



DEVELOPING A WELCOMING CLASSROOM

Educators working to develop a classroom that is welcoming of all students and their families may find it helpful to ask these questions. If visitors came to your classroom, would they know that diversity is valued as a resource in this classroom?

- ☐ Do you explicitly try to build a community within your classroom where students respect one another, help each other, know one another and work together?
- ☐ Are there signs about respect or caring on your classroom walls?
- ☐ Do you develop, with your students, classroom agreements and rules regarding teasing, name-calling and respect for differences? Do you keep them posted on your classroom walls?
- ☐ Would children from many diverse families feel welcomed? Would children with lesbian, gay, bisexual and transgender parents/caring adults feel welcome in your class?
- ☐ Would a gender expansive or transgender child feel welcome? Do you address the class as a whole with inclusive terms such as children, students, scholars, or a classroom name like Owls? Do you avoid separating students by gender for activities?
- ☐ Are there posters about intervening in bullying or ways to be an ally to your friends and classmates?
- ☐ Do students hear you interrupting mean teasing and name-calling? Do they hear you specifically say why it is mean, when it relates to a specific bias such as race, gender or religion?
- ☐ Are there diverse images on the classroom walls including diverse family structures and individuals in non-traditional careers? Do the images include racial, ethnic or cultural diversity?
- ☐ Does your classroom library have books with diverse family structures and books with characters in expansive gender roles?
- ☐ Do you use inclusive language when you mention students' families? Can forms and permission slips be signed by parents or guardians? Do you address class letters to families or parents/guardians? Do you ask students to show things to a parent or other adult at home?
- ☐ Are resources or materials visible so that LGBTQ parents/guardians can identify you as an ally even if they do not choose to come out?
- ☐ Do you have resources on LGBTQ topics and gender available and do parents/guardians and other staff know that you have them?

