



# The Director's G.S.A. Awards

Recognizing & Honouring Outstanding Gay-Straight Alliances



## APPLICATION DEADLINE: April 15, 2011

The Director's G.S.A. Awards are designed to recognize and honour three outstanding Gay-Straight Alliances/Queer-Straight Alliances in the Toronto District School Board. **Three \$1000 awards will go to student-led groups that have demonstrated a committed effort in helping create a school climate that is safer and more positive for students and staff of all sexual orientations and gender identities.** While we recognize the responsibility those in power have in supporting the creation of safe, affirming and liberating schools for all students and staff – we also recognize the significant, unmatched and crucial impact that student leaders and peer educators have.

Be it through meetings, healthy relationship building, school climate surveys, workshops for staff, peer education, school-wide campaigns, film-showings, debates, panels, assemblies, conferences, theatre, student videos, article writing, posters, brochures, websites, visual art, political activism, rallies, letter-writing, community partnerships, other school G.S.A. partnerships, advocacy, and providing personal support for lesbian, gay, bisexual, two-spirited, trans, queer, and questioning youth . . . these G.S.A.'s have pioneered programs that have increased respect for LGBTQ persons, and that challenge gender-stereotypes, homophobia and transphobia.

Consideration will also be given to groups that have overcome the most adversity in order to receive the recognition that they rightly deserve. These G.S.A.'s have dealt with discrimination, homophobia, transphobia, harassment, and bullying, yet they have overcome all of this because they believe that it is important to have a support system in their school.

Please refer to Criteria for Nomination and Selection below.

*Please Print Clearly*

### Nominated G.S.A

Group Name:	School:
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### Student Contact (may be any member)

Last Name:	First Name:	
Address:	City:	Postal Code:
Email:	Phone:	

### Staff-Advisor Contact

Last Name:	First Name:	
Address:	City:	Postal Code:
Email:	Phone:	

<p><b>Please Mail Applications to:</b>          Gender-Based Violence Prevention          90 Croatia Street, 3<sup>rd</sup> Floor          Toronto, ON M6H 1K9</p>	<p><b>Have Questions?</b>           Email GSA Award Co-ordinator Javier Davila,  <b>Javier.Davila@TDSB.on.ca</b></p>
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# CRITERIA FOR NOMINATION & SELECTION

## **1. Statement of Nomination**

Compile information (such as supporting letters, student impact statements, documents, awards, pictures, etc.) of the nominee's contributions and impact on school climate and provide specific examples with dates to describe how the organization meets the Director's G.S.A. Award criteria. (scrapbooks, DVDs, and binders showing the group in action may be submitted). Please include a brief history of how your school group started.

## **2. Documentation of Sustainability**

Any successful organization ensures that its programs and resources will continue on. We respect each G.S.A. member's right to privacy and ask that an email contact list with name and grade be provided of current members and next year's leaders and members who would like to occasionally receive G.S.A. resources and other G.S.A.-related event updates from the *Gender-Based Violence Prevention Office*.

## **3. Criteria for Selection**

Each application will be evaluated based on the following four categories: **Awareness and Education through Equity; Political Activism and Advocacy through Equity; Overcoming Obstacles; Impact**

*Here are a few questions to help guide your application in demonstrating how your group meets the award criteria.*

**Awareness and Education through Equity:** How has your group engaged your school community in anti-homophobia education, anti-transphobia education, and challenging gender stereotypes? How has your group engaged your school community in better understanding and in becoming more accepting of all sexual identities, sexual orientations, gender-identities, gender-expressions and healthy relationships of any form? How has your group engaged your school community in becoming aware of and challenging heterosexism? How has your group worked to make your school climate more affirming for anyone and everyone? How has your group worked for trans-inclusivity? How has your group used Equity as a path to a more just and respectful school climate? How has your group challenged other forms of oppression and demonstrated intersections (Ableism, Classism, Racism, Religious Discrimination, Sexism, etc.)? How has your group worked with various school staff, Instructional Leaders, Student Equity Program Advisors, Social Workers, Trustees, OSSTF? Other student groups? Parents, guardians, caregivers? How has your group partnered or garnered support from advocacy, activist or community service groups? Has your group trained peer educators?

**Political Activism and Advocacy through Equity:** How has your group engaged your school community in fighting against oppression, stereotypes, prejudice and discrimination? How has your group been involved in political activism in queer and trans communities, and at school? Has your group stood up for human rights, stood up for the right to a safe, inclusive and affirming school environment and community? How has your group stood up for queer, trans and questioning students/staff? How has your group worked with various school staff, Instructional Leaders, Student Equity Program Advisors, Social Workers, Trustees, OSSTF? Other student groups? Parents, guardians, caregivers? How has your group partnered with or garnered support from advocacy, activist or community service groups?

**Overcoming Obstacles:** What obstacles, if any, did your group or individual members have to overcome to form your group or to achieve any of the contributions/actions your group has made? What personal or other obstacles did some group members have to overcome?

**Impact:** Describe the impact your group's efforts have had on the school climate, students and staff? We understand that a change in school climate is dependent on many factors, including a willingness we may not be able to affect. What impact has being engaged in this work and in this group had personally on your group members? How have you supported one another?