



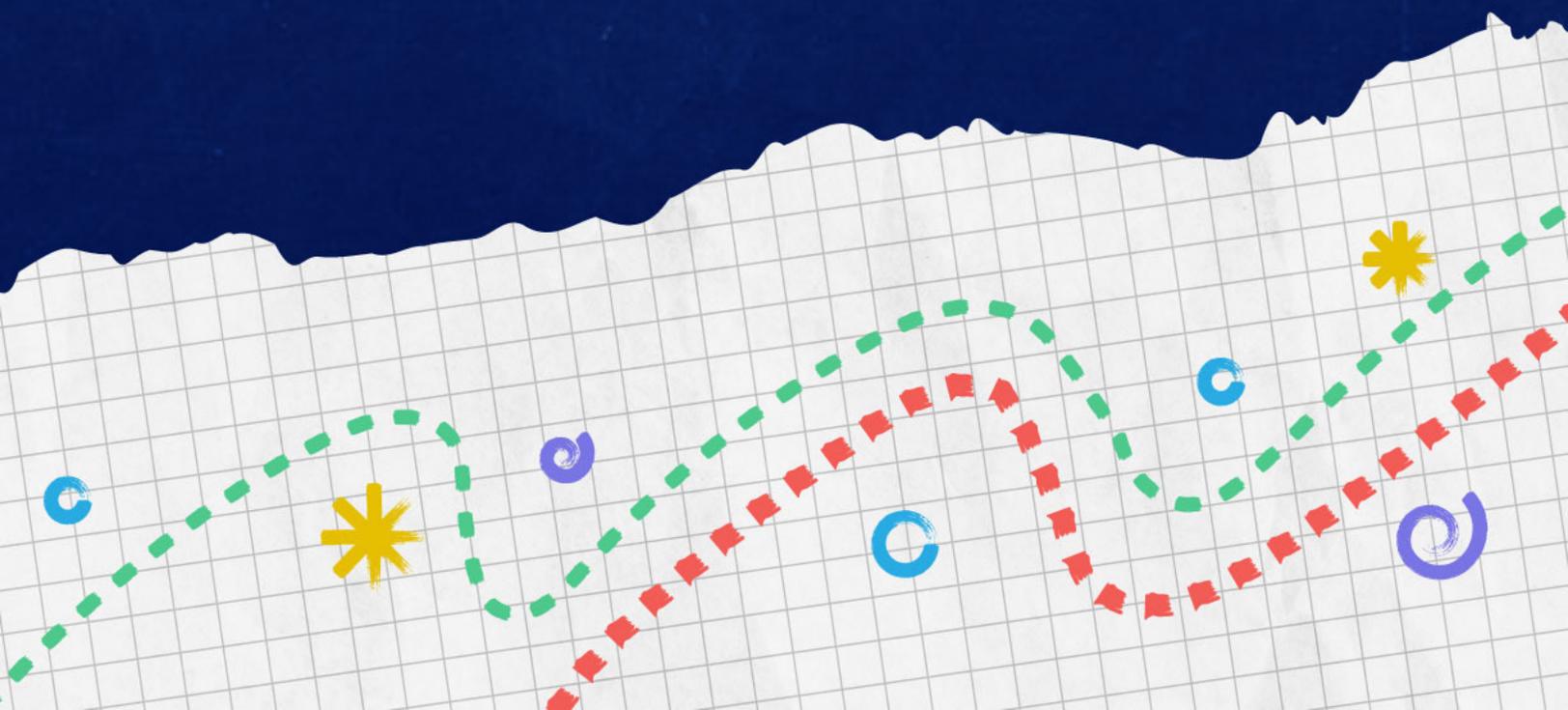
Welcoming Schools
HUMAN RIGHTS CAMPAIGN FOUNDATION

BACK TO SCHOOL



HUMAN
RIGHTS
CAMPAIGN
FOUNDATION™

#BackToSchool | HRC.im/BackToSchool





Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

- **Welcoming Schools General Information**
- **Why Welcoming Schools Professional Development?**
- **Virtual Professional Development Trainings for Elementary and Secondary Schools**
- **Checklist for a Welcoming School Environment**
- **What Do You Say to “That’s So Gay?” & Other Anti-LGBTQ Comments**
- **Gender and Children A Place To Begin**
- **Be Prepared For Questions And Put Downs On Gender**
- **Gender Support Checklist**
- **Defining LGBTQ Words for Elementary School Students**
- **“Yes, They Are a Family!": Kids' Questions with Sample Responses About Family**
- **Qué Responder al Comentario: ‘Es Tan Gay’ y Otros Comentarios Anti-LGBT**
- **Top Recommended Books for a Welcoming School**
- **Be Who You Are Poster**



Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

A comprehensive, intersectional approach to creating an inclusive school climate!

PROFESSIONAL DEVELOPMENT

Welcoming Schools facilitators can deliver the following trainings to your school or district:

- + Embracing All Families
- + Creating LGBTQ Inclusive Schools
- + Preventing Bias-Based Bullying
- + Creating Gender Inclusive Schools
- + Supporting Transgender and Non-Binary Students
- + Intersectionality: School Practices with an Intersectional Lens

ONLINE RESOURCES

Available for immediate download:

- + Standards-based lesson plans
- + Inclusive book lists
- + Age-appropriate LGBTQ definitions
- + Responses to students' questions and comments
- + Professional development videos



To learn about Welcoming Schools professional development and to access free resources visit:



[WelcomingSchools.org](https://www.WelcomingSchools.org)

Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

Why Welcoming Schools Professional Development?

HRC Foundation's Welcoming Schools is the most comprehensive, bias-based bullying prevention program in the nation to provide LGBTQ and gender inclusive professional development training, lesson plans, booklists and resources specifically designed for Pre-K – 12 educators and youth-serving professionals. Our program uses an intersectional, anti-racist lens dedicated to actionable policies and practices. We uplift school communities with critical tools to embrace family diversity, create LGBTQ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students.

125,000 educators in 43 States and Canada have participated in the Welcoming Schools Professional Development Program to **gain critical skills for creating LGBTQ and gender inclusive schools** where all families and students are welcomed and can thrive. Over the past 4 years, these educators have **impacted over 10 million students**.

"In the schools where we have provided Welcoming Schools training and resources, the training has been consistently rated by staff as one of the best and most effective professional development sessions."

STEVEN CHEN
Senior Equity Manager
Boston Public Schools

School communities using the Welcoming Schools approach for 3 years have reported a **50% reduction in behavioral referrals, an increase in literacy and math skills and improved attendance**. Families and students report an **increased sense of belonging and feeling valued** in their schools.

After a Welcoming Schools training, **90% of educators know how to actively support and affirm transgender and non-binary students**. Prior to the training, only 42% of educators felt they could adequately support students around gender identity.

"Knowing that the teachers and staff at my child's school are Welcoming Schools trained gives me the confidence that he will be supported emotionally, socially, and academically. My gender non-conforming son can wear a dress proudly and express his authentic self while I can rest assured that he will be safe to learn and thrive in school. That peace of mind is priceless!"

JENNIFER
Parent



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

Virtual and In-Person Professional Development

Pre-Training Website

- + Participants are given access to a pre-training site that provides foundational information as well as resources and activities to prepare participants for the live training.
- + The self-paced activities take 60 minutes and should be completed prior to the live training session.

Virtual and In-Person Training Sessions

- + Engaging and interactive 90-minute virtual trainings and 2-3 hour in-person trainings that provide strategies and practical skills to support an inclusive school environment.
- + Each session will be conducted by highly skilled Welcoming Schools certified facilitators.

Elementary School Training Modules

Creating LGBTQ Inclusive Schools

- + Be able to better answer questions from students and families related to LGBTQ topics.
- + Learn how to develop LGBTQ inclusive classrooms and become familiar with LGBTQ terminology.

Embracing All Families

- + Learn the importance of seeing and embracing family diversity.
- + Be able to answer questions from students and families about the importance of welcoming all families in your school community.

Preventing Bias-Based Bullying

- + Be able to foster ally behavior among students, staff and other adults.
- + Understand the critical need to proactively address the biased behavior that can lead to bullying.

Creating Gender Inclusive Schools

- + Develop a framework for creating a gender inclusive school.
- + Be able to respond to challenging questions related to gender.

Supporting Transgender and Non-Binary Students

- + Understand the critical need to create safe and supportive schools for transgender and non-binary students.
- + Be familiar with policies and best practices to support transgender and non-binary students.

