



Pride Motion Toolkit

A few tips to help your GSA/QSA advocate to celebrate pride in your school

About the Pride Motion

On October 15th, 2019, the Regina Public Schools Board of Education Trustees voted on a motion that would have had Regina Public Schools “recognize and support the celebration of pride”¹ in Regina Public Schools. Trustee Aleana Young brought for the motion after concerns were expressed from Regina Public School Parents that providing children with the opportunity to participate in Pride events is inappropriate and causes some children with certain “religious and moral beliefs” to not feel included.

A wave of support for the motion was shown just before the vote took place, with over 300 emails sent to trustees, various social media posts, and news articles discussing the impact this motion would have.

Despite all of this, the motion was rejected with a vote of 4-3. Understandably, many folks felt unheard, rejected, and scared for the safety of themselves and for our students. Currently, the Regina Public School Board is planning to form a special

1

<https://www.cjme.com/2019/10/16/regina-public-school-board-defeats-motion-mandating-support-for-pride-month/>

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community comprised of community stakeholders and with representation of the 2SLGBQIAP+ community before the end of the school year².

So What Next?

Although there has not been any firm action, acknowledgment, or amendment to the original pride motion, there are some ways that your school can help offer support for 2SLGBTQIAP+ students! Consider this toolkit a guide to what things you and your GSA/QSA can do moving forward.

We've modeled this kit based on the affirmative actions taken by certain Regina Public Schools³ by the release of this publication. All of these actions were available to view by members of the public on some social media platform -any newsletters, schoolwide emails, etc, were not included in this study. If your school has confirmed their acceptance and support for 2SLGBTQIAP+ students, the GSA/QSA, and pride, and is not included down below, we deeply apologize -but good work!

² <https://www.cbc.ca/news/canada/saskatchewan/katherine-gagne-regina-public-school-board-chair-1.5349010>

³ As of publication, École Connaught Community School, École Harbour Landing School, and École Massey School released a social media post in support of their 2SLGBTQIAP+ students, their GSA, and the celebration of pride. W.S. Hawrylak School and Winston Knoll Collegiate released a social media post in support of their 2SLGBTQIAP+ students and their GSA. Arcola Community School, Argyle School, Henry Janzen School, Walker Elementary School, École Wilfred Walker School, Glen Elm Community School, Grant Road School, Wilfred Hunt School, McLurg School, Marion McVeety School, and Scott Collegiate released a social media post in support of their 2SLGBTQIAP+ students. Campbell Collegiate released a social media post in support of the celebration of pride. École Harbour Landing School and École Massey School also played a major role in spreading positive support for the pride motion before the vote on October 15th. École Elsie Mironuck School helped spread positive support for the pride motion as well.

Walkthrough

Below are all of the steps we've included in this list to help your GSA/QSA advocate towards having your school acknowledge their support in both pride and their 2SLGBTQIAP+ students.

1. Deciding on a Goal
2. Doing Research
3. Online versus Traditional Petitions
4. Using Personal Stories
5. Writing your Petition
6. Edit your Petition
7. Calling all Supporters!
8. The Final Result

Appendix A: Sample Petition Format

Appendix B: Student Rights in Regina Public Schools

Appendix C: School Survey

Appendix D: Tips for Fundraiser Event Planning

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1. Deciding on a Goal

What do you want to achieve in the end?

With your GSA/QSA, brainstorm a list of things you'd potentially like to see as the outcome of your effort. Do you want your school to send out a newsletter in support of your fellow queer students? Would you feel successful if your school signed a pledge to fly the pride flag in June? Whatever the outcome you decide on, make sure that all members of your GSA/QSA are happy with the expected result. If you're unsure of where to begin, we've included a sample survey in Appendix C. This is a nifty little project your GSA/QSA could start with to determine what might be the best goal to move forward with.

Remember: if you are successful with your goal, you can always repeat this process, or aspects of it, to achieve another goal later on!

Here's a list of some potential goals that your GSA/QSA can look at pursuing. Of course, these can be adapted and altered to better fit your vision.

