside the gender binary.

**MTF:** Abbreviation for “male to female.”

**FTM:** Abbreviation for “female to male.”

**AFAB:** Abbreviation for “assigned female at birth.”

**AMAB:** Abbreviation for “assigned male at birth.”

**Gender Identity:** A person's internal sense of being male, female, some combination of male and female, or neither male nor female.

**Gender Expression:** The physical and behavioral manifestations of one's gender identity.

**Pronouns:** The third person personal pronouns (such as *he/him*, *she/her*, and *they/them*) that a person goes by.

**GSA:** Abbreviation for Gay-Straight Alliance or Gender-Sexuality Alliance. A GSA is a student-led organization with the intention of building support between LGBTQ+ students and their allied peers.

**Deadname:** A deadname is the name that a transgender person was given at birth and no longer uses upon transitioning.

**Gender Dysphoria:** A state of distress arising from conflict between a person's gender identity and the sex the person has or was identified as having at birth.



# The Difference Between Gender Expression and Identity

Understanding the difference between gender identity and expression is key in understanding the unique experiences of transgender students and peers. The way that someone is presenting their gender (i.e. their gender expression) does not need to align with the gender that they may actually identify as (i.e. their gender identity).

Gender expression is defined by [Merriam-Webster](#) as “*the physical and behavioral manifestations of one’s gender,*” while gender identity is defined as “*a person’s internal sense of being male, female, some combination of male and female, or neither male nor female.*” (14) The key difference between these similar terms is simple: one you can see, and the other you cannot.

One’s gender expression does not determine what pronouns someone uses; dressing more masculine or feminine is entirely separate from how someone identifies. For example, someone’s gender identity might be male, but he may also partake in some forms of gender expression that are stereotypically feminine (e.g. wearing dresses and makeup). This does not change his gender identity or his use of he/him pronouns; it is merely a way that he is expressing himself.

It is hurtful to trans-identified students when you wrongfully assume someone’s gender identity based solely on their gender expression. This is why it’s important to make sure that you are using the right name and pronouns for someone when you address them.

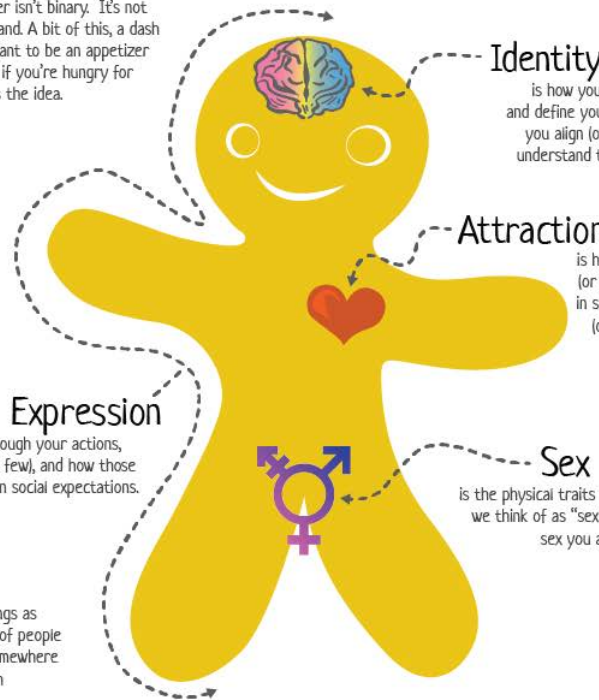
A great demonstration of the differences between gender expression and identity can be seen in the infographics below created by [Sam Killermann](#) and [Landyn Pan & Anna Moore](#).  
(19)(16)



# The Genderbread Person

by its pronounced **METROsexual** .com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



## Identity

is how you, in your head, experience and define your gender, based on how much you align (or don't align) with what you understand the options for gender to be.

## Attraction

is how you find yourself feeling drawn (or not drawn) to some other people, in sexual, romantic, and/or other ways (often categorized within gender).

## Expression

is how you present gender (through your actions, clothing, and demeanor, to name a few), and how those presentations are viewed based on social expectations.

## Sex

is the physical traits you're born with or develop that we think of as "sex characteristics," as well as the sex you are assigned at birth.