Intersectionality: School Practices with an Intersectional Lens

- + Explore the concept of intersectionality and how to use it as a framework that affirms students' intersectional identities such as race, ethnicity, gender, disability, LGBTQ etc.
- + Understand the impact of school policies and practices on students' experiences through an intersectional lens.



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

Virtual and In-Person Professional Development

Pre-Training Website

- + Participants are given access to a pre-training site that provides foundational information as well as resources and activities to prepare participants for the live training.
- + The self-paced activities take 60 minutes and should be completed prior to the live training session.

Virtual and In-Person Training Sessions

- + Engaging and interactive 90 minute virtual trainings and 2-3 hour in-person training that provide strategies and practical skills to support an inclusive school environment.
- + Each session will be conducted by highly skilled Welcoming Schools certified facilitators.

Secondary Training Modules

Creating LGBTQ & Gender Inclusive Secondary Schools

- + Learn important school practices to create LGBTQ and gender-inclusive schools.
- + Practice how to seek teachable moments and respond to questions about LGBTQ and gender topics.

Supporting Transgender and Non-Binary Students

- + Understand the critical need to create safe and supportive schools for transgender and non-binary students.
- + Be familiar with policies and best practices to support transgender and non-binary students.

Preventing Bias-Based Bullying

- + Be able to foster ally behavior among students, staff and other adults.
- + Understand the critical need to proactively address the biased behavior that can lead to bullying.

Intersectionality: School Practices with an Intersectional Lens

- + Explore the concept of intersectionality and how to use it as a framework that affirms students' intersecting identities such as race, ethnicity, gender, disability, LGBTQ etc..
- + Understand the impact of school policies and practices on students' experiences through an intersectional lens.



Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

A Checklist for a Welcoming and Inclusive School Environment

Inclusive Language

- Often a family's and student's first contact with a school is through forms, whether completed online or in the school office. Are these forms friendly to different family structures? Do they use language such as 'parent/ parent' or 'parent/guardian'?
- Do your forms ask for the names people want to be called and the pronouns that families use – she/her/hers; he/him/his and they/them/theirs.
- Check through student forms, handbooks and school/home communications to ensure inclusivity.
- Do you model inclusive language for students, for other staff and educators, and for parents and caregivers when talking about families?

Stopping Mean Words and Actions

- Do teachers and staff interrupt mean teasing or put-downs about a child's identity or their family? Speak up! Ensure that concern for saying the wrong thing doesn't keep you and others silent. Interrupt hurtful name-calling including the derogatory use of the word "gay" and race- or gender-based slurs.
- Are you ready for teachable moments? Practice how to respond when you hear students say things like "That's gay!" "You act like a girl!" or "You're not a real family because you don't have a dad!"
- Does your professional development on bullying and harassment include the opportunity to practice interrupting and stopping bias-based name-calling or bullying and ways to respond to students' questions on diverse families?

Diverse Books and Images

- Do the books in your school reflect your students' lives? Do your books offer perspectives on families not found in your school?
- Do classroom and hallway images show diverse family structures, people of different races, gender expressions, ethnicities and abilities? Do the displays encourage respect for all people?
- Are your students exposed to diverse, positive role models in literature?

School and Classroom Climate

- When someone walks into your school, can they tell that all students and their families are welcome? Is there student work featured in the hallways highlighting both diversity and commonalities?
- Have you held events recognizing and celebrating family diversity that welcome all children and their families to your school community?
- Do staff and educators treat all families with respect and avoid stereotyping or judgment when communicating with two-mom and two-dad, single-parent, racially diverse and/or multi-linguistic families?
- Do all students have an adult in the school they can connect with? Do families know their children are respected and encouraged to achieve? Connections with families are crucial to children's lives.
- Have you created and implemented clear classroom and schoolwide agreements with your students regarding respect, caring for classmates and not hurting each other with words or actions? Do students know that this means no put-downs about who someone is or who their family is?
- Do your anti-bullying policies specifically name groups that are bullied or harassed more frequently?



What Do You Say to ‘That’s So Gay’ & Other Anti-LGBTQ* Comments?

It doesn't matter if it is a first grader who might not know what the word "gay" means, a sixth grader trying to sound cool, or a tenth grader "teasing" a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. **So, what can caring adults do?**

STOP IT...

Keep it simple with quick responses:

- + "Remember, we don't use put-downs in this class."
- + "Do you know what 'gay' means?"
- + "It's not OK at this school to use 'gay' disrespectfully to mean something is bad."
- + "You may not have meant to be hurtful, but when you use the word 'gay' to mean something is bad or stupid, it is hurtful." Follow-up with, "Do you know why it is hurtful?"
- + "Using the word 'homo' to tease someone is harassment and is unacceptable."
- + "Even if you didn't mean to offend people who are gay, it is offensive to call this assignment gay (or queer); if you don't like something, then say you don't like it!"
- + "It is never OK to say, 'you act like a girl (or look like a boy)' as a put-down."
- + "Using the words 'queer', 'dyke' or 'fag' to joke around is not OK. These are hurtful words and can impact anyone who overhears them."
- + "It doesn't matter who said it, I don't want to hear that kind of language again. Is that clear?"

DON'T IGNORE IT...

- + Harassment does not go away on its own.
- + Ignoring mean name-calling and hurtful teasing allows it to continue and possibly get worse.
- + If other students do not see action, they get the message there is nothing wrong with it.
- + Not speaking up teaches the student targeted, as well as anyone within hearing range, that they will not be protected from harassment.
- + Almost any response is better than ignoring the situation. You may not know exactly what to say, but you must stop the harassment.
- + Taking action reaffirms limits. Interrupting name-calling and harassment isn't always easy. With experience you will become more comfortable in handling it. Practice with colleagues.
- + You can always go back to the student and say or do something else if you feel you did not respond well.

"A safe and welcoming school environment is essential for student success. Educators are a critical component in creating an environment that enables all students to thrive!"

LILY ESKELSEN GARCÍA
President, National Education Association

* LGBTQ: Lesbian, Gay, Bisexual, Transgender, Queer

EDUCATE...

- + If you have the time and opportunity to educate on the spot, do it. If you don't, make time later.
- + If you have been hearing the phrase "That's gay" or "no homo," take time during class to make sure that your students know what "gay" means and know why it is hurtful to use as a comment or put-down.
- + Be clear that using the word "gay" in a negative way is disrespectful. Be clear that using the phrase "That's gay" is hurtful to other students who may have family members and friends who are LGBTQ.
- + Be prepared to provide accurate information. For the youngest students, keep it simple—for example, "The word 'gay' describes a man and a man or a woman and a woman who love each other." As students get older, they may want more explanations and discussion.
- + In lessons on respect, prejudice or civil rights, include information about discrimination against LGBTQ people and the LGBTQ civil rights movement.

"I wish more teachers could elaborate on it [LGBTQ topics] and talk about it more, instead of like, two sentences and then dismiss the subject."

ELAINA

in *What Do You Know? Six-to Twelve-Year Olds Talk About LGBTQ Topics* (A Welcoming Schools Film)



BE PROACTIVE...

- + Develop an environment of respect and caring for all students in your school and classroom using inclusive language, books and other materials.
- + Establish clear schoolwide and classroom policies against hurtful teasing and bullying. Ensure that all members of the school community understand what the policies are and why they are important.
- + Be explicit that rules against hurtful name-calling include "That's gay!" "Homo!" "Fag!" "Tranny!" "Sissy!" and other LGBTQ put-downs.
- + Develop the capacity of students and educators to be allies that stand up for students who are harassed.

Why Stop Anti-LGBTQ Comments?

"Middle-school students called antigay names report increased anxiety, depression, personal distress and a lower sense of school belonging regardless of their sexual orientation."

**V. PAUL POTEAT, PH.D. AND
DOROTHY L. ESPELAGE, PH.D.**
The Journal of Early Adolescence

"Both students who are targeted and students who exhibit bullying behavior have lower academic achievement in school."

**J. JUVONEN, PH.D., Y. WANG, PH.D.,
AND G. ESPINOZA, PH.D.**
The Journal of Early Adolescence

"If name-calling or other discrimination happens at school and goes either unnoticed or is not discussed by adults, students infer that the behavior is widely accepted."

F.E. ABOUD, PH.D.
Handbook of Race, Racism and the Developing Child



Gender & Children: A Place to Begin

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students is a common goal for all educators. In order for students to feel supported and empowered to express their identities and interests at school, educators must create gender inclusive environments that both affirm all children and help them move beyond the limitations of gender stereotyping.