- *Having your school release a social media post similar to those created/shared by other Regina Public Schools.*
- *Having your school release a school-wide email affirming their support of 2SLGBTQIAP+ students, your GSA/QSA, and the celebration of pride.*
- *Having your school send out an official newsletter throughout the school affirming their support of 2SLGBTQIAP+ students, your GSA/QSA, and the celebration of pride.*
- *Having your school sign a pledge committing to the celebration and/or the support of the celebration of pride week in June.*
- *Having your school sign a pledge committing to the pride flag being flown in June.*
- *Having your school commit to increasing diversity training for school staff members.*

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- *Having your school commit to bringing in more 2SLGBTQIAP+ speakers/workshops for students.*
- *Having your school commit to reviewing their policies that specifically impact 2SLGBTQIAP+ students, such as bullying/harassment procedures.*

2.. Doing Research*

Yes, this involves some elbow grease.

At this point in the process, it might be a good idea to enlist the help of different subcommittees or to break off into groups of 1-3 people (if your GSA/QSA is large enough). We're going to put an asterisk next to each step in our guide that we think should be given to smaller groups/committees.

At this point, your GSA/QSA should have a goal decided. The next step is determining what it will take for this goal to be achieved. This document will mostly help with the possibility of a petition being drafted to help garner support for your specific goal.

This portion involves the possibility of having a conversation with your school's principal/vice-principal. Ask them how many signatures would need to be gathered on a petition to make X, Y, and Z happen. Alternatively, your GSA/QSA could try to come up with a percentage of the school population that feels mighty, but not unachievable. For instance, in a school of 1000 students, 20% = 200 people. Does your GSA/QSA feel confident that you can actually find 200 people to sign in support of your cause, or should you gain/lower the number to better fit your expectations? You know your school best. Remember, you want something that will impress your school officials, but you also want something that's doable!

This is also the time that a few folks should work on gathering research in support of your cause. We've compiled a few resources here that should help. This research should NOT feel overwhelming! Using some of the information in these resources could help your petition to be more persuasive. What are some of the positive aspects you

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think could come as a result of your petition being successful? What are some of the consequences students may face as a result of a lack of action?

[GSA Network](#)

[Gay-Straight Alliances in Alberta Schools: A Guide for Teachers](#)

[Every Class in Every School -Egale Canada](#)

3. Online versus Traditional Petitions

What does your GSA/QSA think will be the most successful way to reach other students?

Hey! Look at you go! Your team is doing so well. We think it's time for a break, and time to decide about an important aspect to this entire project: will you be creating an online petition, or will you choose to go the old-school pen-and-paper route?

Online:

Petitions online are great for getting many people to see your goal. They're easy to share around and tend to bring a lot of attention to a cause. However, they're not as formal as a standard petition, and they're a lot more public. It might be tricky to figure out how to have it stay within your school's population. There could also be issues with determining if people should be allowed to remain anonymous for their signatures or not. That's a separate conversation your GSA/QSA should have after the petition has been set up.

Traditional:

Traditional petitions are a LOT of work if you want to make an impact (but don't worry, we'll help). It is difficult to share them around -your GSA/QSA might have to ask teachers to see if you could talk about it in different classrooms, or you may look at setting up a booth near the cafeteria at lunch to get interest in your cause. That said, you'd have more control over who can see and sign the petition. And, not to play

favorites, but there's just something about a physical document that tends to raise eyebrows a little further.

*****STOP*****

To ensure that your petition is legitimate on any platform, it **MUST** include the actual petition on the same page as the grid for signatures. If you use a traditional approach, be sure to print off the petition with a paper size that will allow room for signatures to be gathered on the same page. On a similar note, an address from each signatory must also be collected for the petition to be legitimate. This is why, if your GSA/QSA chooses to allow for anonymous responses online, it may not be ~technically~ legit.

4. Using Personal Experiences*

They help bolster an argument, but they also require a lot of emotional labour.

Your GSA/QSA should also decide whether to use personal stories or not. If your team decides to use a few anecdotes, this is another step in which we recommend assigning certain people to oversee the process.

