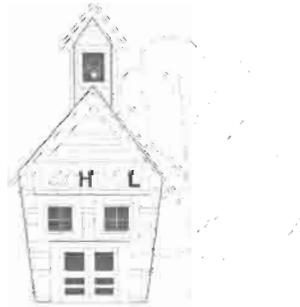


**1999
MAINE
SAFE SCHOOLS
RESOURCE
GUIDE**

from the

**MAINE SAFE SCHOOLS
RESOURCE COLLABORATIVE**



Maine Speakout Project:

Outright

**Gay, Lesbian, Straight Education Network (GLSEN)
Parents, Families, & Friends of Lesbians & Gays (PFLAG)**

Introduction by

Attorney General Andrew Ketterer

***Will you be there
for every child?***

The Maine Safe Schools Resource Collaborative is an initiative of four organizations, Gay, Lesbian, Straight Education Network/Southern Maine (GLSEN), Parents, Families and Friends of Lesbians and Gays (PFLAG), Outright, and Maine Speakout Project. These four organizations share a commitment to helping Maine schools become safe places where every family can belong, where every educator can teach, and where every child can learn, regardless of gender identity or sexual orientation.

In addition to producing the *Maine Safe Schools Resource Guide*, MSSRC member organizations offer in-service trainings and individuals speakers to teachers, administrators, parents, counselors, and school boards. It is our hope that the information in this guide will assist schools in gaining access to some excellent resources that are available throughout Maine to help schools become safe learning environments for everyone.

The Maine Safe Schools Resource Guide and the Safe Schools workshops offered by the Maine Safe Schools Resource Collaborative were made possible by a grant from the Maine State Department of Mental Health, Mental Retardation, and Substance Abuse Services.

The MSSRC extends a special thanks to the Safe Schools Coalition of Washington for permission to use their excellent *Safe Schools Resource Guide, 1997* in preparing this guide for Maine.

MAINE SAFE SCHOOLS RESOURCE COLLABORATIVE

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8 Reasons Why...

the Maine Safe Schools Resource Collaborative is Providing this Resource Guide to Schools

1. Because every child is entitled to equal opportunity to learn in an emotionally and physically safe place.
2. Because children come from diverse kinds of families and have diverse orientations and identities...and public schools are supposed to serve them all.
3. Because learning can only take place when the teacher and the student feel respected and secure.
4. Because anti-gay harassment and violence make schools unsafe for *everybody*, gay and straight.
5. Because many incidents never come to the attention of the school and it's time we understood what students (faculty, parents) experience.
6. Because schools cannot address what they do not know is happening.
7. Because once we know that harassment is happening, we can educate. Only education can prevent harassment; rules are not enough.
8. Because we cannot educate without tools. We need tools with which to prevent harassment, respond to it, recover from it...and allies in the larger community to support our efforts. We *can* be there for every child. Together.

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February 9, 1999

School Principals and Administrators:

I am extremely pleased to be able to support the publication of the Safe Schools Resource Guide. Every student in the State of Maine has a right to attend school safely and to be able to focus on academic work without having to encounter an environment dominated by fear. Unfortunately, we know that a small minority of students live a life in which academics, all too often, comes second to a focus on safety. The civil rights enforcement efforts of my office have shown that gay, lesbian and questioning students often are at risk of harassment and sometimes are at risk of serious violence because of prejudice and bias. Additionally, heterosexual students who are mistakenly targeted by their classmates as being gay or lesbian also are at risk for similar mistreatment.

I believe that the Safe Schools Resource Guide will provide your schools with important information and guidance on how to address these critical issues of safety. I commend the groups that combined together to write this Guide and believe that it will be an important resource for all of us who are interested in the safety and education of our students.

Sincerely,

A handwritten signature in black ink that reads "Andrew Ketterer".