Checklist for a Gender Inclusive Classroom

- Use inclusive phrases that are not gendered** to address your class, such as, “Good morning, everyone” or “Good morning, scholars” or choose and use a name for your class, like the Dolphins or the Owls.
 - Develop classroom messages** that emphasize “All children can... (dance, cook, have short or long hair, do math, make art, etc.)”
 - Group students in ways that do not rely on gender**, such as table groups, letters in their names or colors of their clothes. Avoid situations that force children to make gendered choices, such as boys line up here and girls line up there.
 - Provide role models.** Show a wide range of achievements and emotions for all people that move beyond gender-role stereotypes. [Read diverse biographies.](#)
 - Read books** to your class that teach about gender and break down stereotypes related to gender expression and gender identity.
 - Use lesson plans** designed to expand students’ understanding of gender. Read books that encourage discussion of gender assumptions. Help students see the limitations of gender stereotyping. Ask your class to examine popular culture, advertising or children’s toys and books for gender stereotypes.
- Build student allies.** With your class, look at ways to be an ally when someone is teased or bullied for any reason. Can they try to stop it directly? Should they talk with an adult? Could they talk with the student who has been harassed? Use the Welcoming Schools [Making Decisions: Ally or Bystander](#) lesson to help students think through the options.
 - Be an upstander yourself.** Stop hurtful teasing or name-calling based on [gender](#) and other biases. Interrupt student comments based on gender stereotypes. Engage in discussion with students by using these situations as teachable moments.
 - Encourage students to connect** with other students based on interests and activities that they enjoy rather than connecting with other students solely based on gendered activities.
 - Ensure safety.** Be aware of whether your students feel safe both inside and outside the classroom. In the lunchroom? At recess? At P.E.? In special education classes? In the bathroom? On the school bus? Use the Welcoming Schools [Name-Calling and Feeling Safe at School](#) lesson to engage students on where they feel safe and what makes them feel safe.
 - Create classroom displays** that show a wide range of occupations and achievements for all genders. Ask students to write biographies or make hallway displays featuring people who have moved beyond traditional gender roles and excelled in their chosen fields.
 - Be a role model!** When possible, give examples of how you or people you know like to do things outside of gender stereotypes.

Steps for School-wide Action

- **Building a strong sense of community** and a climate of acceptance in the school and classroom is a critical proactive strategy for creating a safe environment for all students.
- **Professional development is critical.** Provide training on understanding gender and stopping gender-based bullying. Include all school personnel—from teachers, aides and counselors to administrative staff, bus drivers, recess aides and cafeteria workers.
- **Practice intervening** when students are limiting each other based on gender. Adults in the school need time to prepare and [practice with simple phrases](#) to stop gendered teasing and bullying. Be ready to educate students on why it is wrong or hurtful.
- **Ensure good supervision** of hallways, playgrounds and cafeterias to increase safety and reduce name-calling and bullying. Provide some structured or adult-coached activities during recess to engage more students. Encourage and teach inclusive and cooperative games.
- **Ensure anti-bullying policies** specifically name groups more frequently targeted for harassment. Include actual or perceived gender identity, gender expression and sexual orientation. Naming it helps to stop it.
- **Ensure educators feel supported** by the administration and others in the school in their efforts to help create welcoming learning environments by addressing gender stereotyping and bias-based bullying and teaching to ensure gender literacy for all students.
- **Honor the name and pronouns a student uses.** This improves student well-being by acknowledging that you see them for who they are.
- **Review all forms** used in your school, including registration, attendance and class lists, to include options outside the gender binary and for children and allow families to share gender and pronouns. Ensure the name a student uses is on the lists that could be seen by other students or families, such as class lists, grade postings or seating charts.
- **Reframe dress code policy** to describe what the school considers appropriate clothing without assigning clothing options to particular genders. For example, for a chorus concert, you could ask students to wear a white top and dark or black bottoms. Ensure that students are welcome and safe to wear the clothes, hairstyle and accessories that reflect their [affirmed gender](#).
- **Organize a welcoming or caring committee** to help develop a respectful, caring community in your school. This group could assess your school's current climate and practices, organize [family education](#) events or develop affirming hallway displays.
- **Hold an event for parents and caregivers** in your school community to help people understand gender and children. Share ways to talk about gender that are affirming, inclusive and developmentally appropriate.



Gender Support Checklist for Transgender and Non-Binary Students

Student's Name

- What name will the student use?
- Is the student using a different name at home? What name is the student using with siblings or other family members?
- Is the student using this name in all school environments or only a few?

Pronouns

- Do we know the pronouns this student wants to use? (Some students may not use pronouns at all. You may also have students who use multiple pronouns.)
- Is the student using these pronouns at home? Is the student using these pronouns with siblings or other family members?
- Is the student using these pronouns in all school environments or only a few?

School Database

- Is the student's name being changed in the school database?
- What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- Does the family know this is an option (if the student has affirming family members)?
- Is the student's gender marker being changed in the school database?
- What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- Does the family know this is an option (if the student has affirming family members)?

Family Support

- Does this student have affirming family members?
- Is the student currently affirmed by some adults in their home life, but not all?
- Do appropriate staff know how to communicate with the family while protecting the student's well-being? Every situation is unique.
- Has the school connected the family to local resources such as a Transgender or Non-Binary Parent Support Group? (Do this only if this is safe for the student. Always ask the student about family dynamics.)

School Support

- Has the school designated one or two primary support people for the student who will check in with them at least once a week?
- Has there been professional development planned for the staff without violating the student's privacy?
- Are staff aware of policies and procedures to support transgender and non-binary students?
- Are staff aware of anti-bullying/harassment policies?
- Who would follow through and develop a plan if bullying or harassment occurred?

Gendered Facilities and Activities

- Which restroom(s) will the student use?
- Will the student need support around where to change clothes for physical education? What locker room will the student use?
- Will a staff member coordinate supports for field trips and/or overnight school trips?
- Will a staff member support the student in being fully included in gendered sports aligned with their gender identity?



Defining LGBTQ Words for Elementary School Students

- + When children ask questions about LGBTQ words, it is sometimes best to offer simple and direct answers.
- + You might choose to answer a student's question with another question to figure out what they are really asking — is it about name calling, a classmate's two dads or something they saw on the internet? Listening first helps you respond.
- + Using examples helps students understand definitions.
- + Questions about LGBTQ words can provide teachable moments on topics like understanding difference and treating people with respect.
- + If a student uses an LGBTQ term in a derogatory way, ask them if they know what it means. If they don't, give a short definition and explain how that term is hurtful and mean. Let them know they should not use it in that way.
- + This list can serve as a starting place for educators to respond to questions about LGBTQ words. These suggested definitions can help to ensure that you feel confident in your own knowledge and ability to communicate these ideas to students.

Gender

Cisgender: When your gender identity (how you feel) is the same as what doctors/midwives assigned to you when you were born (girl/boy or sex assigned at birth).

Gender Binary: A way of seeing gender as two distinct and opposite groups — girl and boy. This idea doesn't include all the ways we can have a gender identity and express our gender.

Gender Expansive: Some people feel that the traditional ways of being a "boy" or "girl" do not fit for them. They live their lives showing that there are many ways to be a girl, boy, both or neither.

Gender Expression: People express themselves in many ways, such as through clothes or hairstyles. Sometimes people think that these things go with certain genders, but really you cannot guess someone's gender or pronouns from how they look. In our school we respect that every person is unique and different, and we don't tease or bully anyone about their personal expression.

Gender Identity: How you feel. Girl, boy, both or neither. Everyone has a gender identity.

Intersex: An umbrella term that refers to people who are born with bodies that are naturally different from what is traditionally considered female or male. (This occurs in about 2% of babies born, similar to the percentage for redheads.)

Non-Binary: People who do not feel like the words "girl" or "boy" fits. They may feel like both or neither. They sometimes use pronouns such as they, them, theirs.

Sex Assigned At Birth: When a baby is born, a doctor or midwife looks at the baby's body/anatomy and says they are a girl, boy or intersex.

Transgender or Trans: When your gender identity (how you feel) is different than what doctors/midwives assigned to you when you were born (girl/boy or sex assigned at birth).

Who You Love

Bisexual: People who love people of more than one gender. [In grades 3 – 5, you might say people who love or are attracted to people of more than one gender.]

Gay: People who love people of the same gender. [In grades 3 – 5, you might say people who love or are attracted to people of the same gender.]

Heterosexual: People who identify as women who only love [or are attracted to] people who identify as men. Also, people who identify as men who only love [or are attracted to] people who identify as women.

Lesbian: People who love people of the same gender — two women. [In grades 3 – 5, you might say people who love or are attracted to people of the same gender.]