If there are members in your GSA/QSA who feel comfortable sharing personal experiences within the school, adding these to your petition can really help to frame the reasons behind why your GSA/QSA wants to work towards your goal. Remember, these can be anonymous! Additionally, you may want to ask for stories from your GSA/QSA teacher and/or other school staff as well. These don't have to be super long -in fact, they could even be a simple quote or two.

Sharing these stories may bring up trauma for folks, so it's important to ensure that everyone who participates is given the option of proper resources and supports for their emotional labour, such as connecting them to the school counselor.

5. Writing Your Petition (!)*

Congrats! Your GSA/QSA is ready to create the first draft of your petition.

Format:

The petition, whether online or traditional, should be typed out. Not only does this look more professional, it is also much easier to read. We've included a sample template format in Appendix A for you to consider. If you choose to make up your own from scratch, think about putting the petition goal in the headline, such as, "Petition to...(the goal you hope you achieve)" at the top. It should be easily accessible with larger font and/or bolder type.

Body/First Paragraph:

A petition works best if it is concise, clear, and straightforward. Let's be real -most folks won't read the entire paragraph, or they may just skim through the document before signing. If a petition is too wordy or distracting they may lose interest before understanding why your goal matters. In the first paragraph, explain what it is exactly that your GSA/QSA is attempting to change and list a few reasons for why it would make a positive impact for your school. *'Our GSA is petitioning to have school officials release a newsletter that explicitly states our school supports the 2SLGBTQIAP+ community and the celebration of pride. This will positively impact our students as it will affirm their place within our school, and allow for students to feel supported in their identity.'* Although having counter-arguments is a great thing later on, be sure to clearly list the positive impacts in this first paragraph.

Helpful tips:

- Sometimes bullet points are super helpful! These tend to pop out to folks and can be used to highlight the major impacts. The ones we used here caught your eye, didn't they?
- Try to use a neutral voice in the petition. While you want it to be compelling, it should also be professional.

- If you'd like to include the personal stories, we recommend putting them at the bottom of the petition, as an additional read. Or, have them be delivered to your school officials with the official petition but not accessible to the rest of the student body. This should be determined based on how comfortable those that shared their stories feel with having them spread around. Be mindful with whichever route your GSA/QSA uses.

Once you've completed the first paragraph with a solid understanding of why this issue matters, feel free to add more details in additional paragraphs. Many people won't read this (but some might), so it's totally up to your GSA/QSA to decide if you'd like to do this extra work. However, if you've done additional research as mentioned before, you may want to include it in the explanation behind your petition in the paragraphs after your initial paragraph.

6. Edit Your Petition*

Yes, this is also necessary work. Yes, we really mean that you probably should do it.

Have one or two people (possibly a teacher) involved in your GSA/QSA go over the draft petition to double and triple check for errors. Trust us when we say that nobody likes to do this. It isn't the fun part of this project. But if you can catch these errors before other people read them, you won't lose credibility after folks see these. Having poor grammar, spelling, and sentence errors immediately makes people lose interest in your cause. We don't want to see your GSA/QSA lose support because of silly mistakes in the writing.

7. CALLING ALL SUPPORTERS

Whew, you made it! Now it's time to get the word out there~!!

Hey! A huge congratulations to your GSA/QSA! You've done the hard work, and now it's time to rally support for your cause. We recommend printing off a few copies of your petition. This way, multiple people in your GSA/QSA can have access to the petition and be able to share them around classrooms/in shared spaces without worrying about misplacing a singular copy. We also urge you to include several grid lines after the petition for folks to sign on. If you're stuck, take a look at the formatting sheet we included previously. It has a fairly good setup for something your GSA/QSA would need to use.