ANDREW KETTERER
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(207) 626-8800

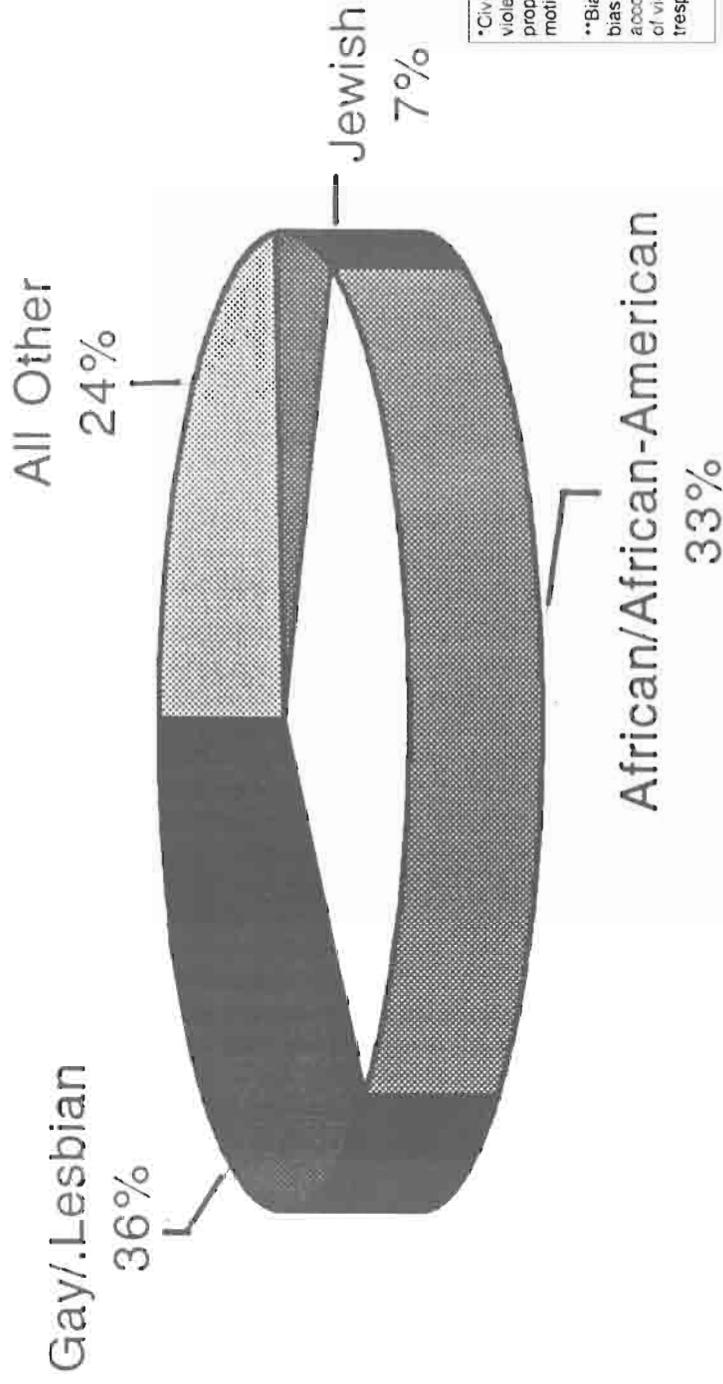
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African/African-American 33%, Gay/Lesbian 36%, Jewish 7%, All Other 24%

DEPARTMENT OF THE ATTORNEY GENERAL

CIVIL RIGHTS STATISTICS -- September 14, 1998

October 1992 - Present Based Upon 98 Formal Actions



*Civil Rights Violations include violence, threat of violence, property damage or trespass motivated by bias.

**Bias incidents include acts of bias or prejudice not accompanied by violence, threat of violence, property damage or trespass.

Between October 1992 and Present 1,164 Complaints of Civil Rights Violations* & Bias Incidents** were filed with the Department of the Attorney General

Legal Responsibilities of School Systems with reference to the Nabozny Case

An Appeals Court recently affirmed a near \$1 million judgment against a school district that failed to protect a student from harassment. For schools to protect themselves and their students, it is critical that they not envision "harassment" too narrowly. Many people think of boys harassing girls as the model for sexual harassment, but it may also include girls harassing boys, boys harassing boys, or girls harassing girls. If a school responds inadequately as a general matter, or only responds to claimed harassment by boys toward girls, but does not respond in kind to harassment of boys, it is likely discriminating based on sex.

