



PROVIDING SAFE AND SUPPORTIVE ENVIRONMENTS FOR LGBTQ STUDENTS: ROUND II

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ROUND II OVERVIEW

- Responding to Resistance/Challenges
 - Admin, teachers or staff
 - Family and community members
 - Students

An abstract graphic on the left side of the slide, featuring a vibrant red background with flowing, ribbon-like shapes in shades of green and yellow, creating a dynamic, organic feel.

ROUND II ASSUMPTIONS

- Familiar with basic LGBTQ terms & definitions
- Understand the difference between gender, sex, and sexuality
- Familiar with CA laws/policies that support LGBTQ inclusive campuses.
- Familiar with Elk Grove's inclusive policies



WHAT UNDERGIRDS RESISTANCE

- Religion/Tradition/Culture/Beliefs...
- Universalizing assumptions around gender roles.
- Conflation between gender identity, gender expression, and sexual orientation.

THIS MEANS

Important to know
you won't change
some people's minds



RATHER

Hoping these tools/exercises help with articulating why LGBTQ inclusive sites/schools are important to Elk Grove Unified.





GUIDE FOR ANSWERING LGBTQ RELATED QUESTIONS

Guide

The image features a dense field of dark grey, three-dimensional question marks. In the center, a single, bright orange question mark stands out prominently. The lighting creates soft shadows, giving the symbols a sense of depth and texture.

QUESTIONS



GROUP WORK: SCENARIOS



It's the first day of school. As you're escorting a parent and their child to your classroom, the parent turns to you and asks, "Do you teach children to be gay at this school?"

Two students can be heard talking outside of the door to a Rainbow Club meeting. One student can be heard saying, "Come on, play with me!" and the other student responds, "I want to go to the Rainbow Club." The other student responds, "Why? Are you gay?" What do you say?



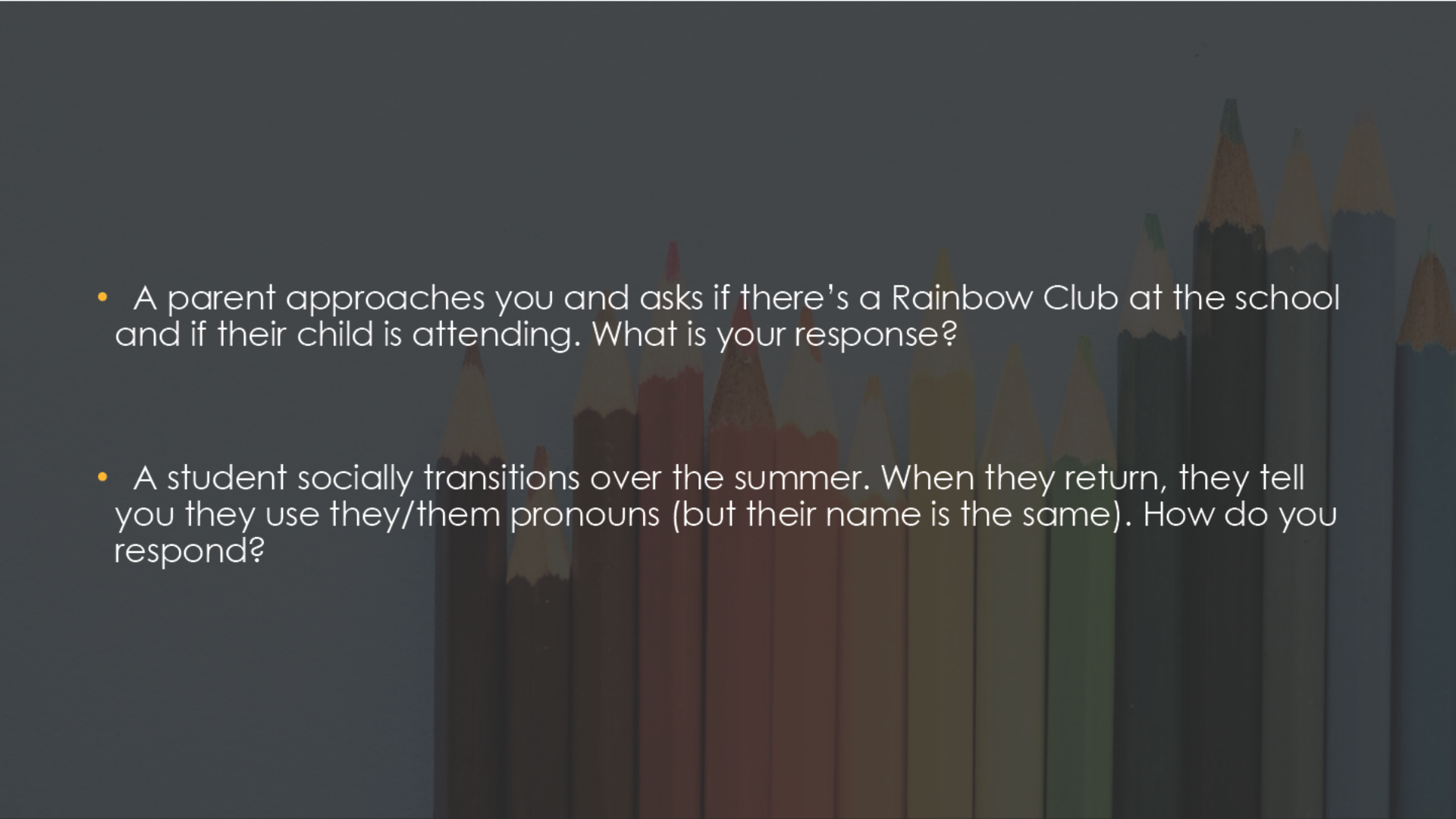
- A parent calls the school because their kindergartner wants to wear a dress after being read *My Princess Boy* in class/Rainbow Club/Library... They want to hold a meeting immediately to discuss. What is your approach?

**My Princess Boy* is about a boy who likes to wear pink sparkly things, including dresses on occasion.

- You overhear a teacher/staff member saying, "I don't care what they say. I'm not calling a student by a different name or acknowledge any of that gender change stuff. It's against my religion." What do you say/do (if anything)?



You receive an email from a parent of an incoming student, that reads, in part, "My child ____ is transgender? Can I update their name and gender identity on school records? Also, can you share what practices you employ to ensure children like mine feel welcomed?"

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- A row of colorful pencils standing upright against a dark background. The pencils are in various colors including brown, red, orange, yellow, green, and blue. They are slightly out of focus, creating a soft, artistic effect.
- A parent approaches you and asks if there's a Rainbow Club at the school and if their child is attending. What is your response?
 - A student socially transitions over the summer. When they return, they tell you they use they/them pronouns (but their name is the same). How do you respond?

The image features a dense field of dark grey, three-dimensional question marks. In the center, a single, bright orange question mark stands out prominently. The lighting creates soft shadows, giving the symbols a sense of depth and texture. The overall composition is a visual metaphor for inquiry and questions.

QUESTIONS

You make
the
difference





THANK YOU!

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