Pansexual: People who love people of any gender. [In grades 3 – 5, you might say people who love or are attracted to people of any gender.]

Sexual Orientation: Who you love. [In grades 3 – 5, you might say who you love or are attracted to.]

Gender and Who You Love

LGBTQ: Acronym for Lesbian, Gay, Bisexual, Transgender and Queer.

Queer: People use this word as a way to identify with and celebrate people of all gender identities and all the ways people love each other. When used in a mean way, it is a word that hurts.



Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

“Yes, They Are a Family!”

Students’ Questions with Sample Responses about Family

They don’t match. His parents are white and he’s brown.

We won’t talk about ___’s family, but there are many reasons that children might have a skin color different from their families. Some children are adopted by people of a different race. Some children have parents of different races. We all have different kinds of hair, skin colors, different heights, shapes and sizes... even in the same family. People don’t have to match to be a family. Love makes a family!

Why don’t they live with their parents anymore?

We won’t talk about ___’s family because that may be private to them, but children live with people other than their parents for many reasons. There are other caring adults—foster parents or extended family—who help to take care of children. A family is made of people who love and care for each other.

Why does she live with her grandma?

Children live with their grandparents for many reasons. We won’t talk about ___’s family unless she decides to share about her family. Sometimes parents are in the military and are sent away to serve, or they have to travel for other jobs. Some parents have health problems and are unable to take care of their children. In many families, grandparents, parents and children all live together in one house and are a family.

Why can’t his mom speak English?

In his family, people speak more than one language. English is just one of many languages spoken in our school community. He is very lucky to get to know two different languages. Have you ever thought of learning to speak another language?

How can a family have two moms/ dads? Which one is the real one?

They both are. Both moms/dads take care of the children and love them. There are all kinds of families, and we respect them all. Some families have two moms or two dads, some have one mom or one dad and some have a mom and a dad or other people who love and take care of them. Every family is unique and important.

Don’t you need a woman and a man to have a baby?

There are many different ways that children come into families as people form families in many different ways. The important thing is to show respect for every person's family.

Emily says she is adopted. What does that mean?

Adoption is when a family who can’t take care of a child makes a plan to find a family who can take care of that child and love them forever. Adoption is just one of the many ways children come into a family.



Qué Responder al Comentario: ‘Es Tan Gay’ y Otros Comentarios Anti-LGBT*

No importa si es un estudiante de primer grado que no sabe lo que significa la palabra “gay,” un estudiante de sexto grado que intenta lucir genial o un estudiante de décimo grado “burlándose” de un amigo. Todos estos escenarios tienen el potencial de crear un ambiente escolar inseguro y deben abordarse. **Entonces, ¿qué pueden hacer los adultos?**

FRENAR:

Simplifíquelo con respuestas rápidas como, por ejemplo:

- + “Recuerda que no usamos términos despectivos en esta clase.”
- + “¿Sabes el significado de la palabra ‘gay’?”
- + “No está bien decir: ‘Es tan gay.’”
- + “Puede que no haya sido tu intención ser hiriente, pero cuando usas la palabra ‘gay’ para referirte a algo malo o estúpido, lo es.” Seguir con: “¿Sabes por qué es tan hiriente?”
- + “Usar la palabra ‘gay’ para burlarse de alguien constituye un acoso y es inaceptable.”
- + “Incluso si no fue tu entonces ofender a las personas gay, es ofensivo decir que esta tarea es ‘gay.’ Si no te gusta algo, ¡entonces di que no te gusta!”
- + “Jamás está bien decir: ‘te portas como una niña (o te ves como un niño)’ como insulto.”
- + “No está bien usar la palabra ‘maricón’ para bromear. Es una palabra hiriente y puede afectar a cualquier persona que la escuche.”
- + “No importa quién lo dijo, no quiero volver a escuchar ese tipo de lenguaje. ¿Está claro?”

NO LO IGNORE:

- + El acoso no cesa por sí solo.
- + El ignorar insultos y burlas hirientes permite que ambos continúen y que la situación posiblemente empeore.
- + Si otros estudiantes no notan algún tipo de acción al respecto, asumen que no hay nada de malo en ello.
- + El no decir nada le enseña al estudiante que ha sido acosado, al igual que a cualquier persona que lo escuchó, que no estarán protegidos del acoso.
- + Cualquier respuesta resulta mejor que ignorar la situación. Quizá, no se sepa exactamente qué decir, pero debe frenar el acoso.
- + Actuar demarca los límites. Cesar los insultos no es tarea fácil, con la experiencia podrá sentirse más cómodo cada vez que necesite manejar la situación.
- + Cometer un error es mucho mejor que simplemente no actuar. Usted puede conversar con el estudiante, decir o agregar algo en otro momento si siente que no dio una buena respuesta.

“Un ambiente escolar seguro y acogedor es esencial para el éxito de los estudiantes. ¡Los educadores son un componente crítico en la creación de un ambiente que permita que todos los estudiantes prosperen!”

LILY ESKELSEN GARCÍA
 Presidente, National Education Association

* LGBT: Lesbiana, Gay, Bisexual, Transgénero

EDUCAR:

- + Si tiene la oportunidad de educar en ese preciso momento, hágalo. De lo contrario, tome un momento para hacerlo después.
- + Si ha estado escuchando la frase “Es tan gay” para referirse a algo malo o estúpido, tome un momento durante una reunión de clase o actividad grupal para asegurarse de que sus estudiantes sepan el significado de la palabra “gay” y lo hiriente que puede resultar utilizarla como insulto.
- + Aclare a sus estudiantes que el uso de la palabra “gay” de forma negativa es una falta de respeto. Explíqueles también que decir la frase “Es tan gay” es hiriente para estudiantes que podrían tener padres, hermanos, tías, tíos, vecinos, amigos o cualquier otro familiar LGBT.
- + Esté preparado para dar información correcta. Para los estudiantes más pequeños, utilice explicaciones sencillas: por ejemplo, “la palabra ‘gay’ describe a un hombre y un hombre o una mujer y una mujer que se aman.” Cuando estén mayores, es posible que deseen más explicaciones y discusión.
- + Durante lecciones sobre respeto, estereotipos o prejuicio incluya también información sobre discriminación contra personas LGBT y el movimiento de derechos civiles LGBT.

“Me gustaría que más maestros pudieran abordar [temas LGBT] y hablar más sobre eso, en lugar de dos oraciones, y luego abandonar el tema.”

ELAINA

en *What Do You Know? Six-to Twelve-Year Olds Talk About LGBTQ Topics* (una película de Welcoming Schools)



MOTIVAR:

- + Cree un ambiente de respeto y solidaridad para todos los estudiantes de su clase y escuela usando lenguaje, libros y otros materiales inclusivos.
- + Establezca normas en su escuela y clases en contra de insultos y burlas hirientes. Asegúrese de que todos los miembros de la comunidad escolar entiendan cuáles son las políticas y por qué son importantes.
- + Si escucha la frase “Es tan gay” en la escuela, especifique que las reglas en contra de calificativos incluyen el uso de esa frase y otros insultos anti-gay.
- + Desarrollar la capacidad de los estudiantes y educadores de ser aliados que defiendan a los estudiantes que son acosados.

POR QUÉ PARAR COMENTARIOS ANTI-GAIS...

“Los estudiantes de la escuela secundaria agredidos verbalmente con insultos anti-gais manifestaron un incremento de ansiedad, depresión, angustia y un menor grado de integración en sus respectivos centros de estudios independientemente de su orientación sexual.”

**V. PAUL POTEAT, PH.D. AND
DOROTHY L. ESPELAGE, PH.D.**
The Journal of Early Adolescence

“Tanto los estudiantes que han sido acosados como los que muestran un comportamiento de acoso tienen un rendimiento académico más bajo en la escuela.”

**J. JUVONEN, PH.D., Y. WANG, PH.D.,
AND G. ESPINOZA, PH.D.**
The Journal of Early Adolescence

“Si el poner apodos o la discriminación ocurren en la escuela y pasan desapercibidos o los adultos no los discuten, los estudiantes deducen que ese tipo de comportamiento es ampliamente aceptado.”