Different ways to campaign:

- Connect to teachers & school staff to see which classrooms would be supportive of someone from your GSA/QSA making a small speech and handing around the petition.
- Talk to admin staff to see if your GSA/QSA could campaign in common areas, such as the cafeteria at lunch or in a communal hallway during break times.
- If you know of friends in the school that are supportive, ask to see if they'd be comfortable sharing the news about the petition. Use those allies and make them do work!
- Get permission from admin/school officials to post copies of the petition in common areas for students to sign.
- If you know of supportive parents, try to get their signatures too! School officials will take notice if there are signatures of parents versus solely signatures of students (sad, we know).
- On that note, see if any teachers (like those who invited your GSA/QSA into their classroom) would be willing to sign. This may be tricky to achieve because of school politics, so don't feel disappointed if teachers decide not to.

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- Consider spreading the word through social media. A twitter hashtag or instagram challenge (*'have you signed?'*) may help spread the word. We do caution that your GSA/QSA be mindful with this option for the same reasons as we cautioned an online petition format.

8. (Option A:) LOOKATTHAT. YOU DID IT!

You absolute rockstars! You've gotten your signatures and now it's time to make a stand.

You'll now want to decide who your GSA/QSA decides to hand the petition over to, and which students should be involved in that conversation. If your group has elected a president/co-presidents, they might be the best people to deliver the petition to the school officials of your choice. It would also be wise to have the educator who supervises your GSA/QSA to be present as well.

Take a moment to savour this. All of that hard work has paid off. Even if your petition is rejected (which is heartbreaking, we know), your GSA/QSA should be proud of the work you've accomplished and the learning that's taken place to get here. We're super proud of you, too!

In appendix D, we've included some tips for planning a fundraising event. If your goal requires additional steps (such as fundraising for supplies to be used in the pride parade), we compiled some of our suggestions for what might help your GSA/QSA to achieve this.

8. (Option B:) Signatures can be tough to collect...

Hey, sometimes things don't go exactly as planned. Please don't give up yet!

If you're reading this portion, then one of two things happened: your GSA/QSA really struggled to collect enough signatures, or the petition was ultimately denied. When projects like this are started, no one likes to consider the worst-case scenario. But here we are -and hey, we've still got options!

Things to consider doing moving forward:

- Look over your goal and consider if it was actually achievable. Your GSA/QSA can alter the goal if you think an alternative suggestion may get more signatures.
- Hand over the petition with the signatures you DO have. Okay, sure, maybe your GSA/QSA didn't get the 200 signatures that you had hoped for. But you did get 100, right? That might still be enough to make your goal a reality.
- Reduce, reuse, recycle: that's the beauty of this toolkit. Success or not, your GSA/QSA can always look over this document and use the steps to create a new petition/movement working towards another goal.



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Appendix A: Sample Petition Format

Petition to have (your school) sign a pledge to fly the pride flag every June

To:

Your school official(s)

Your school name

Your school address

Date:

Summary: Have (your school) recognize and support the celebration of pride by signing a pledge to fly the pride flag outside every June.

-Body Paragraph(s) Here-

This petition is agreed upon by the following signatories:

Full Name	Signature	Address	Comments (Optional)	Date

[Adapted from penlighten.com](http://penlighten.com)

Note: This is not officially legislature-friendly petition language. [Here's](#)⁴ a cool resource on true petition format -if your GSA/QSA is really strong, you might consider using this wording as a cool challenge!

⁴ Practical Guide to Petitions -Legislative Assembly of Saskatchewan

Appendix B: Student Rights in Regina Public Schools

The defeat of the Pride Motion was really disappointing, and we know that you're hurting or angry. But we wanted to make sure that you knew about the rights that you have in your school, that have been affirmed by the Ministry of Education.

Here are some of your rights as a student in Saskatchewan:

1. Name/Gender Change Policy

4.1.5 Change of Name, Birthdate or Gender (current students)

To change a student's name or birthdate on the SDS, use the [Change of Name/Change of Birthdate \(Form 10\)](#).

The principal is required to verify that all required documentation has been received. Do not send copies of this documentation to the Ministry of Education.

For persons under the age of 18 years, a legal name change is possible with appropriate documentation. Since gender identity is the way people perceive themselves, which may or may not align with their biological sex, the SDS gender field may be changed without legal documentation.