One young man, Jamie Nabozny, was recently awarded \$962,000 for the failure of his middle and high school officials after notification to resolve constant harassment, including a mock rape, students urinating on him, and physical beatings which resulted in permanent injuries. The school's legal error was that they only addressed complaints of harassment when made by girls, or when made by non-gays, but not of boys, or of gays, like Nabozny.

Federal law and constitutional provisions should secure the right of all Maine students, including gay, lesbian, bisexual and transgender students to attend school in safety. Unlawful harassment may compromise students' abilities to take advantage of educational opportunities and may interfere with students' academic performances and emotional and physical well-being. Federal law prohibits sex discrimination both under Title IX and under general principles of equal protection of the laws. Sexual harassment is a form of sex discrimination. ***A school district may be liable for money damages under federal law for its failure to respond to complaints of harassment.***

*prepared by Gay and Lesbian Advocates and Defenders, Boston, MA

RECOMMENDATIONS *and* STRATEGIES

Establish explicitly protective/inclusive policies and collective bargaining agreements.

Why should harassment policies and collective bargaining agreements include explicit protection for gay/lesbian/bisexual/transgendered people, when all harassment and discrimination is wrong? Isn't that creating a special, protected class of people based on their personal behavior?

First, it is important to address the misunderstanding that one's sexual orientation or gender identity is a behavior. A person can be celibate for his or her entire life and still have a sexual orientation. One's orientation reflects the gender of people toward whom one feels romantically, emotionally, spiritually and sexually attracted. If a person's most frequent or intense crushes or loves are of the other gender, the person may call him or herself heterosexual. If he or she mostly falls in love with people of the same gender, he or she may consider him or herself gay or lesbian; if they are of both genders, he or she may identify as bisexual. A person may choose abstinence, regardless of the gender of the person he or she likes or loves.

The second issue here is the notion of a "special, protected class." *Of course*, all harassment and discrimination is wrong. To protect every child (and teacher) from being ostracized or attacked at school is a prerequisite for learning. But until we acknowledge that certain children are more often the targets of verbal and physical assaults, and until we explicitly guarantee them a chance to learn, they will be implicitly excluded from the wings of our protection. They include children of color, children who speak limited English, those with physical and developmental disabilities, those with religious convictions that are different from the mainstream, and children whose gender role expression or sexual orientation is perceived to be unlike the majority. We must be crystal clear that *even* they will be safe in our schools.

What policies and contracts should a school system examine? Those regarding:

- adults' and students' rights to protection from, and their responsibility, to avoid engaging in *hate speech, hate crimes, and sexual harassment*.
- the right of every member of your school community to *equal access* to education, transportation, extracurricular activities, and facilities.
- the right of every employee to non-discrimination in hiring, and promotion.
- the right to learn about *controversial current events*, and to expect that the teacher will protect the *dignity* of all students and families in the process.

Procedures to examine include:

- how you will publicize the policies (and how you will ensure that students, as well as staff, really understand them).
- what efforts you will take to **prevent** racial, sexual, gender and other malicious harassment (what anti-bias education you intend to provide).
- how students, parents and staff can handle and, if necessary, report offensive or harassing behavior,
- what people can expect in terms of discipline (and that offenses based on sexual orientation or gender identity will be treated consistently with offenses involving religion or race; and that retribution for reporting will be punished).



Search for, hire and retain a diverse staff.

Why should schools hire openly GLBT teachers, administrators, and other staff people? Wouldn't that endanger children? Besides, whose business is it if someone is Gay? Why does a teacher or secretary need to "come out" about a thing as personal as his or her sexual orientation or gender identity?

There are two issues here: the fitness of GLBT educators to teach and the matter of how open about their lives they should be allowed to be.

As for fitness, the notion that gay people are pedophiles is, like all stereotypes, nonsense. Certainly no pedophiles, gay or heterosexual, should be allowed to teach. There are pedophiles of both genders and all sexual orientations. *Most* sex offenses, however, are committed by males against females.⁽¹⁾ And gay, lesbian, bisexual and transgender people find the notion of a sexual relationship between an adult and a child or teen abhorrent...just as heterosexual people do.