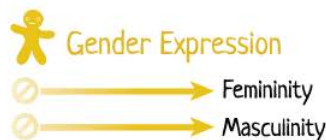
We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊘ means a lack of what's on the right side



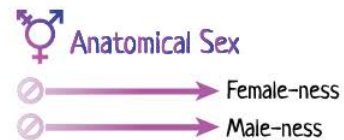
personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

Identity ≠ Expression ≠ Sex  
Gender ≠ Sexual Orientation

## Sex Assigned At Birth

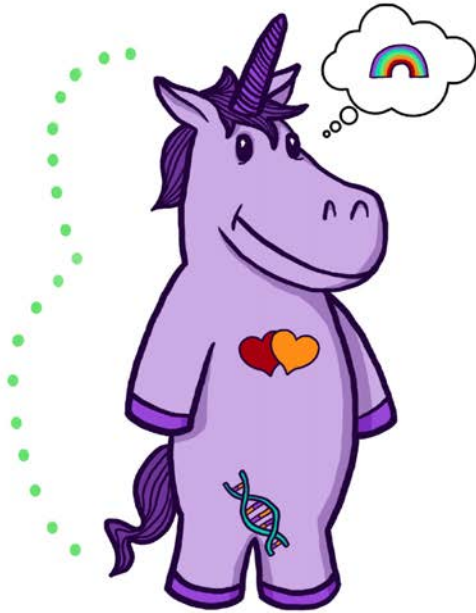
Female  Intersex  Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life), Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "disgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).



# The Gender Unicorn

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



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

Design by Landyn Pan and Anna Moore



## Why Should You Ask for Someone's Name and Pronouns?

Asking for someone's accurate name and pronouns is not disrespectful! Many people who identify as transgender prefer to be called a different name than what was chosen for them at birth, and choose to use pronouns that do not align with their sex assigned at birth.

It is important to ask students for their name and pronouns directly to ensure you are referring to them in a way that makes them feel the most comfortable. Using pronouns you may hear other students refer to them as may accidentally contribute to harassment or "out" them if only a close circle of peers refer to them a certain way. Always ask, don't assume.

Names do not have to be changed, but they absolutely can be if that trans or nonbinary student feels it aligns better with their internal sense of gender. However, nobody should ever feel outward pressure to change or keep their name. It is entirely a decision that an individual makes for themselves. While the reasons behind this are complex, it is always important to respect someone's wish to have their gender identity affirmed.

The effects of calling a transgender person the name given to them at birth (sometimes called their "deadname") can be very damaging, and by intentionally not calling someone by their accurate name, you invalidate their gender identity. This is called "deadnaming," defined by [Healthline](#) as *"when someone, intentionally or not, refers to a person who's transgender by the name they used before they transitioned. You may also hear it described as referring to someone by their "birth name" or their*

*“given name.”* (10) It is extremely important that you respect someone’s chosen name so that this does not happen. The same goes for respecting someone's pronouns. The act of misgendering, defined by Healthline as *“when you intentionally or unintentionally refer to a person, relate to a person, or use language to describe a person that doesn’t align with their affirmed gender,”* is extremely damaging to a transgender person’s mental health. (10)

Not only does deadnaming and misgendering an individual invalidate their gender identity, but in some cases it can put them at risk by unintentionally “outing,” or exposing, that individual as a trans person without their consent. Choosing not to respect an individual’s name and pronouns can be considered a form of discrimination. Unfortunately, trans students are no strangers to discrimination in school settings. The infographic below, created by [GLSEN](#), is a perfect example of showing how common it is for trans students to feel unsafe in school settings. (2)

**GLSEN**

**84%**  
of trans students  
felt unsafe  
at school  
because of  
their gender



Source: 2019 National School Climate Survey  
Learn more at [glsen.org/nsccs](https://www.glsen.org/nsccs)



## Understanding the Rights of Transgender Students

When a transgender student goes to school, they should be aware of their rights under Title IX. These rights include:

- ❖ Being treated in accordance with their gender identity, without needing legal changes made to identification and paperwork.
- ❖ The right to be called with the name and pronouns aligning with their gender identity after making staff aware.
- ❖ The right to prevent bullying and harassment based on gender identity or presentation by working with staff and administrators to take action against mistreatment and prevent future discrimination.
- ❖ The right to use bathrooms and changing rooms that align with their identity without being forced into entirely separate spaces, disregarding their physical transition progress.
- ❖ The right to participate in school events and activities without being excluded or punished for their gender identity and expression.
- ❖ The right to dress and present however they feel in accordance with their gender identity (while still obeying the school's dress code).
- ❖ The right to keep their gender identity private and only disclose that information to whomever they feel comfortable telling.
- ❖ The right to start and/or participate in an LGBTQ+ alliance club/GSA club within the school.