When changing student information due to gender identification, refer to [Appendix O: Transgender Name Change on Student Data System Process](#) for additional information.

School administration may refer to [Appendix P: Questions for Considerations Regarding Transgender Students](#).

The goal is to respect and protect the student and family while avoiding duplicate Learning Identification Numbers (LID) and/or number of missing students.

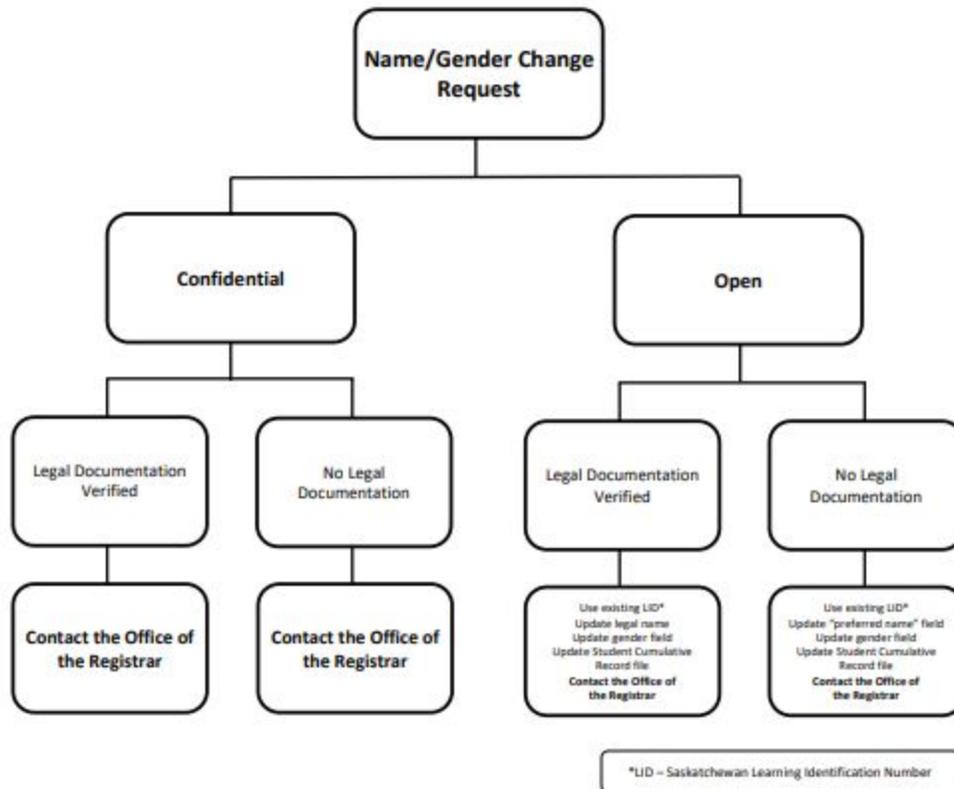
This image, taken from the [2019-20 Registrar's Handbook for School Administrators](#), outlines which student information may be changed with/without legal documentation. In short, gender identity can be changed without legal documentation (if the birth certificates have not yet been updated). However, without legal documentation, only updates to 'preferred' name can be registered in the school files.

A name/gender identity change is possible with appropriate documentation.

[Appendix O](#) goes over the process schools can use for name changes for transgender students. This document, created for schools, is a document that outlines the process for them to change your name, with or without legal documentation. If they claim they can't change your name in their system, show them this document, or let us know and we can follow up with them. Remember: if you require a name/gender change, there is government policy in place that says it has to happen. And that's pretty darn cool.

