

# STUDENT RIGHTS REPORT CARD

## Instructions

Check “yes” or “no” for each of the following statements about your school. If you are not sure, you can leave it blank. At the end, add up the number of “yeses” to give your school a report card grade for students’ rights.

### In my school...

Yes

No

In my school, when school officials see bullying or harassment, they do something about it.

In my school, students are punished fairly, and not for minor behavior.

In my school, suspensions are rare.

In my school, transgender and nonbinary students are allowed to use the bathrooms and locker rooms they want to use.

In my school, student mental health is taken seriously, and there are enough counselors and resources available.

In my school, students who struggle in school are given the help they need.

In my school, students are allowed to have pro-LGBTQ+ student groups and express pro-LGBTQ+ viewpoints.

## In my school...

Yes

No

In my school, dress code enforcement is fair. If the answer to any of the below is “no,” the dress code is not fair, and you should check “no.”

- It is enforced equally for nonbinary students, girls, and boys (regardless of gender identity).
- Skinnier students are dress coded as much as girls with thicker, curvier bodies.
- White girls are dress coded as much as Black and brown girls.
- Even if students violate the dress code, they are allowed to remain in class/school.
- Trans and nonbinary students are allowed to comply in a way that makes sense for their gender.

In my school, transgender and nonbinary students are allowed to play on the sports teams they want to play on.

In my school, pregnant students and students with kids are allowed to stay in school and supported in their education.

In my school, students who don't have a stable place to live are supported.

In my school, SROs or police officers do not arrest or ticket students to enforce school discipline.

In my school, we learn about LGBTQ+ people and history, including about LGBTQ+ people of color.

In my school, we have sex education that talks about LGBTQ+ people, sexual orientation and gender identity in a positive way.

In my school, students are treated fairly. This includes students of different races, ethnicities, sexual orientations, genders, national origins, and abilities.

13 - 15 Yes = A

10 - 12 Yes = B

7 - 9 Yes = C

4 - 6 Yes = D

1 - 3 Yes = F

My school's student rights grade is: \_\_\_\_\_

# Brick by Brick

Building LGBTQ + Advocacy

## Instructions

At Stonewall, bricks were a tool of resistance and were thrown at those trying to disrespect people's rights. But bricks can also represent safety and community (like the bricks that built the Stonewall Inn). In addition, they can represent building something new. As you think about what you want to accomplish in your projects, think about what "bricks"—the necessary parts of your project—you will need to get there. Save this as you work on your project to make sure you are including all the pieces that you need.

The issue I am working on in my project is:

My advocacy goal is to:

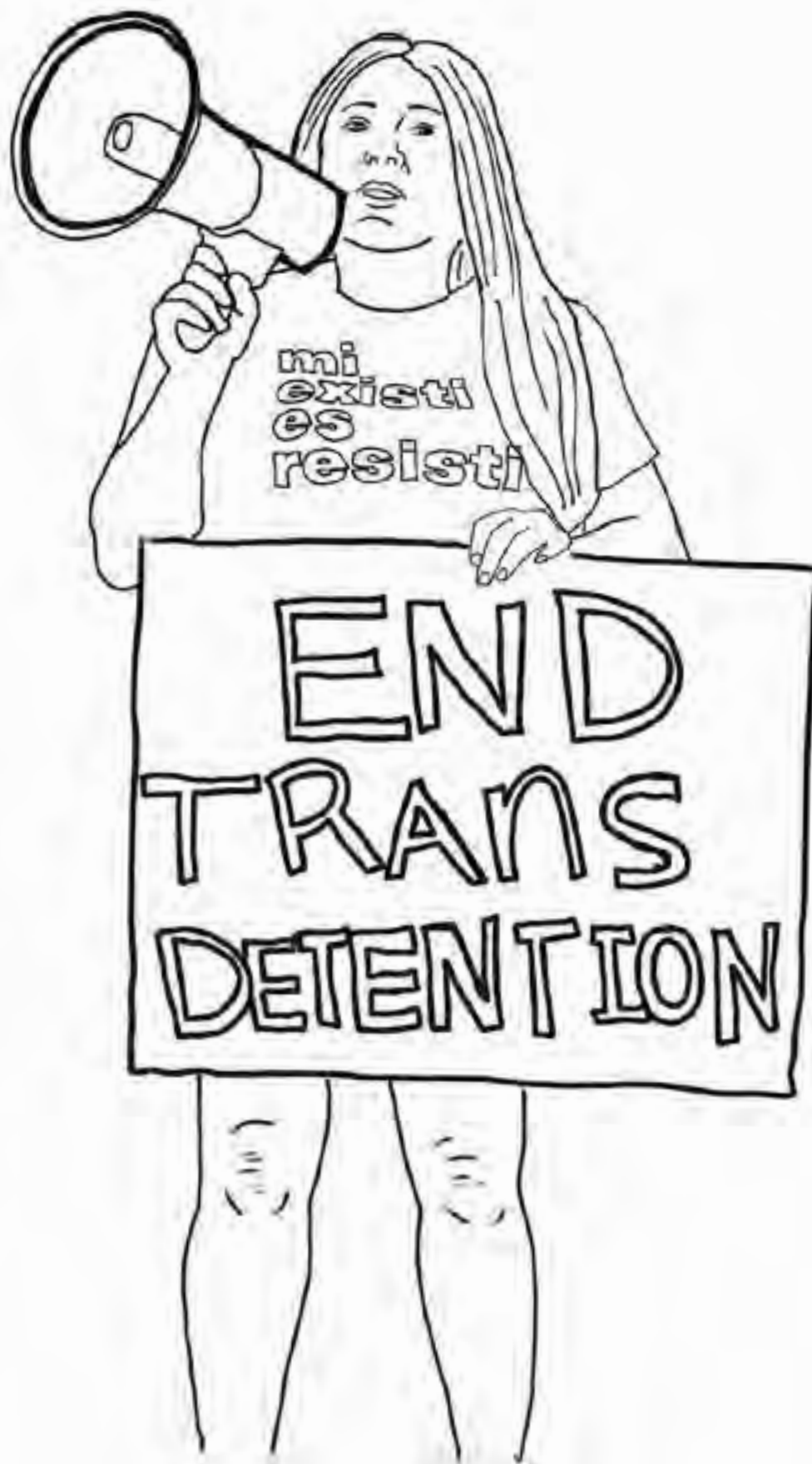
I will reach my goal brick by brick.

1. In each of the 10 bricks below, write one thing your project will need. These can be objects (like certain project materials), or people you will need help or collaboration from, or helpful personal traits, or things you will need to do in order for your project to be helpful. *Examples: support from my teacher, perseverance, a laptop/supplies, to learn more about \_\_\_, to raise awareness about \_\_\_ by \_\_\_.*

The image shows a collection of ten rectangular boxes with rounded corners, arranged in a staggered brick pattern. The top row has two boxes. The second row has three boxes, with the first one shifted to the left. The third row has two boxes, with the first one shifted to the left. The bottom row has three boxes, with the first one shifted to the left. This layout provides a total of ten spaces for students to write their answers.









Building LGBTQ + Advocacy

# PROJECT

You will be working on your own project, either by yourself or with a group, to make your school a little better for its students.

## Instructions

Think about a challenge students are facing in your school. Then think about what you can do to make things better. Here are some ideas to get you started, but there are infinite possibilities! If you get stuck, think about things you can do to *raise awareness, to demand your rights, to care for those harmed, or to build collective power.*

## Examples

**Challenge:** My school's dress code isn't fair.

**My project:** Write a new, fair dress code for my school and petition teachers and administrators to adopt it.

**Challenge:** LGBTQ+ students don't feel represented in our school curriculum.

**My project:** Create a social media archive about LGBTQ+ history and life that our students can feel represented in. AND/OR Petition the school to update the curriculum.

**Challenge:** Students at my school don't know their rights to be protected against harassment.

**My project:** Create a website, video, or artwork that educates students on their rights.

**Challenge:** My school treats students differently based on race, gender, sexual orientation, and disability.

**My project:** Write a non-discrimination statement for my school, and get teachers and administrators to agree to adopt it.

**Challenge:** My school does not have enough mental health supports for students.

**My Project:** Start a mental health club at school. Together, write a list of demands for supports like peer support circles, more social workers and counselors, or a mental health break space. AND/OR Petition your school board to use federal funds for student mental health supports.

**Challenge:**

**My project:**

# **My project** tracker

**My end goal is to:**


**I will know I am successful when:**

**My list of tasks, from first to last, is:**












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