These rights are important for transgender or gender nonconforming students to know and for staff members to respect to maintain a comfortable and safe learning environment for the students attending school. Some resources that staff can access for support or guidance can be found in the “Resources” section of this document.



# Addressing Common Misconceptions About Transgender People

Transgender people often have a lot of misused terminology thrown around about their identities and rumors spread around their capabilities. Some important items to note are:

- ❖ [Sex and gender are different.](#) Sex refers to someone's anatomy and biological makeup through chromosomes/hormonal activity at birth. Gender is defined through societal roles and behaviors. Although sex is usually categorized as "male," "female," and "intersex," gender is a spectrum of identity and there is no specific binary into which people must align. (17)
- ❖ [Sexuality is separate from gender.](#) Sexuality is linked to someone's attraction to others, while gender is linked to how someone sees and identifies themselves. (44)
- ❖ [There are more pronouns than "he" and "she."](#) Other pronouns that are used include "they," "xe," and "ze." There are many pronouns used by many people. (43)
- ❖ [Being transgender or non-binary is not a new thing.](#) Trans people have been documented in societies across the world for thousands of years.(17)
- ❖ [Trans people do not have an advantage in sports.](#) There is no direct or consistent research suggesting transgender individuals have an athletic advantage in any stage of their transition, mentally or physically. It's suggested that they face more disadvantages than their cisgender peers due to discrimination and more restricting policies when competing. (20)





## How to Help Transgender Students Feel More Comfortable in School

This section is dedicated to things that teachers and staff members can do in schools to help students feel more comfortable.

It is the responsibility of staff members to make sure that every student is safe and comfortable in school. From the subtleties of pronouns and gendered terms to bathroom usage, it can be hard for some administrators to know what to do. Hopefully, this section will provide some guidance staff members need to make sure that every student is safe and comfortable.

One helpful way to support transgender students is to create a [Gender Support Plan](#) tailored specifically to that student and their situation. [This support plan](#) can help ensure the student is addressed correctly and has recovery plans in cases of emergencies or discrimination. (29)(15)

Another useful way to show transgender students support is to respect and use their name and pronouns. As stated by the [National Institutes of Health](#), *“In an instance where a pronoun is not indicated or unknown, gender-neutral pronouns provide a useful option. Whether intentional or not, using the wrong pronouns can be hurtful, angering, and even distracting. Some might find it equivalent to being told they do not matter or deserve respect.”* (46) When staff use a student’s correct name and pronouns, they are letting the student know that they are respected and that they matter. When students do not have to worry about being incorrectly addressed, they can focus more on

their education and feel more confident in their ability to socialize. Students feeling comfortable in school is crucial to their ability to focus on tasks.

Support for trans students can also be provided outside of direct communication. For example, staff can show allyship by appropriately handling when a trans student is misgendered or deadnamed. Correcting slip-ups in casual conversation or intervening in situations of targeted discrimination shows students that you are listening and care about their treatment. Stepping in when a student is referred to in a derogatory or incorrect sense also shows the perpetrator that there is no tolerance for their inappropriate behavior within the school.

Staff can be good allies by ensuring that the school upholds respectful policies that support their trans students. Staff can also show support and kindness in their regular interactions with students. In a survey conducted by [GLSEN](#), almost all LGBTQ students (97.7%) could identify at least one staff member supportive of LGBTQ students at their school. (2)

For a good outline of expectations on how you can support transgender or gender nonconforming student,s you can view the [Michigan Board of Education's guide](#) for providing a safe and supportive learning environment. This guide addresses the appropriate ways to support students and also provides statistics on the consequences of lack of support. (32)

This infographic provided by the [CDC](#) shows the importance of safe and supportive school environments for transgender students. (39)

## TRANSGENDER STUDENTS IN SCHOOL

ALMOST **2%** OF HIGH SCHOOL STUDENTS IDENTIFY AS **TRANSGENDER**



## TRANSGENDER STUDENTS FACE HEALTH RISKS



**27%** FEEL UNSAFE AT OR GOING TO OR FROM SCHOOL



**35%** ARE BULLIED AT SCHOOL



**35%** ATTEMPT SUICIDE

## SAFE AND SUPPORTIVE SCHOOLS CAN HELP!

- **CREATE AND ENFORCE ANTI-BULLYING POLICIES**
- **IDENTIFY AND TRAIN SUPPORTIVE SCHOOL STAFF**



Data from 2017 Youth Risk Behavior Survey of U.S. high school students in 10 states and 9 large urban school districts (N=131,901 students) as published in Johns, et al. MMWR 2019 (64)(CDCV21)



