



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

WELCOMING SCHOOLS PROFESSIONAL DEVELOPMENT MODULES

Overview of the Welcoming Schools Approach

- Learn about the many professional development trainings and resources that our nationally acclaimed, research-based program has to offer.

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 Family Diversity

- 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.

Welcoming Schools Law and Policy Review

- Become knowledgeable of federal, state and school district level laws and policies.
- Become familiar with language to strengthen current policy and advocate for enumerated protections for all students.

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 to create school climates that are affirming and welcoming for students' whole selves, including intersectional identities such as race, ethnicity, gender, ability, faith, LGBTQ identity, family structure, etc.
- Understand the experiences and impact of school policies and practices on students' intersectional identities.



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