Appendix O
Transgender Name Change Process

Name/gender change – Legal Name Change Documentation Verified - OPEN	
School/School Division and the conseil des écoles francosaskoises Action	Ministry of Education – Student & Educator Support Desk Action
<ul style="list-style-type: none"> Use existing LID* Update Legal Name fields on local Student Information System Update Gender field Update Student Cumulative Record File Contact Student & Educator Support Desk 	<ul style="list-style-type: none"> Use existing LID* Update Legal Name fields on the data system Update Gender field
Name/gender change – NO Legal Name Change Documentation - OPEN	
School/School Division and the conseil des écoles francosaskoises Action	Ministry of Education – Student & Educator Support Desk Action
<ul style="list-style-type: none"> Use existing LID* Update "preferred name" field Update gender Update Student Cumulative Record File Contact Student & Educator Support Desk 	<ul style="list-style-type: none"> Use existing LID* Update "preferred/alias name" fields on the data system Update Gender field
Name/gender change – Legal Name Change Documentation Verified - CONFIDENTIAL	
School/School Division and the conseil des écoles francosaskoises Action	Ministry of Education – Student & Educator Support Desk Action
<ul style="list-style-type: none"> Contact Office of the Registrar Update all Student Cumulative Record file information Remove all references to former LID on local SIS 	In confidence, to be completed by Supervisor of Student & Educator Records: <ul style="list-style-type: none"> Create NEW LID Merge all former records; enrolment, mark records, etc. will remain Remove all "alias/preferred name" Cannot be reversed
Name/gender change – NO Legal Name Change Documentation - CONFIDENTIAL	
School/School Division and the conseil des écoles francosaskoises Action	Ministry of Education – Student & Educator Support Desk Action
<ul style="list-style-type: none"> Contact Office of the Registrar Create NEW student record on local Student Information System Link/Restrict access to former record on local Student Information System (do not destroy as there is no legal documentation) Update all Student Cumulative Record file information with new preferred name Legal name remains on file 	In confidence, to be completed by Supervisor of Student & Educator Records: <ul style="list-style-type: none"> Create NEW LID Restrict access to "former LID" Restrict printing of transcript of NEW LID Create Client Event on both records (for future merge and reference)



[Appendix P](#) includes questions to consider for transgender student student intake, such as confidentiality requirements, what legal documentation looks like, and how to navigate parental consent. It also discusses this cool little clause:

7. Can a student request to have their gender changed on school records without parental consent?

It is at the discretion of the school division and the conseil des écoles francsaskoises.

When making this decision, the following are some important considerations:

Age of consent for students to be able to independently request to amend their records is not addressed in *The Education Act, 1995* or *The Education Regulations, 2015*. There exists a definition for **mature minor** in *The Counsel For Children Program And Saskatchewan Schools: A Guide For Working Together To Support Pupils In The School Setting Who Are Involved In Child Protection Proceedings*, April 2016. The guide was prepared by representatives from the Ministries of Justice, Education, Social Services and the Saskatchewan School Boards Association and defines a mature minor as **“an individual under the age of 18 years who, in the opinion of the director of education or designate, is of sufficient maturity to provide consent to release private records.”**

2. Let's Talk about Sex...ual Orientation and Gender Identity

[Deepening the Discussion](#) is a document that shows teachers and your school how they can incorporate 2SLGBTQ+ content into your courses. This highlights so many things that educators can do. If you haven't already checked it out, you should. But here's something we took notice of:

2. Is talking about sexual orientation and gender identity actually talking about sex?

No. A common misconception is that talking about sexual orientation is the same as talking about sexual behaviour. Learning about identity and sexual orientation is learning about respective differences. Exposing students to gender identity issues and resources will not cause students to question their gender identity; rather it assures students who already know they are different and often suffer the consequences of that difference that they are not alone (PHAC, 2010).

There's been a lot of pushback about the pride motion because of what it 'represents'. However, [Deepening the Discussion](#) is an official Ministry of Education document, and this is what they had to say in regards to educators teaching about sexual orientation and gender identity. So, even if the pride motion wasn't approved, the government still sees the value in having these conversations in our classrooms!

If you find that your school isn't incorporating enough 2SLGBTQ+ content into what you're learning about, then you can show them this document and explain that the Ministry of Education wants them to be teaching you about this stuff.

3. Your right to have a GSA/QSA

In [Deepening the Discussion](#), there is also a [Policy Directive](#) written by the Ministry of Education that describes your right to have a GSA/QSA in your school. The Policy Statement says:

Policy Statement:

The Ministry of Education encourages and supports school division discussions, policy development and safe school practices for all students.