## The Importance of Bathroom and Locker Room Access

There is no doubt that students should always have access to a bathroom while they are at school. Though most people agree with this, it is still hard for many transgender and non-binary students to access a bathroom that they feel comfortable using. Some schools have an all-gender bathroom; however, access to that bathroom is often limited to students who must request special permission rather than widely available for use.

Lacking access to a bathroom that aligns with a student's gender identity is not okay. Lack of access to restrooms that align with students' identity can lead to heightened gender dysphoria. Gender dysphoria can impact transgender individuals not only through a disconnect with one's body and mind but also through social settings and influences. It is also important to allow the usage of aligned restrooms to reduce risks of bullying or harassment by peers who may judge students' presentation. It is vital to have bathrooms that students are comfortable using, and it is fairly simple to execute. By having a bathroom that is designated "gender-neutral" or "all-gender," anyone who uses it can feel safe and does not have to put themselves in an uncomfortable situation by forcing themselves to use a binary bathroom. The inclusion of gender-neutral restrooms being located near other student bathrooms is important for the sake of accessibility. Having a gender-neutral bathroom that is located on the opposite end of a school is not beneficial to students. Transgender students need access to facilities within a reasonable vicinity.

The [State Board of Education's](#) Statement and Guidance on Safe

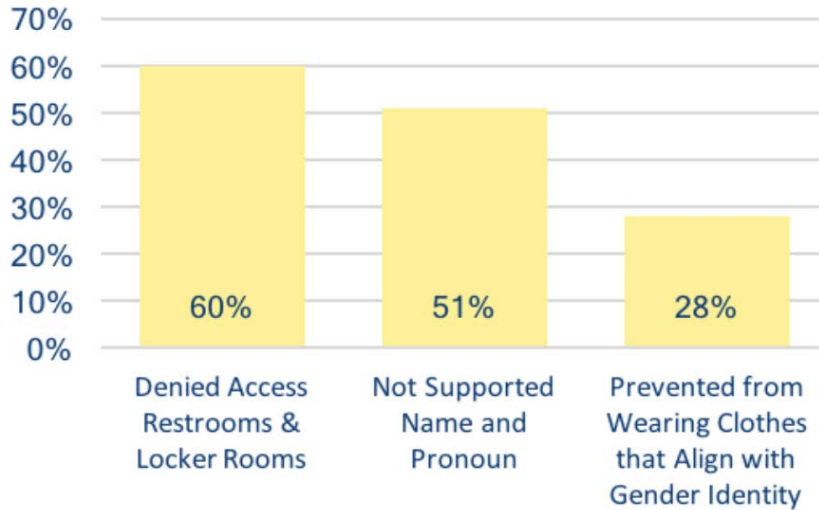
and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Students says it best: *“Every student needs to be safe in the restroom. For a variety of reasons, a student may have concerns about privacy or comfort when using a restroom with other students. Any student who has a need or desire for increased privacy, regardless of underlying reasons, has the right to access a single-user restroom. Students should be allowed to use the restroom in accordance with their gender identity. Alternative and non-stigmatizing options, such as an all-gender or single-user restroom (e.g., staff bathroom or nurse’s office), should be made available to all students who request them. While gender-neutral bathroom facilities are often the solution that works best for all students, including transgender students, districts are reminded that current interpretation of federal civil rights laws protect the right of transgender students to use the bathroom of their gender identity if they so choose. By making behavioral expectations clear, supervising facilities appropriately, and enforcing relevant policies, schools can address concerns about safety and privacy in these spaces.”* (32)

In a survey conducted by [GLSEN](#), it was stated that *“Many LGBTQ+ students avoided gender-segregated spaces in school because they felt unsafe or uncomfortable: 45.2% avoided bathrooms and 43.7% avoided locker rooms.”* These statistics show the lack of trans students not entering locker rooms or using the restroom directly correlates with their environment feeling unsafe. If students felt protected in their classes and basic facilities, there would likely be better attendance among trans students in these areas. Students should always feel safe enough to perform basic human functions like using the restroom without fearing for their wellbeing. (2)

A good visual for showing how lack of support can affect trans

students is below, provided by [Welcoming Schools](#). (45)

### Lack of School Support for Transgender Students



If your school does not have an accessible bathroom that can be used by transgender youth, please take the time to assess how and where you can fit that in. It is more than crucial that every student in your building feels safe, comfortable, and supported.