As for the question of openness, suppose there were a teacher with diabetes at your school. Would you not want the children with diabetes to know about it? Some readers will say, "Yes, but I do not object to diabetes on moral grounds, as I do to homosexuality." What about a Jewish school secretary? Would it not be good for the children (including those who were not Jewish) to know that they knew a Jewish person and that she was just a person? Even Christian and Muslim families would probably agree that it is best for children growing up in a democracy to get to know people who are different from them. "But," some readers will argue, "this is different; this is about sex." Knowing that your Principal is a Lesbian, even knowing that she has a life partner, doesn't mean knowing anything about her sex life...any more than knowing that she was married to a man would tell you about her sexual behavior.

What a person does in bed is private. Who he or she is, is not. Heterosexual counselors put pictures of their wives on their desks; heterosexual coaches mention where they went skiing with their husbands this weekend; heterosexual janitors wear wedding bands. Gay and transgender youth in Maine live in extreme isolation. They see no images of themselves in school. They witness or experience harassment and prejudice daily — and so they keep quiet and stay isolated in order to stay safe. They need and deserve to see teachers and school personnel like themselves. It is good for children to see the adults in their lives as whole human beings in all their complexity. It is time that those school employees who are gay, lesbian, or bisexual have the chance to enrich their schools in the same way.

What, then, can a school board and administration do?

- Issue written and verbal expectations of students and staff, holding everyone responsible for behaving with courtesy and dignity toward one another, in all their diversity (with respect to race, gender, religion, ethnicity, disability, and sexual orientation).
- Direct the human resources department to advertise job openings in the gay as well as the mainstream press. The wider the net, the more likely the search is to turn up excellent educators.
- Be clear with administrators that you expect them to support every employee who performs his or her job in a professional manner. Specify that this includes those who are gay, lesbian, bisexual or transgender, regardless of each person's very personal choice of how open to be. Have them pass this assurance along to everyone they supervise.

1. Laurman, E. and J. Gagnon, R. Michael and S. Michaels. (1994) *The Social Organization of Sexuality*, University of Chicago Press. According to this national study of 3,432 adults conducted by the University of Chicago, 21.6% of women and 1.3% of men report having ever been forced to do something sexual by a person of the opposite gender. 1.9% of men and .3% of women report having ever been forced by someone of their own sex. Among those who were sexually forced as children (age 17 or younger), women were almost ten times as likely, and men three times as likely, to have been forced by someone of the opposite gender than of the same gender.



Provide Staff Development

What is the point of staff development around this issue? Isn't that indoctrination? What if some staff people honestly believe that homosexuality is wrong? Does that make them bigots who should be brainwashed into changing their values?

No, they are not all bigots by any means. In fact, many educators who consider homosexual expression to be morally wrong still treat every young person, including sexual minority youth, with dignity. These educators understand that intervening to stop hate crimes, hate speech and sexual harassment is not promoting homosexuality. They know that treating young people with respect and interrupting harassment creates safe environments for all youth.

The purpose of staff training should never be to change people's values. Staff training should give people the knowledge and skills to better uphold the mission of your school district. It should dispel the myths and fears some people may have about sexual minority parents, youth and colleagues. It should provide opportunities for respectful dialogue. Trainers should model ways of intervening in harassment. They should give participants a chance to practice intervening. And training should offer age-appropriate resources for preventing harassment in the first place and administrative support for using them. The point is not to divide your staff (or your community). The point is to help every adult who has contact with a child - from the bus driver to the principal - develop the skills to make school emotionally and physically safe for that child. For all children.

Everyone who comes in contact with children or families needs to:

- *understand equity principles and the nature of harassment;
- *know your district's equity and harassment policies;
- *appreciate the bearing that safety has on learning;
- *have accurate information about the diverse people who belong to the school community, including sexual minorities.

Training is available and can be tailored to your district's or building's or agency's needs. See Part II of this guide for this information.



Ensure that the library collection includes works which portray diverse individuals and families.

Why should the library collection contain books about gay and transgendered people? Especially at the elementary school level, some parents do not want their children exposed to these issues. Why do children as young as these need access to books about gay people?