F.E. ABOUD, PH.D.
Handbook of Race, Racism and the Developing Child

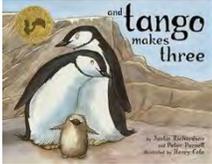


Top Recommended Books for a Welcoming School

- **Top Picture Books for a Welcoming Elementary School**
- **Top Diverse Middle Grade Books for a Welcoming School**
- **Understanding Racism: Pre-K - 8 Books That Explore and Challenge Race**
- **Top LGBTQ Inclusive Elementary and Middle Grade Books**
- **Best Diverse Children's Books with Transgender, Non-Binary and Gender Expansive Characters**
- **Great Books on LGBTQ History for Kids**



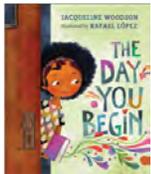
Welcoming Schools Top Picture Books for a Welcoming Elementary School



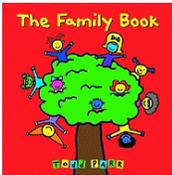
And Tango Makes Three. Justin Richardson and Peter Parnell. (Pre-K – 2) Penguins Roy and Silo at New York’s Central Park Zoo keep putting a rock in their nest to try to hatch it. The zookeeper gives them a real egg that needs care. The penguins take turns sitting on it until it hatches, and Tango is born.



Bling Blaine: Throw Glitter, Not Shade. Rob Sanders. (Pre-K – 1) Blaine’s a boy who loves to shine . . . well actually, he loves to sparkle. But when his bling rubs some people the wrong way, and the bullying begins, Blaine—along with the entire school—starts to lose his shine. Can Blaine’s friends help bring back his glimmer?



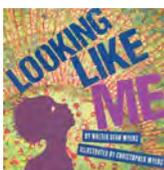
The Day You Begin / El día en que descubres quién eres. Jacqueline Woodson. (K – 3) Follow the experience of students who feel like they stand out and are teased by their classmates. Woodson reminds us that we all feel like outsiders sometimes—and how brave it is that we go forth anyway. English and Spanish editions.



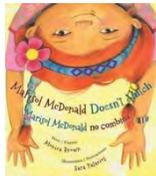
The Family Book. Todd Parr. (Pre-K – K) All kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, stepfamilies, single-parent families, two-mom and two-dad families and families with a mom and a dad.



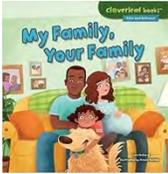
The Great Big Book of Families. Mary Hoffman. (Pre-K – 3) Features all kinds of families and their lives together. Each two-page spread showcases one aspect of home life—from houses and holidays, to schools and pets, to feelings and family trees.



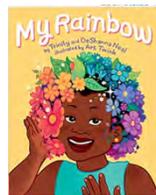
Looking Like Me. Walter Dean Myers. (K – 2) An African American boy celebrates all of who he is, including a dancer, an artist and a writer. Colorful collage illustrations and catchy rhymes.



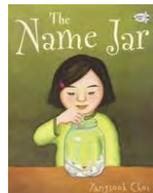
Marisol McDonald Doesn't Match / Marisol McDonald no combina. Monica Brown. (K – 2) Marisol, a multiracial girl, loves to be creative, eating peanut butter and jelly burritos, for example. But at times, she is misunderstood and teased by peers. Bilingual.



My Family, Your Family. Kathryn Cole. (Pre-K – K) Makayla is visiting friends in her neighborhood. Some families have lots of children, but others have none. Some friends live with grandparents or have two dads or have parents who are divorced. This diverse cast allows readers to compare and contrast families in multiple ways.



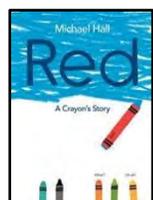
My Rainbow. Trinity and DeShanna Neal. (Pre-K – 2) A dedicated mom puts love into action as she creates the perfect rainbow-colored wig for her transgender daughter, based on the real-life experience of mother-daughter advocate duo Trinity and DeShanna Neal.



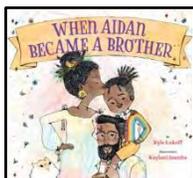
The Name Jar. Yangsook Choi. (K – 2) The new kid in school needs a new name! Or does she? Having just moved from Korea, Unhei is anxious for her American classmates to like her.



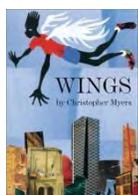
One. Kathryn Otoshi. (Pre-K – 1) Red picks on Blue. The other colors don't know what to do until One shows them how to stand up, stand together and count. Also see **Zero**.



Red: A Crayon's Story. Michael Hall. (Pre-K – 1) A blue crayon mistakenly labeled as "red" suffers an identity crisis. Almost everyone tries to "help" him be red until a friend offers a new perspective. He's blue! About finding the courage to be true to your inner self. Can be read on multiple levels.



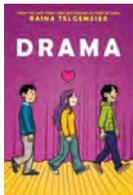
When Aidan Became a Big Brother. Kyle Lukoff and Kaylani Juanita. (Pre-K – 2) When Aidan was born, everyone thought he was a girl, but as he grew older, he realized he was a trans boy. When he finds out he is going to be a big brother, he learns the most important thing about being an older sibling: how to love with his whole self.



Wings. Christopher Myers. (1 – 5) Take flight with Ikarus Jackson, the boy with wings who remains true to his dreams despite taunts. One girl realizes he must be lonely and resolves to stop the hurtful words.



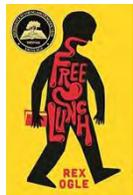
Top Diverse Middle Grade Books for a Welcoming School



Drama. Raina Telgemeier. (5 – 8) Through drama—a play—and drama between characters, this graphic novel explores middle school feelings with girlfriends and girlfriends and boyfriends and boyfriends. Diverse characters.



For Black Girls Like Me. Mariama J. Lockington. (4 – 7) Makeda is eleven years old, adopted, and black. She wonders: What would it feel like to grow up with a family that looks like me? In this coming-of-age story, the author draws on some of the emotional truths from her own experiences growing up with an adoptive white family.



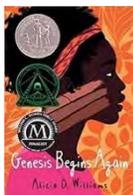
Free Lunch. Rex Ogle. (5 – 9) Based on his own experience as a poor kid in a wealthy school district, Rex vividly tells of his first semester of sixth grade as he tries to hide that he doesn't have much money while classmates and a teacher take one look at him and decide he's trouble. Life at home is punctuated by outbursts of violence. 2020 YALSA Excellence in Nonfiction Award.



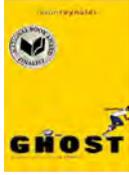
Friend Me. Sheila M. Averbuch. (3 – 7) Roisin hasn't made a single friend since moving to Massachusetts. In fact, she is falling apart under constant abuse from Zara, who torments her in person and on social media. Finally, Roisin bonds with Haley online. But, what happens when an online friend becomes a real-life nightmare?



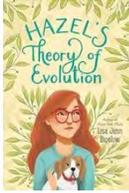
Front Desk. Kelly Yang. (4 –6) Mia Tang has a lot of secrets. She lives in a motel, not a big house. Every day, while her immigrant parents clean the rooms, ten-year-old Mia manages the front desk. Her parents hide immigrants. She wants to be a writer. But how can she when English is not her first language? Winner Asian / Pacific American Award for Children's Literature.



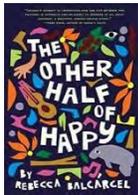
Genesis Begins Again. Alicia D. Williams. (4 – 8) There are ninety-six things Genesis hates about herself. She knows the exact number because she keeps a list. This deeply sensitive and powerful debut novel tells the story of a thirteen-year-old who must overcome internalized racism and a verbally abusive family to finally learn to love herself.



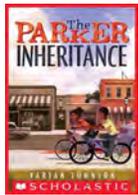
Ghost. Lu. Patina. Sunny. Jason Reynolds. (4 – 8) A series of books with four kids from very different backgrounds with personalities that are explosive when they clash. All are a part of an elite middle school track team that goes to the state championships. They all have a lot to lose, but they also have a lot to prove, not only to each other, but to themselves.



Hazel's Theory of Evolution. Lisa Jenn Bigelow. (5 – 7) As Hazel enters eighth grade she wonders: Will she be teased again about her two moms and their goat farm? Her friends, Carina who is a transgender girl and Yosh who has a disability, help her navigate all the changes. Winner of the Lambda Literary Award.



The Other Half of Happy. Rebecca Balcárcel. (5 – 9) One-half Guatemalan, one-half American: One-half crush, one-half buddy: Quijana found a buddy in Jayden, but she can't help the growing feelings she has for him while he has growing feelings for Seth. Quijana must figure out which parts of her identities are most important and how they fit together. 2020 Pura Belpré Honor Book.



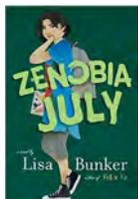
The Parker Inheritance. Varian Johnson. (3 – 6) Candice discovers a mysterious old letter about an injustice from decades ago. With the help of Brandon, she begins to decipher the clues to a story that leads them deep into their South Carolina town's history—a history full of ugly deeds and forgotten heroes. Good historical detail and LGBTQ characters included.



Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present! Arabelle Sicardi. (4 – 6) Discover the inspiring stories of a diverse selection of LGBTQ artists, writers, innovators, athletes and activists who have made great contributions to culture, from ancient times to present day. Full-color portraits accompanied by short biographies.



Riding Freedom. Pam Muñoz Ryan. (4 – 6) A fictionalized account of the true story of Charley (Charlotte) Parkhurst, who ran away from an orphanage, lived as a boy, moved to California, drove stagecoaches and continued to live as a man. Spanish edition: **Un caballo llamado Libertad.**

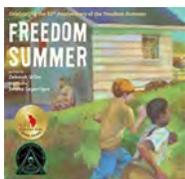


Zenobia July. Lisa Bunker. (5 – 9) Zenobia July is starting a new life in Maine with her aunts. People used to tell her she was a boy; now she's able to live openly as the girl she always knew she was. When someone anonymously posts hateful memes on her school's website, Zenobia knows she's the one with the hacking skills to solve the mystery.

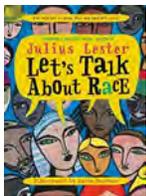


Understanding Racism: Pre-K - 8 Books That Explore and Challenge Race

BOOKS ABOUT ANTI-BLACK RACISM



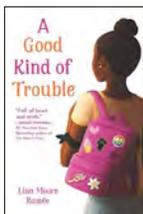
Freedom Summer. Deborah Wiles. (K – 2) Joe and John Henry are a lot alike, but Joe is white and John Henry is black. In the South in 1964, that means John Henry isn't allowed to do everything his best friend is. When a law is passed opening the town pool to everyone, they race each other there...only to discover that it takes more than a new law to change people's hearts.



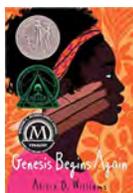
Let's Talk About Race. Julius Lester. (Pre-K – 2) Lester shares his own story as he explores what makes each of us special. He notes, "I write because our lives are stories. If enough of these stories are told, then perhaps we will begin to see that our lives are the same story. The differences are merely in the details." I am a story. So are you. So is everyone.



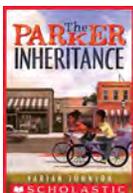
The Other Side. Jacqueline Woodson. (K – 2) Clover's mom says it isn't safe to cross the fence that segregates their African American side of town from the white side where Anna lives. But the two girls strike up a friendship and get around the grown-up's rules by sitting on top of the fence together. Woodson was the 2018-2019 National Ambassador for Young People's Literature.



A Good Kind of Trouble. Lisa Moore Ramée. (3 – 7) Twelve-year-old Shayla is allergic to trouble. All she wants to do is to follow the rules. But in junior high, it's like all the rules have changed. Now she's suddenly questioning who her best friends are and some people at school are saying she's not black enough. Wait, what?

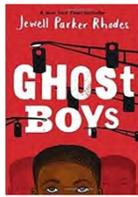


Genesis Begins Again. Alicia D. Williams. (4 – 8) There are ninety-six things Genesis hates about herself. She knows the exact number because she keeps a list. This deeply sensitive and powerful debut novel tells the story of a thirteen-year-old who must overcome internalized racism and a verbally abusive family to finally learn to love herself.



The Parker Inheritance. Varian Johnson. (3 – 6) Candice discovers a mysterious old letter describing an injustice from decades ago. With the help of Brandon, a quiet and often bullied boy, she begins to decipher the clues with a story that leads them deep into their South Carolina town's history, a history full of ugly deeds and forgotten heroes.

BOOKS ABOUT BLACK HISTORY



Ghost Boys. Jewell Parker Rhodes. (5 – 9) Twelve-year-old Jerome is shot by a police officer. As a ghost, he observes the devastation that's been unleashed on his family and community. He meets another ghost, Emmett Till, a boy from a very different time but similar circumstances and he meets Sarah, the daughter of the police officer, who grapples with her father's actions.



Juneteenth For Mazie. Floyd Cooper. (Pre-K – 2) Mazie is ready to celebrate liberty and freedom. She is ready to celebrate a great day in American history, the day her ancestors were no longer slaves when the Emancipation Proclamation finally made it to Texas (two years after the rest of the country heard it).



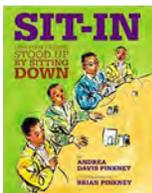
Little Leaders: Bold Women in Black History and Little Legends: Exceptional Men in Black History. Vashti Harrison. (3 – 6) Among these biographies, readers will find heroes, role models, and everyday women and men who did extraordinary things - whose actions and beliefs contributed to making the world better for generations to come.



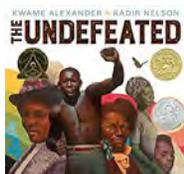
March (Trilogy). John Lewis. (4 and up) Winner of the 2016 National Book Award for Young People's Literature. March is a vivid first-hand account of Congressman John Lewis' lifelong struggle for civil rights, the distance traveled since the days of Jim Crow and segregation while reflecting on the highs and lows of the broader civil rights movement.



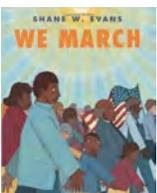
Ruth and the Green Book. Calvin Alexander Ramsey. (1 – 4) Ruth was so excited to take a trip in her family's new car! But she soon found out that many hotels and gas stations refused service to black people. Finally, a friendly attendant at a gas station showed Ruth's family *The Green Book*.



Sit In: How Four Friends Stood Up by Sitting Down. Andrea Davis Pinkney. (1 – 4) Using poetic, powerful prose, Pinkney tells the story of the momentous Woolworth's lunch counter sit-in, when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing civil rights movement.



The Undeclared. Kwame Alexander. (K – 2) Winner of the 2020 Caldecott Medal. This poem is a love letter to black life in the United States. It highlights the unspeakable trauma of slavery, the faith and fire of the civil rights movement, and the grit, passion, and perseverance of some of the world's greatest heroes.



We March. Shane W. Evans. (Pre-K – 2) Combined with simple yet compelling illustrations, the thrill of the day is brought to life for even the youngest reader to experience.

BOOKS LOOKING AT SKIN COLOR



The Skin I'm In. Sharon G Flake. (5 – 7) Maleeka suffers every day from the taunts. If they're not getting at her about her homemade clothes or her good grades, it's about her dark, black skin. But the new teacher's attitude surprises Maleeka. Miss Saunders loves the skin she's in. Can Maleeka learn to do the same?

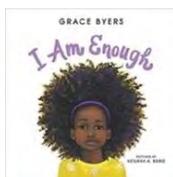


Skin Like Mine. LaTashia M. Perry. (Pre-K – 2) An entertaining yet creative way to address and celebrate diversity among young children. Guaranteed to make you smile and a bit hungry.

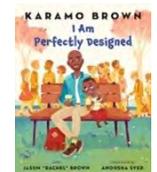


Sulwe. Lupita Nyong'o. (Pre-K – 2) Sulwe has skin the color of midnight. Sulwe just wants to be beautiful and bright, like her mother and sister. Then a magical journey in the night sky opens her eyes and changes everything. Actress Lupita Nyong'o inspires children to see their own unique beauty.

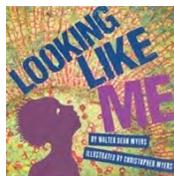
BOOKS ON SELF ESTEEM



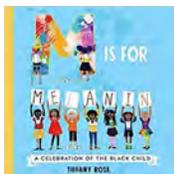
I Am Enough. Grace Byers. (Pre-K – 1) With beautiful illustrations and rhyming text *Empire* actor and activist Grace Byers offers a lyrical ode to loving who you are, respecting others and being kind to one another. Featuring an African American girl interacting with friends doing a range of activities from jump rope to martial arts reminding girls they are “here to shine”.



I Am Perfectly Designed. Karamo Brown with Jason “Rachel” Brown. (Pre-K – 1) Actor, Karamo Brown and his son write about a boy and his father taking a joyful walk through the city, discovering all the ways in which they are perfectly designed for each other.



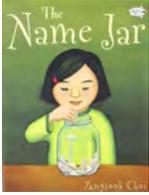
Looking Like Me. Walter Dean Myers. (K – 2) With rhythmic text and unique photo-collage illustrations Walter Dean Myers and his son, Christopher Myers, celebrate every child and everything that a child can be. In 2019, Walter Dean Myers received the Children's Literature Legacy Award.



