



NO CHILD LEFT BEHIND

This manifesto affirms that every learner deserves to see themselves reflected in the curriculum, to feel safe in their classrooms, and to know that their voices matter. It calls on educators to recognize that **silence enables exclusion**, and that the work of teaching must be based in equity, intersectionality, and respect. It draws inspiration from movements in disability justice, design justice, and youth advocacy, which remind us that lived experience is knowledge and education must be co-created, not imposed.

This manifesto is written for you, the teacher, mentor, or leader who wants to ensure that every learner in your care feels safe, seen, and celebrated. Silence itself is not neutrality; it is harm. Public education has erased, silenced, or distorted the lives of LGBT people, leaving students without representation for their own identities or windows into the lives of others.



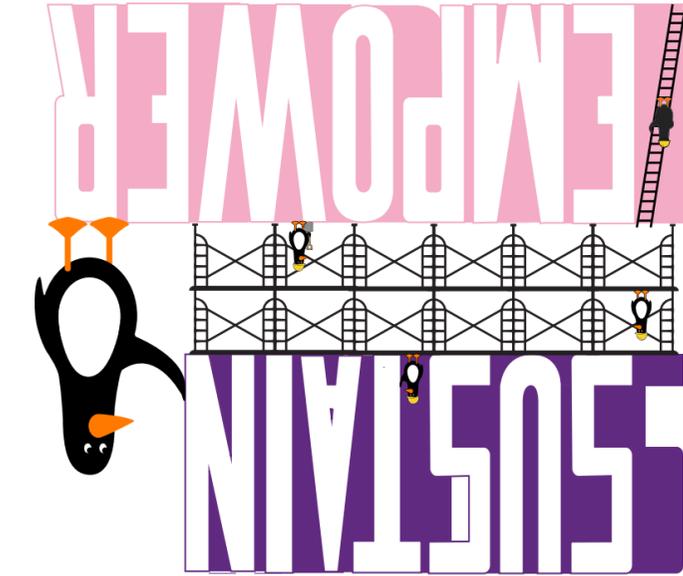
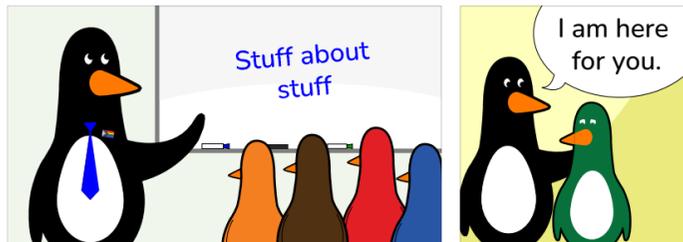
a *humanifesto* on education

An inclusive curriculum and visible educator support lead to lower victimization, higher safety, reduced absenteeism, stronger feelings of belonging, and improved academic outcomes for LGBT and cis/het students alike.

To be inclusive is to challenge traditions, to reimagine education as a space of art and activism, and to sustain futures where difference is celebrated rather than hidden. This manifesto serves as both a guide and a call to action, centering the lives and histories of LGBT students, dismantling barriers, and building classrooms that nurture belonging and collective power.

SHOW UP

Be visible, be vocal, be present. Presence matters. Voice matters. Educators cannot remain neutral; silence enables exclusion. Stand firmly for LGBT students. Our visibility is protective. **When LGBT youth identify a supportive adult, they report less victimization, less truancy, and lower suicidality.** Students who felt their teachers cared "a lot" had lower odds of suicide attempts.



Sustainability is built on shared knowledge. Teach for the future. Teach to empower, to heal, and to build futures of justice and equity. **Sharing knowledge, resources, and success freely.** Collective thriving depends on collaboration. This booklet is perfect for sharing with peers to build a community of caring educators. If you want to share it publicly in your classroom but are not able to post something so blatantly LGBT-affirming, the booklet folds out into a principles-only poster that can pass for "good teaching practices."

SHARE

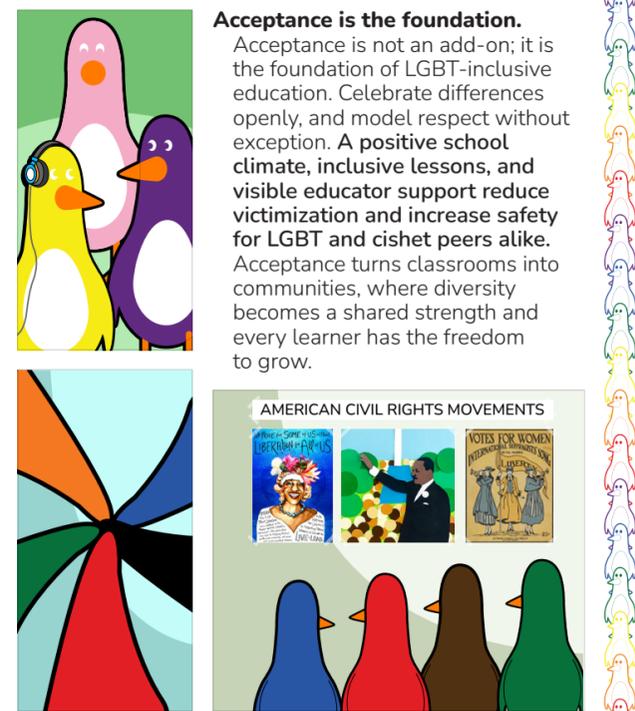
CENTER STUDENTS EDUCATE WITH NOT FOR



Learning is a partnership rooted in lived experiences. Listen deeply, and value every body, mind, and voice. LGBT-inclusive pedagogy makes student experience central. **Do not teach at students, collaborate with them.** Co-create learning together. Education is a partnership, not a performance. To co-create learning means to share power, to question, *who is this lesson for? Whose voices are missing? Whose needs are prioritized?* It means examining not only what we teach, but why, and who benefits. We need to honor the lived experiences that shape every student's way of knowing.



CREATE SAFETY + RESPECT



Remove barriers. Adapt practices. Teach for all. Recognize that identity is complex, layered, and constantly evolving. Remove barriers. Adapt practices. Teach in ways that make every learner visible and valued. Access to caring educators is uneven. Even within the LGBT community, care is uneven. Trans students report less support than their cisgender peers, showing the need for intersectional approaches. LGBT-inclusive education requires confronting cisnormativity as well as racial and economic inequities. **Create practices grounded in empathy, equity, and shared humanity.** Teaching for all means designing with difference in mind, not as an exception but as the expectation.