While doing a walk-through inspection of your school's all-gender facilities, please check all that apply:

- Are all-gender bathrooms always open and unlocked during school hours?
- Are students able to access all-gender facilities without asking a teacher for access/a key?
- Are most students aware of the existence of and location of all-gender facilities? (Consider what your school does to inform students of its all-gender bathrooms and changing facilities.)
- Are there enough all-gender bathrooms for all trans students? Some ways to define “enough” may be:
  - One all-gender bathroom for every pair of gender-segregated bathrooms
  - One all-gender bathroom per 250 students
  - One all-gender bathroom per floor
  - Students don't have to wait longer than 5 minutes to access a facility
- Are all-gender facilities distributed equally across the campus, in convenient and easily-accessible locations?
  - From any point on campus, students should be able to access an all-gender facility in the same amount of time it would take to access a gender-segregated facility.
- Are all students allowed to use all-gender facilities without needing special permission or facing scrutiny? (i.e. students should not have to “prove” their identity to use these facilities)
- Are facilities designated specifically for students, not staff?

- Are all-gender changing rooms separate from both gendered changing rooms? (i.e. a student should not have to walk through the girl's changing room to get to the all-gender changing room)
- Do all-gender changing facilities have lockers or some way for students to safely store their possessions?
- Are all-gender changing facilities discreet and easily accessible? (i.e. a student should not have to ask a teacher every day for access or a key to said changing facility. It should be as hassle-free as possible)
- Do gym teachers let all their students know about all-gender changing facilities options at the beginning of the year?
- Do facilities have clear, permanent signage designating them as all-gender and available for anyone to use?





## Why it's Important to Update Names and Pronouns in School Systems

It is important to update a student's name and pronouns within the school system because students feel correct usage of name and pronouns is supporting their identity. [Refusing to use a student's name and pronouns](#) can be perceived as a lack of support and can lead to psychological distress. (7) Updating a student's name and pronouns within the school system can ensure that staff address the student correctly and that all forms/assignments/identification are labeled correctly. When student rosters are updated, it is also useful to ensure students are not misgendered by substitute teachers or students who access attendance sheets.

Referring to students correctly is very beneficial to their mental health. As referenced by the [American Medical Association](#), the [Journal of Adolescent Health](#) found that transgender youth who were referred to as their correct names and pronouns experienced 71% fewer symptoms of severe depression, a 34% drop in reported suicidal thoughts, and a 65% decrease in suicide attempts. (34) (9)

Changing a student's name in any student information management system, such as PowerSchool, Skyward, or MiStar, is crucial to the comfort of a transgender student who uses a name different from their legally listed name. While this is a fairly simple thing to do, many school districts have trouble knowing who to contact about this change.

Any person with access to the student's demographic information, like someone who works in the general office or guidance office or

anyone who has the student information system admin title, may be contacted.

Many school districts provide email addresses for students to use for communication and to complete homework. These emails often use part of or all of the student's name, which can be uncomfortable for trans students and can potentially out them to their peers and teachers. For security, few administrators have the ability to change email addresses.

It is important for both students and staff to be aware of the policy surrounding these emails and know the steps to take to change them if they are uncomfortable with the name included. Some districts automatically change email addresses as well as other online learning program usernames when a student requests to change their name within the school, making the process simpler. Others have moved away from using names altogether and email addresses are now student ID numbers; however, this system can be confusing. Whichever way emails are generated, it is important that the process is transparent and easy for students or staff to request a change with as few steps as possible.