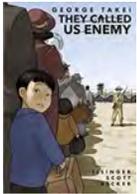
M is for Melanin. Tiffany Rose. (Toddler – K) Each letter of the alphabet contains affirming, Black-positive messages, from A is for Afro and F is for Fresh to P is for Pride and W is for Worthy. Teaches children their ABCs while encouraging them to love the skin they're in. Be bold. Be fearless. BE YOU.

BOOKS ON ANTI ASIAN, INDIGENOUS PEOPLES AND LATINX RACISM

ASIAN PACIFIC ISLANDERS



The Name Jar. Yangsook Choi. (K – 2) The new kid in school needs a new name! Or does she? Having just moved from Korea, Unhei is anxious that American kids will like her.

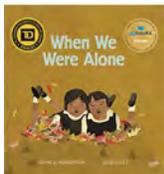


They Called Us Enemy. George Takei. (5 – 8) A stunning graphic memoir recounting actor/author/activist George Takei's childhood imprisoned within American concentration camps during World War II. Experience the forces that shaped an American icon, and America itself, in this gripping tale of courage, country, loyalty, and love.

INDIGENOUS PEOPLES



Indian No More. Charlene Willing Mcmanis. (4 – 7) With no good jobs available in Oregon, Regina's father signs the family up for the Indian Relocation program and moves them to Los Angeles. Regina finds a whole new world. She's never met kids of other races, and they've never met a real Indian. For the first time in her life, Regina comes face to face with the viciousness of racism.

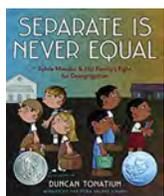


When We Were Alone. David A. Robertson. (K – 2) A young girl becomes curious about her grandmother. Why does her grandmother have long braided hair and beautifully colored clothing? Why does she speak another language? Her grandmother tells her about life in a residential school a long time ago, where all of these things were taken away.

LATINX



Efrén Divided. Ernesto Cisneros. (4 – 7) Efrén worries about his parents. Although he's American-born, his parents are undocumented. His worst nightmare comes true one day when Amá doesn't return from work and is deported across the border to Tijuana, México. Now more than ever, Efrén must channel his inner Soperboy to help take care of and try to reunite his family.



Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation. Duncan Tonatiuh. (K - 4) Almost 10 years before *Brown vs. Board of Education*, Sylvia Mendez and her parents helped end school segregation in California. An American citizen of Mexican and Puerto Rican heritage who spoke and wrote perfect English, Mendez was denied enrollment to a "Whites only" school.



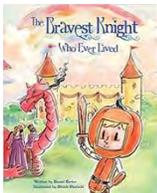
Top LGBTQ Inclusive Elementary and Middle Grade Books



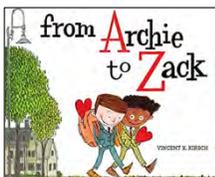
And Tango Makes Three. Justin Richardson and Peter Parnell. (Pre-K – 2) Penguins Roy and Silo at New York's Central Park Zoo keep putting a rock in their nest to try to hatch it. The zookeeper gives them a real egg that needs care. The penguins take turns sitting on it until it hatches, and Tango is born.



The Best at It. Maulik Pancholy. (4 – 7) Before 7th grade, Rahul's grandfather says, "Find one thing you're really good at and become the BEST at it." While Rahul is not sure what that one special thing is, he is convinced that once he finds it, kids will stop bullying him and he won't worry the crush he has for his classmate Justin Emery. Stonewall Honor Book.



The Bravest Knight Who Ever Lived. Daniel Errico, (Pre-K – 1) Follow Cedric on his journey from a humble pumpkin farmer to a full-fledged knight. In the end, will he follow his heart, and prove that sometimes the bravest thing you can do is choose for yourself how your fairy tale ends? Also see the TV series on Hulu based on this book.



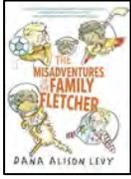
From Archie to Zack. Vincent X. Kirsch. (Pre-K – K) Archie and Zack spend just about every minute together walking to school, practicing for the marching band and learning to ride bikes. Archie tries to write a letter to Zack to tell him how he feels but none sound quite right. Archie's friends (Zelda, Zinnia, and Zuzella) find the letters... but they know exactly who they're meant for.



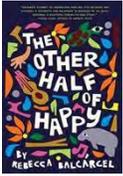
Hazel's Theory of Evolution. Lisa Jenn Bigelow. (5 – 7) As Hazel enters eighth grade she wonders: Will she be teased again about her two moms and their goat farm? Her friends, Carina who is a transgender girl and Yosh who has a disability, help her navigate all the changes. Winner of the Lambda Literary Award.



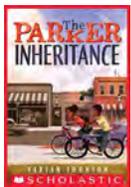
Meow or Never: A Wish Novel. Jazz Taylor (3 – 5) A heartwarming story of secret pets and secret crushes... Avery can sing, but that doesn't mean she can sing in front of people. One day her crush, Nic, overhears Avery singing to her hidden cat and convinces her to audition for the school's musical. Can her cat help Avery through her stage fright?



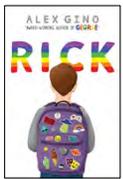
The Misadventures of the Family Fletcher. Dana Alison Levy. (3 – 5) From new schools to old friends, from imaginary cheetahs to very real skunks, the Fletchers' school year is anything but boring—four boys, two dads, and one new neighbor who just might ruin everything.



The Other Half of Happy. Rebecca Balcárcel. (5 – 9) One-half Guatemalan, one-half American: One-half crush, one-half buddy: Quijana found a buddy in Jayden, but she can't help the growing feelings she has for him while he has growing feelings for Seth. Quijana must figure out which parts of her identities are most important and how they fit together. 2020 Pura Belpré Honor Book.



The Parker Inheritance. Varian Johnson. (3 – 6) Candice discovers a mysterious old letter about an injustice from decades ago. With the help of Brandon, she begins to decipher the clues to a story that leads them deep into their South Carolina town's history—a history full of ugly deeds and forgotten heroes. Good historical detail and LGBTQ characters included.



Rick. Alex Gino. (4 – 7) Rick's never questioned much. He's gone along with his best friend, Jeff, even when Jeff has acted like a bully and a jerk. But now Rick's moved up to middle school, and new doors are opening. One of them leads to the school's Rainbow Spectrum club, where kids of many genders and identities congregate.



Summer of a Thousand Pies. Margaret Dilloway. (3 – 6) Cady is sent to live with Aunt Shell and her partner, Suzanne after growing up homeless with her dad. Cady starts to feel like she belongs. Then she finds out that Aunt Shell's shop is failing. Saving the business and protecting the first place she's ever really felt safe will take everything she's learned and the help of her new friends.



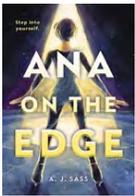
The Unbelievable Oliver and the Sawed-in-Half Dads. Pseudonymous Bosch. (2 – 4) Teenie and Bea's fathers are finally getting married, and Oliver is supposed to entertain at the rehearsal brunch. He has chosen the classic sawed-in-half trick, which will be especially amusing when he calls up the grooms as volunteers. What could go wrong?



The Stars Beneath Our Feet. David Barclay Moore. (5 – 9) Lolly tries to steer a safe path through the projects in Harlem in the wake of his brother's death. Then his mother's girlfriend brings him a gift that will change everything: two enormous bags filled with Legos.



Best Diverse Children's Books with Transgender, Non-Binary and Gender Expansive Characters



Ana on the Edge A.J. Sass. (3 – 7) Ana-Marie Jin, the reigning US Juvenile figure skating champion, is not a frilly dress kind of kid. So, when Ana learns that next season's program will be princess themed, doubt forms fast. Once Ana meets Hayden, a transgender boy new to the rink, thoughts about the princess program and gender identity begin to take center stage.



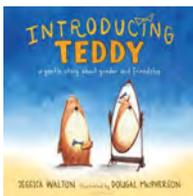
Annie's Plaid Shirt. Stacy B. Davids. (Pre-K – 2) Annie loves her plaid shirt and wears it everywhere, but her mom says she must wear a dress to her uncle's wedding. Annie protests; she feels weird in dresses. But Annie has an idea. Will her mom agree?



The Boy & the Bindi. Vivek Shraya. (Pre-K – 2) A South Asian boy becomes fascinated with his mother's bindi, the red dot commonly worn by Hindu women, and wishes to have one of his own. Rather than chastise her son, she agrees, allowing him to be more fully himself.



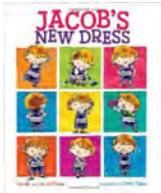
I am Jazz. Jessica Herthel and Jazz Jennings. (K – 5) From the time she was two years old, Jazz knew she was a girl, even though others saw her as a boy. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. Based on the real-life experiences of Jazz Jennings.