The ministry expects that all school divisions will respond positively to students' requests to establish a student alliance for gender and sexual diversity in their school.

In the event any student's request for an alliance is denied, the ministry will work with the school division to ensure that the needs of each individual student are being met.

This means that the Ministry of Education, the institution that is responsible for overseeing your school board, has affirmed your right to have a GSA/QSA in your school, if you ask for one.

If your request for a GSA/QSA is denied, you can fill out [this form](#) online about how you were denied a chance to start a GSA/QSA or another 2SLGBTQ+ support club.

(<https://reportbullyingsk.reportcloud.ca/apps/bullying/>) If you aren't supported, even after submitting this report, you can tell us, and we'll get in touch with the Ministry of Education on your behalf.

Appendix C: School Survey

Here's another project that your GSA/QSA can do. We would recommend doing this survey before the creation of your petition. The results from this survey could be used to decide what goal your GSA/QSA ultimately picks as the desired outcome for the petition. We're going to outline a shorter survey to get you started, but feel free to adapt it based on your GSA/QSA needs!

Length:

We advise your survey to be ~5-7 questions long. That way, your GSA/QSA will still gather data to move forward with the rest of the project, but folks won't have to spend too much time answering the questions.

Question Format:

There are a few different ways to frame questions in a survey. First off, they could be close-ended (yes/no; true/false, multiple choice, etc), or open-ended (having a blank space for the participant to write in their own answer). Although it is entirely up to your group to decide what they'd prefer, our preference is a type of close-ended question and Likert-scale answer options. These are the type of questions that allow for different degrees of response, such as 'Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Unsure'.

Question Phrasing:

It is important to make sure that questions are clearly written and that they only contain one point for folks to respond to. After your GSA/QSA has decided on what you'd like to ask, try asking 1-3 other students to go through the questions. They can determine how easy the survey is to respond to before your GSA/QSA officially sends it out.

Sample Questions:

Here are a few questions we thought might be helpful for your GSA/QSA to ask. If your group already has a goal in mind, feel free to ask questions that are more pertinent to that!

- I think that our school should recognize and support pride.
- I think that our school should fly the pride flag in June.
- I think that our school is a safe place for LGBTQ+ students.
- I think our school could do more to support [your GSA/QSA].
- I have heard about the LGBTQ+ community in school presentations.
- I have witnessed students using inappropriate terms/language (“That’s so gay!”, “You’re a homo!”, etc).
- If [your school] invited an LGBTQ+ speaker, I would be interested in attending.
- I think [your school] should have a GSA/QSA.
- I think that our teachers support LGBTQ+ students.

All of these questions were designed to be answered with the Likert-scale answers that were previously mentioned. However, your GSA/QSA could also include the option to have students fill in *why* they chose a certain response.

If you’d like to try a more thorough survey, and/or need some more direction, try looking at this example [here](#)⁵.

Survey Disclaimer:

Your survey should include a note about what the data will be used for and why at the very top of the page. For the purpose of this document, here’s our example disclaimer that you can feel free to use and adapt:

[Your GSA/QSA] is collecting feedback to determine the level of acceptance & inclusion of the 2SLGBTQIAP+ community in [your school]. The responses of this survey will be discussed in the QSA/GSA meetings, and may help us to decide our future goals

⁵ Seattle GSA Student Survey

*moving forward as a group. **The responses will not be distributed beyond our GSA/QSA, and the responses may be kept anonymous if you'd like.***

We've put a certain portion of this statement in bold -because, as we're all too aware, there's a strong chance that some negative comments might be received if the survey has open-ended response options. Your GSA/QSA may not be able to commit to keeping some answers secret if they direct harm towards students.

It is also at this point that your GSA/QSA should determine if you'll accept anonymous responses. With a Likert-scale approach there is less chance of receiving negative feedback, but your GSA/QSA advisor should filter the responses before they are brought up in a meeting.