Students do not always need proof of a legal name change to have their information changed in a school database. Legal name changes are inaccessible to many due to expense, custody issues, or unsupportive family members. While every school district has a different policy for how they go about name changes for transgender students within their school records system, the [\*U.S. Department of Education\*](#) believes that student records should reflect their gender identity despite what may appear on a Birth Certificate record (33). School policy varies from location to location. As clarified by the [\*National School Boards Association \(NSBA\)\*](#), *“State law is the first place to check. In many states, a request from the parent or student alone is enough to change*

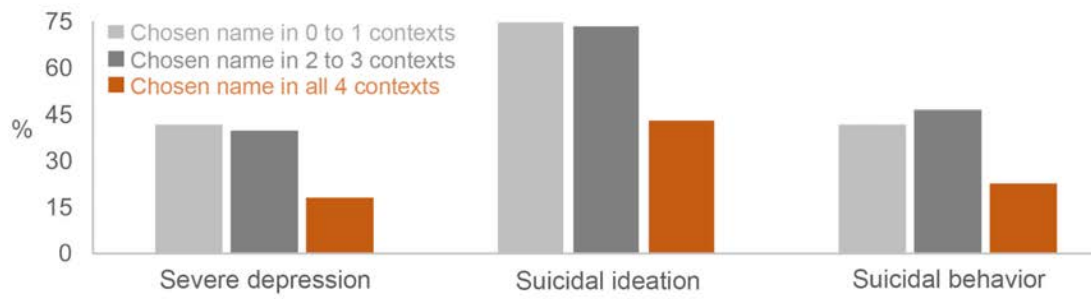
*school records. In others, school officials must obtain a letter from the student's physician or counselor, a court order, or medical evidence before changing a student's record.” (1)*

Students have the legal right to request records be adjusted under the [Family Educational Rights and Privacy Act \(FERPA\)](#). Students may change their records if the information is “inaccurate, misleading, or in violation of the student's rights of privacy.” (4) As broken down by [Lambda Legal](#) (38), aside from FERPA there are also practical and ethical reasons why schools should update transgender students' records. Schools can prevent disclosing a student's transgender status to anyone who sees their records by keeping names and pronouns up to date with the student's identity. Approving the student's request will keep records accurate and affirming.

Having the correct name used and recognized can eliminate a huge amount of stress for trans students, as they do not have to worry as much about being deadnamed or outed at school. This helps affirm their identity, and it has been shown that using chosen names improves the mental health of trans people, including reducing the risk of suicide.

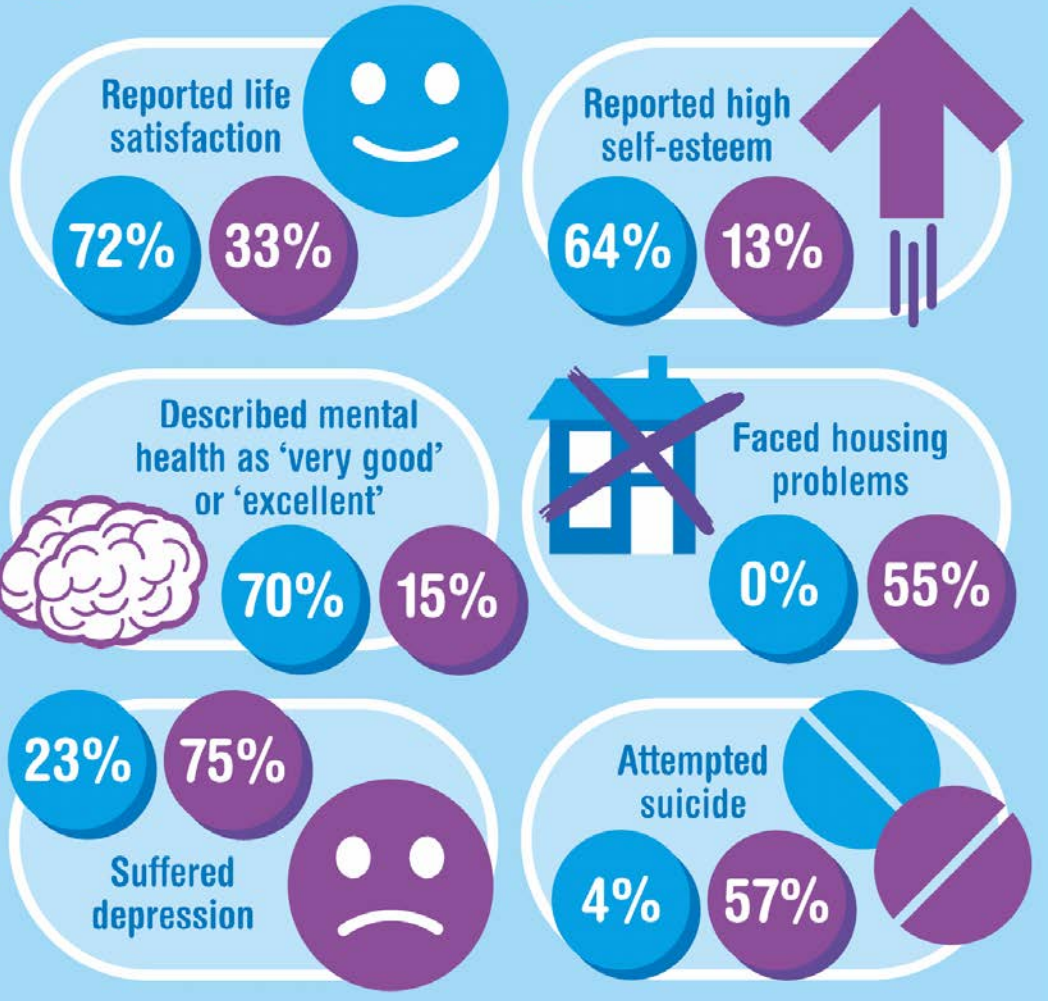
To see the impact using the correct name for a trans individual has, view the infographic below created by the [Council on Contemporary Families](#) as well as the infographic on the following page created by the [Trans Pulse Project](#). (41)(22)