There are two reasons. First, every child needs to see him or herself, his or her own culture and gender and life experiences reflected at school, in order to feel a real sense of belonging. A sense of belonging is a prerequisite for learning. And every family must feel welcome at school, because when parents and step-parents and guardians and co-parents feel welcome, they are more likely to attend family-teacher conferences and to volunteer for bake sales. And studies have shown that kids whose families are involved at school are more apt to succeed academically. That is the bottom line.

Why else are books like these important? Because **every child, gay and straight alike**, is endangered by anti-gay prejudice...and only education can overcome prejudice. Every child is at risk of being ostracized with anti-gay slurs. If a boy is "too" quiet, "too" interested in the arts, "too" likely to walk away from a fight, or "too" academically successful, he may be branded a "faggot." If a girl is "too" athletically inclined, "too" assertive, "too" likely to walk away from a boy's come-on, or "too" academically successful, she may be presumed to be a "dyke." Unfortunately, embodying any gay or lesbian stereotype qualifies a child for abuse. As does having two moms or two dads.

And the abuse is all the more horrifying if a child really **is gay and** fits one of the stereotypes! Then he has a terrible choice to make. He will at some point be faced with the fighting words, "Are you gay or what?!" He can lie and walk around in shame or he can be truthful and walk around in fear. In either case, the harassment is likely to escalate to violence if unchecked by an adult. And **both** shame and fear can lead to self-destructive health behaviors. As a result of isolation and fear, gay and transgender youth are twice as likely to abuse substances and two to three times more likely to attempt suicide than their heterosexual peers.*

* Telljohann SK, Price JH, Pourselami M et al.

Teaching About Sexual Orientation by Secondary Health Teachers. Journal of School Health 1995; 65:18-22. Gibson P.

Gay Male and Lesbian Youth Suicide. Report of the Secretary's Task Force on Youth Suicide, Vol. 3: Prevention and Interventions in Youth Suicide. Rockville, MD: US Dept. of Health and Human Services, 1989.



Support student-led human rights groups and peer education projects.

If you allow an organization such as a student-led human rights group or a peer anti-bias education project to meet on school property, don't you have to allow a student chapter of the KKK or a Nazi skin-head group the same privilege?

Yes and no. Every school district has a code of conduct. It has rules, for instance, against behaviors such as bringing weapons on campus, damaging others' property, physical violence, and threatening acts. A human rights group, peer anti-bias project, or a Gay/Straight Alliance or support group are all unlikely to violate such codes of conduct. And as long as a Klan group, for example, follows the rules they, too, have a right, in a school that receives federal funds and has other non-curricular clubs, to official recognition. Their right, like the right of a Gay/Straight Alliance, is protected by the "Equal Access Act," [20 U.S.C. Subsection 4071]. If they break the rules - not through speech, but through threats or violence or destruction of property - they can certainly be banned from campus and their recognition withdrawn.

Looking for resources?

- For more explanation of student's legal rights and the responsibilities of districts and school employees, see:

The Legal Rights of Public School Students and Teachers: A Focus on Sexual Orientation Discrimination and Free Speech in Maine Elementary and Secondary Schools. A special report for Maine teachers, students, parents, and administrators. Gay & Lesbian Advocates & Defenders, 294 Washington Street, Suite 740, Boston, MA 02108, 1-800-455-GLAD

Stopping Anti-Gay Abuse of Students in Public Schools: A Legal Perspective. It explains the law and suggests steps to take. Lambda Legal Defense and Education Fund, 120 Wall Street, Suite 1500, New York, NY 10005. 212-809-8585.

- Directors and administrators should see **Bigotry on Campus: A Planned Response** for advice about responding to acts ranging from sexist graffiti to a teacher's racial slurs. American Jewish Committee, Seattle Chapter, 1411 Joseph Vance Bldg, 1402 Third Ave, Seattle, WA 98101. (Ph: 206-622-6315, e-mail: seattle@ajc.org)

- Facilitators of Gay/Straight Alliances, and students who are considering starting one, should look at **Gay/Straight Alliances: A Student's Guide**. Donna Brathwaite, Safe Schools Program for Gay and Lesbian Students, Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023. (Ph: 617-388-3300 ext 409, Website: <http://infor.doe.mass.edu/doedocs/gsa/index.htm>).