Introducing Teddy: A gentle story about gender and friendship. Jess Walton. (Pre-K – K) Introduces the youngest readers to gender identity and transition in an accessible and heart-warming story about being true to yourself and being a good friend.



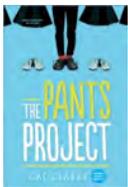
It Feels Good to Be Yourself. Theresa Thorn. (Pre-K – 3) Some people are boys. Some people are girls. Some people are both, neither or somewhere in between. A straightforward exploration of gender identity, providing young readers and adults with the vocabulary to discuss the topic with sensitivity.



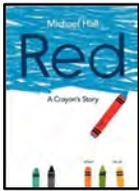
Jacob's New Dress. Sarah and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up because he can be anything he wants to be. Jacob wants to wear a dress to school. Can he convince his parents to let him wear what he wants? Also see **Jacob's Room to Choose** as Jacob, Sophie and his teacher explore gender expression, stereotypes and a place to pee in peace.



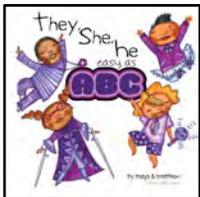
Julián Is a Mermaid. Jessica Love. (Pre-K – 2) While riding the subway with his abuela, Julián notices three women spectacularly dressed up. When Julián gets home, all he can think about is dressing up like them. But what will Abuela think about the mess he makes—and even more important, what will she think about how Julián sees himself? A story about the power of being seen and affirmed.



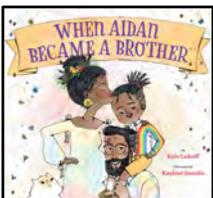
The Pants Project. Cat Clarke. (3 – 6) Liv knows he was always meant to be a boy, but he hasn't told anyone. Now, his new school has a terrible dress code; he has to wear skirts! The only way for Liv to get what he wants is to go after it himself—to change the policy and his life.



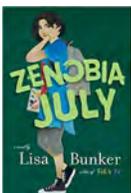
Red: A Crayon's Story. Michael Hall. (Pre-K – 1) A blue crayon mistakenly labeled as "red" suffers an identity crisis. Almost everyone tries to "help" him be red until a friend offers a new perspective. He's blue! About finding the courage to be true to your inner self. Can be read on multiple levels.



They, She, He easy as ABC. Maya and Matthew Smith-Gonzalez. (Pre-K – 1) Inclusive pronouns are featured alongside the alphabet. An introduction to the many different ways people identify and use pronouns. Shows that including everyone is all part of the dance. "No one left out and everyone free."



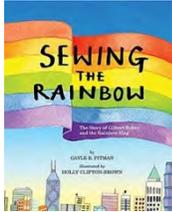
When Aidan Became a Brother. Kyle Lukoff and Kaylani Juanita. (Pre-K – 2) When Aidan was born, everyone thought he was a girl, but as he grew older, he realized he was a trans boy. When he finds out he is going to be a big brother, he learns the most important thing about being an older sibling: how to love with his whole self.



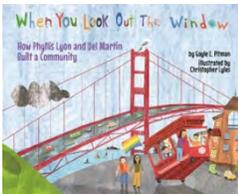
Zenobia July. Lisa Bunker. (5 – 9) Zenobia July is starting a new life in Maine with her aunts. People used to tell her she was a boy; now she's able to live openly as the girl she always knew she was. When someone anonymously posts hateful memes on her school's website, Zenobia knows she's the one with the hacking skills to solve the mystery.



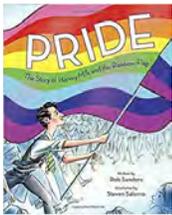
Great Books on LGBTQ History for Kids



Sewing the Rainbow: A Story About Gilbert Baker, Gayle Pitman, 2018. (K – 2) This book takes readers from Gilbert's childhood in a small town in Kansas where he didn't fit in to the creation of the rainbow flag and his historic artistic career in San Francisco.



When You Look Out the Window: How Phyllis Lyon and Del Martin Built a Community, Gayle E. Pitman. (K – 2) Phyllis and Del point out landmarks throughout the city that can be seen out their window. This clever tribute to a notable couple introduces children to untold stories in history.



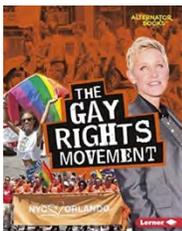
PRIDE: The Story of Harvey Milk and the Rainbow Flag, Rob Sanders, 2018. (K – 2) Trace the life of the Gay Pride Flag, from its beginnings in 1978 with social activist Harvey Milk and designer Gilbert Baker to its spanning of the globe and its role in today's world. A Junior Library Guild Selection.



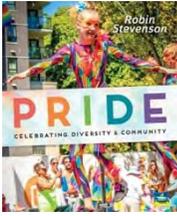
Be Amazing: A History of Pride. Desmond Napoles. (K – 3) Twelve year old drag kid Desmond is Amazing walks you through LGBTQ history with courageous people like Marsha P. Johnson, Sylvia Rivera, and RuPaul have paved the way for a safer, more inclusive society for LGBTQ individuals, and it's thanks to them that people just like Desmond can be free to be who they really are.



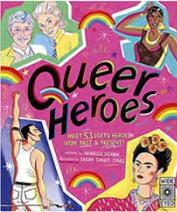
Stonewall: A Building. An Uprising. A Revolution, Rob Sanders, 2019. (1 – 3) From the building's origins as a stable in the 1800s to the Stonewall Inn of the 1960s, the story captures a sense of place, community and the people who stood up for their rights at the Stonewall Riots in 1969.



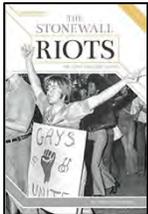
The Gay Rights Movement, Eric Braun, 2018. (3 – 6) What has changed throughout the history of the gay rights movement? Learn about the key people and events that have paved the way for the modern gay rights movement.



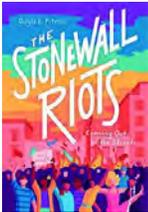
Pride: Celebrating Diversity and Community, Robin Stevenson, 2016. (4 – 8) Pride events are an opportunity to honor the past, protest injustice and celebrate a diverse and vibrant community. How did Pride come to be? And what does Pride mean to the people who celebrate it? Includes extensive photos and descriptive text.



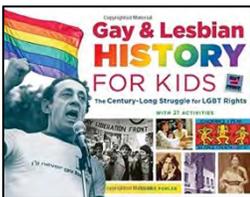
Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present! Arabelle Sicardi. 2019. (4 – 6) Discover the inspiring stories of a diverse selection of LGBTQ artists, writers, innovators, athletes, and activists who have made great contributions to culture, from ancient times to present day. Full-color portraits accompanied by short biographies.



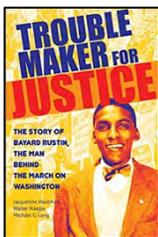
The Stonewall Riots: The Fight for LGBT Rights, Tristan Poehlmann, 2016. (4 – 8) Discusses the 1969 Stonewall Riots, which are now commemorated each year with LGBTQ Pride. Looks at what led up to them, what happened at Stonewall, key people and how the riots launched the modern LGBT rights movement. Well-researched, engaging read.



The Stonewall Riots: Coming Out in the Streets, Gayle Pitman, 2019. (5 – 8) Learn about the Stonewall Riots by looking at the people, places, news clippings and artifacts from the time in short, readable chapters. It also covers events leading up to Stonewall, as well as the aftermath.



Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, Jerome Pohlen, 2015. (5 – 8) This book puts the historic struggle for LGBTQ equality into perspective. Given today's news, it would be easy to get the impression that the campaign for LGBTQ equality is a recent development. This resource helps put recent events into context.



Troublemaker for Justice: The Story of Bayard Rustin, the Man Behind the March on Washington, Jacqueline Houtman, 2019 (5 – 12) Bayard Rustin was one of the most influential activists of our time, who was an early advocate for African Americans and for gay rights. He was a mentor to Dr. Martin Luther King, Jr., teaching him about the power of nonviolent direct action. A Best Book of 2019 by School Library Journal.



Transgender Role Models and Pioneers, Barbra Penne, 2017. (5 – 8) Profiles a host of accomplished transgender people who have made their names in a wide range of fields, including sports, politics, activism, entertainment and the arts.

WELCOMING SCHOOLS



TM

BE WHO YOU ARE



HUMAN
RIGHTS
CAMPAIGN
FOUNDATION™