**TRANSGENDER YOUTH WHO COULD USE THEIR CHOSEN NAME AT HOME, SCHOOL, WORK, AND WITH FRIENDS HAD THE LOWEST LEVELS OF MENTAL HEALTH PROBLEMS**



# Why support for trans youth matters

● Trans youth with supportive parents    ● Trans youth with unsupportive parents





## How to Update Names and Pronouns in School Systems

Students' names and other personal information stored in tools used by teachers and school administration such as PowerSchool or other record keeping software may need to be corrected for a trans student. It is crucial for this to be a safe and easy process for any student. Make sure all teachers, counselors, and office staff are aware of how to change students' names or apply to have them changed. Gender may be simpler to adjust in SIS systems compared to name changes. Using a student's chosen name instead of their legal name on records can cause some complications, so it is best to look into your district/areas policy.

Counselors should provide assistance to students looking to change their name in online testing and college admissions tools such as College Board and on their transcripts. Often these things are not within the district and require a different path to update information. Counselors or similar staff should be willing and able to contact College Board and assist students through this process as it can be convoluted and stressful.

To access specific step-by-step information on [how to update names in student information management systems](#), please view the "Resources" section of this document. (28)

Aside from updating a student's name and pronouns within the school management database, teachers and other staff can provide students a simple form annually to survey their students on names, pronouns, and other important information. As specified by [Shakti Rambarran and Ella Cady](#), student surveys should be given to all students, not just transgender or gender

non-conforming students. (25)

It is important to note that although youth may choose to openly announce their pronouns or gender identity, staff should not ask students publicly for their pronouns. Asking students for their pronouns or identity publicly may put them in a situation where they are forced to out themselves or push themselves further into the closet. It is best to ask students one-on-one or through confidential survey forms. An example of one of these forms, provided by [Shelby Denhof](#), can be viewed on the following page. (18)

Getting to Know You

What is your preferred name? \_\_\_\_\_

What is your legal name? \_\_\_\_\_

What pronouns do you use for yourself?            she/her            he/him            they/them            other: \_\_\_\_\_

Outside of this space, should I use your preferred name and pronouns with your...? (Check all that apply.)

Parent(s)/Guardian: \_\_\_\_\_            Faculty/Staff: \_\_\_\_\_            Students: \_\_\_\_\_            Never: \_\_\_\_\_

Only those I specify are okay (please list on the back of this card): \_\_\_\_\_

Is there anything else about you you'd like me to know or understand?

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*\*The information provided on this sheet is confidential. Nothing will be shared without your permission.*





## Resources

Below is a list of resources for students, staff, and school administration to use to expand their knowledge about the transgender community, find a safe space, or connect with their community.