- For more information about Gay/Straight Alliances in Maine, contact:

MDI Gay/Straight Alliance: Karen Swann, P.O. Box 373, Ellsworth 04605, Email: Bushswan@ctel.net.

Waynflete School Gay/Straight Alliance: Betsy Smith, 360 Spring Street, Portland 04102, 207-774-5721 x164, Email: Smittybj@aol.com.



Ensure that the curriculum teaches about prejudice, dispels stereotypes about sexual minority people and promotes courteous, kind treatment of all people.

Will teaching about prejudice and about sexual minority people take time away from language and math?

No. It is very appropriate content for social studies units at all grades. And reading and writing about prejudice can be a perfectly legitimate language arts activity, not a time-consuming add-on. Grammar and spelling can count! In fact, using current events as the spark for a civic or history or language arts or health lesson can **make the lesson relevant** so that students want to learn. That doesn't absorb time; it may even save time since classroom management becomes moot when the topic has the students' attention.

But even if **there were special time** devoted to anti-bias activities, would that **not help raise citizens and leaders who can function in the** changing world of the 21st century? Every child **needs to learn about** his or her neighbors, all of his or her neighbors, if America is to **remain healthy into the next millennium.**

So what should kids be learning in elementary school to prevent anti-gay bullying then and later?

The **Maine Safe Schools Resource Collaborative** recommends that concepts like these belong in the curriculum:

- There aren't any "girl colors and boy colors" or "girl games and boy games," **Those are stereotypes of what you have to like to be a girl or a boy.**
- It is **wrong to call people names or put them down...for any reason, including being gay.** **Everybody in our school deserves to be treated with kindness.** It's important to **stick up for yourself (in non-violent ways).** It's important to **stick up for your friends.** And it's also OK to ask adults for help with "put-downs." It is not "tattling" and we want to help you be safe.
- Families come in **all different shapes and sizes, including, among many others, two mommy and two daddy families and families with no kids at all (just grown-ups).** Some people are born into their family and **some are adopted or fostered or "just" loved into their family.** Sometimes families live together and sometimes they don't. **What makes them a family is that they love and take care of one another.**

Messages like these **are age-appropriate** for kindergartners and first graders. The point is **not to advocate one way to be.** It is to advocate for every child to be comfortable, safe and healthy in their school so that they can do their very best. The idea is to prepare children to **live in a richly diverse world and to treat other people with dignity and courtesy.** The idea is to include **fair portrayals of every human being, including strong girls, gentle boys, and families of all kinds.** That is all it is. It is not sex. It is **not promotion. It is education. It is the schools' job.**

Will your curriculum efforts meet with a negative response for parents and the larger community?

Maybe. But **there are also many, many families who will appreciate your efforts.** Not "just" families with a parent or another relative who is a sexual minority, but also lots of others who simply want to help their children become caring, respectful adults. **You have more support than you may realize.** Some potential allies can be found in Part II of this Resource Guide.

You can help the community to understand what you are trying to do by holding a town meeting. Invite speakers from the **Maine Safe Schools Resource Collaborative.** Show the video ***It's Elementary: Talking about Gay Issues in School.*** It is 78 minutes long, but a 30 minute version is available for use at such events. It comes with a viewing guide to help you plan your event. Contact PFLAG-Portland or GLSEN/ Southern Maine to borrow.

How can the community support the schools as they try to address sexual diversity?

- **Local churches, temples, mosques and synagogues** can hold discussion groups. They can invite their neighbors to see books, videos and posters about all kinds of families, including two-mom or two-dad families...and then donate those resources to the schools.
- **PTA newsletter editors and local journalists** can include excerpts of this report in their publications.
- **Sexual assault centers** and other agencies concerned with violence prevention can hold barbecues and pancake breakfasts at which they talk about anti-gay harassment and assault in schools.
- **Gay dads and grandpas and lesbian moms and grandmas** can get involved in their schools, volunteering as tutors and field trip chaperones, giving teachers and other parents a chance to get to know them as people.