Distribution:

It may be wise to have the GSA/QSA advisor seek permission from administration before the survey is sent out. That way, school officials won't feel blindsided if they hear of a survey going out without their knowledge. Have them look over your survey and invite them to ask any questions for clarity. Remember, the goal out of all of this is to have the school openly recognize and support your GSA/QSA!

As for the other topics of the how/where your survey will go, refer to the main document (points #3 & #7). As for an appropriate sample size, the usual recommendation is 10% (so if you have 1000 students in your school, aim to survey 100 of them).

Results and Analysis:

A simple excel spreadsheet or Google Sheet chart can be created to easily enter the data into. If your GSA/QSA chose to include spaces for students to write in their own answers and/or explain why they chose a certain response, these should be discussed in a GSA/QSA meeting (but again, make sure the advisor has looked these over beforehand!).

Appendix D: Tips for Fundraiser Event Planning

Hey hey hey! Chances are, your GSA/QSA has already done some fundraising events, like a bake sale. If your GSA/QSA is new to planning events, and/or your group might benefit from a quick refresher, here are our tips on how to plan a fundraising event.

1. **Start early!** If you're planning a holiday bake sale, for example, your GSA/QSA should begin planning around October. Having 'too much' time to plan an event is fine, but rushing to complete all of the final tasks last-minute adds unnecessary stress for everyone. This should be a fun event to plan, not an overwhelming project. Remember to pace your steps throughout the planning/execution process.
2. **Break off into separate committees!** If your GSA/QSA has enough members, consider breaking off into different committees to handle certain tasks. Assign 2-3 students to create a budget, another to figure out the supplies necessary, a group to handle securing whatever venue you choose, etc. If your GSA/QSA is smaller, students can work towards doing smaller, manageable steps individually or as a whole.
3. **Set a goal.** How much money does your group ~realistically~ expect to raise from this event? If you've done other events in the past, always aim to have the attendance be a little higher than the last one. If your group hasn't hosted a fundraiser before, use your best judgement when ordering supplies. And be sure to calculate exactly how much money you'll be spending on those supplies. Be particularly careful with bake sales -if you price the goods too low, you won't actually be making much of a profit, especially when volunteer labour is added in. Chances are that if you're fundraising for a particular goal such as buying the pride flag that your school now declares it will fly, you'll need to host multiple fundraising events. Don't be discouraged if you don't make enough for your goal with on event. In fact, we'd be in awe if you did! Oh, and don't forget to save all of

your receipts -this makes everything from bookkeeping to future budgeting much, much easier.

4. **COMMUNICATE.** This is super, duper important. It's probably the most important step in this appendix. Some GSA/QSAs already have private facebook/snapchat groups set up. If yours does, utilize this to keep everyone updated when a task from the list is finished. If your GSA/QSA doesn't, or if not everyone has facebook, try an app. If technology is a factor, then try holding a quick 5-minute update meeting halfway between your regularly scheduled GSA/QSA meetings. So if your GSA/QSA meets every Friday, consider hosting an update on Tuesday. That can also be a way to quickly catch up any students who may have missed the last official meeting. If you have supportive parents/guardians who may be able to assist, consider including them in your communication stream (if applicable).
5. **Collaborate!** It also may be a neat idea to consider grouping everyone in a google doc/excel spreadsheet. If/when tasks are completed, the students can cross that off. New tasks can be included as they pop up. Again, if technology isn't available to everyone, then those 5-minute updates are very important. But this is a cool way to keep everyone who's working on this project in sync. Also consider reaching out to any parents/guardians/allies of your GSA/QSA to see if they'd be able to make an in-kind donation, such as gifting some of the supplies your group would otherwise need to purchase.

Here's a very simple sample budget template for a GSA/QSA fundraising event:

Expense Category	Budgeted Expense	Actual Expense

Income Category	Budgeted Income	Actual Income

Here are some ~possible~ expenses that may pop up:

- Printing costs (if applicable)
- Venue (if outside of the school)
- Entertainment/guest speakers
- T-shirts/hats
- Posters and signage
- Refreshments
- Decorations
- Miscellaneous supplies