### **For teachers:**

- How to change names in [PowerSchool](#) can be found through the Nova Scotia School Information System user guide, “Preferred Name In Powerschool.” (27)
- The article, “6 Ways Teachers Can Support Trans Students” by [GLAAD](#), explains to teachers how they can support their students in an upstanding manner. (8)
- To access support, guidance, and [training](#) on how to support LGBTQ+ students, look into [Michigan Department of Education’s LGBTQ+ Students Project](#). (3)(23)
- The “Resources for Educators” section under “Resources” on the [Trans Youth Equality Foundation](#) website (31)
- [The Trevor Project](#) can provide Ally Training to staff and educators on information about common terminology, challenges, and experiences (6)
- [GLSEN](#) provides many useful resources and guides for building a more inclusive curriculum. (13)

### **General resources:**

- The resource guide provided by The Choices Program at

[Brown University](#) provides resources, lesson plans, and tool-kits on more inclusive teaching. This is a resource for teachers, students, and other allies. (30)

- The “Transgender Resources” tab on the [GLAAD](#) website gives many helpful tips, resources, organizations and programs to look through. They also have a FAQ (frequently asked questions) section pertaining to transgender people. (40)
- [GLAAD](#) provides tips for allies of transgender people within their “Transgender Resources” section. (35)

## **Michigan Resources:**

There are several resources that youth can access in Michigan, either online or in-person. These resources can offer support, solidarity, funding, and education for trans and LGBTQ+ youth.

- [Affirmations LGBTQ+ Community Center](#)

**Address:** 290 W. 9 Mile Road

Ferndale, Michigan 48220

**Phone Number:** 248.398.7105

**Email:** [info@goaffirmations.org](mailto:info@goaffirmations.org)

Affirmations is a safe space that holds support groups, community events, learning labs, a youth drop-in center (ages 13-18), and LGBTQ+ affirming counseling services.

(5)

- [Stand with Trans](#)

**Phone Number:** 248.907.4853

**Email:** [roz@standwithtrans.org](mailto:roz@standwithtrans.org)

Stand with Trans is the only organization in Michigan solely focused on serving transgender youth including providing support groups, educational events, and programs to assist transgender/nonbinary youth and their families (ages 9-24). (47)

➤ [Transcend the Binary](#)

**Address:** 290 W. 9 Mile Road  
Ferndale, Michigan 48220

**Phone Number:** 248.533.0797

**Email:** [info@transcendthebinary.org](mailto:info@transcendthebinary.org)

Transcend the Binary is a trans-owned health center that has counseling, support, youth camps, and other health services. (37)

➤ [Ruth Ellis Center](#)

**Address:** 77 Victor St. Highland Park

**Phone Number:** 313.252.1950

**Email:** [info@ruthelliscenter.org](mailto:info@ruthelliscenter.org)

Ruth Ellis is a community center for LGBTQ+ youth that offers a safe space and supportive environment with an emphasis on young people of color. They also provide trauma-informed services. (12)

➤ [Neutral Zone](#)

**Address:** 310 E. Washington St. Ann Arbor, MI 48104

**Phone Number:** 734.214.9995

**Email:** [info@neutral-zone.org](mailto:info@neutral-zone.org)

The Neutral Zone is a diverse, youth-driven teen center dedicated to promoting personal growth through artistic expression, community leadership, and the exchange of ideas. (26)

- [MOASH](#) (Michigan Organization on Adolescent Sexual Health)

**Phone Number:** 517.318.1414

**Email:** [info@moash.org](mailto:info@moash.org)

MOASH is an organization that mobilizes youth voices, engages community partners, and informs decision-makers to advance sexual health, identities, and rights. (24)

- [MDE LGBTQ+ Students Project](#)

**Email:** [BechhoferL@michigan.gov](mailto:BechhoferL@michigan.gov) or

[Kim@rootsofchange.org](mailto:Kim@rootsofchange.org)

The MDE LGBTQ+ Students Project is led by the Michigan Department of Education in partnership with the Michigan Organization on Adolescent Sexual Health. (11)

## **National Resources:**

- [Trevor Lifeline](#)

**Open Chat:** Text “Start” to 678.678 or go to

[www.thetrevorproject.org/get-help/](http://www.thetrevorproject.org/get-help/)

**Phone Number:** 866.488.7386

Trevor Lifeline is a free and confidential suicide prevention and crisis intervention lifeline available 24/7 through text, phone, or online chatting. (42)

➤ [Trans Lifeline](#)

**Phone Number:** 877.565.8860

Trans Lifeline is a confidential and anonymous support line that provides trans peer support within the community, run by and for trans people. (36)

- The [ACLU](#) provides a “Know your rights: A Guide For Trans and Gender Non-Conforming Students” downloadable guide that informs trans/GNC students of their rights. (21)



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