Model respect and consideration for everyone. Require respect and consideration for everyone.

Of course this should be standard practice, but if it were really happening there would be no incidents to report to the Attorney General's office.

To begin with, the word "respect" causes some confusion. How can you show respect to someone you really believe is immoral? "To respect" in this instance doesn't mean to esteem or admire. That's Webster's first meaning. The dictionary also defines "respect" as "willingness to show consideration and appreciation." An educator must behave considerately toward every child, family and colleague. She or he must show appreciation for them as learners, guardians, and human beings.

But how?

- Don't wait until harassment has occurred. Learn as much about other peoples' cultures, values, and relationships as you can. Then demonstrate your respectfulness concretely. Use examples from diverse groups of people as you teach.
- When you begin a lesson in 9th grade health class about birth control, mention that kids who are abstaining may someday be glad they learned about this, and that those who are gay or lesbian may have a partner of the opposite sex at some point in their lives, too.
- When your 3rd grade is making Father's Day cards, suggest that they can make the cards for any men they care about, including their dads and step dads and foster dads, mom's or dad's boyfriend, their grandpas or uncles, or even the principal or janitor or nurse. And make very clear that they are not limited to one card.
- When you tell your class at the beginning of the year what sorts of slurs you will not tolerate, don't hesitate to be specific and include terms like "faggot" and "sissy" and "dyke" and even "gay." The word "gay" is a slur when it feels derisive to the listener, even if the speaker did not intend it that way. For example, it is sometimes used by students to mean stupid: "That's so Ga-a-ay!"



Intervene in harassment

First stop the behavior.³

Cut it out!

Keep your hand to yourself!

That's way out of line!

Stop it right now!

Out of the room!

Whoa, let's not go there!

Leave him alone!

Hey, that was uncalled for!

That is unacceptable!

(Name of offender), I said knock it off.

Then explain:

"That was a stereotype. Stereotypes are a kind of lie and they hurt people's feelings.

That was a putdown. I don't think it belongs at (name of school).

You may not have meant to hurt anyone, but that was a really derogatory gesture...It implies he was gay in a really disrespectful way.

That's bullying. It's against school rules. And besides what business is it of yours if somebody's gay?

That's mean and it's sexual harassment. It could get you suspended.

Do you guys know what that word means.? It's a put down for a gay man. That's like putting down people of a different race from yours or a different religion.

She may or may not be Lesbian, but writing graffiti and spreading rumors is wrong."

It is not enough to stop the behavior. Students may interpret a simple, "Stop it right now!" to mean that it is OK to bully Johnny, but not during math. And while stopping to explain may take a moment in the short run, it will save time and energy, not to mention some child's heart, in the long run. And that child might not be the one who was targeted. It might be the bystander or the bully. You may be preventing a much more serious assault down the road. It is worth the extra moment.

3. The "Stop It Immediately; Then Explain" model was developed by Beth Reis and Maureen Considine in 1995.



Make certain that students and employees know how to report an incident; make it safe to do so and take reports seriously.

Are there procedures for reporting harassment in your building? Could any random student you stopped in the hallway tell you to whom they could go? Some staffs and student governments have developed and posted "Safe Staff Lists." These lists identify adults in a building who want to be known as safe harbors, people to whom a student (or a parent or fellow staff person) could come if he or she were being harassed or attacked for being a sexual minority, or if he or she just wanted someone non-judgemental to talk with honestly about sexual diversity.

If students get a copy of the harassment reporting procedure each year, is it written at an appropriate reading level, or is it written in lawyers' jargon? Does it let students know what will happen if they do make a formal report of harassment or violence?

- **Will they be "outed" in the course of resolving the problem? That is, will their sexual orientation or others' perceptions of it become public?** In answering this question, keep in mind that, despite an administrator's best efforts, it is realistic - and - honest to anticipate violations of confidentiality if even a few parties are involved in the investigation and discipline process. Breaches of confidentiality around this issue can be even more dangerous than around other forms of harassment.

- **Will they be required to confront their attackers face-to-face?** Schools are not courts of law, where the accused are entitled to confront their accusers. While it can feel empowering, in some cases, for the target of harassment to face-off in a safe space or mediation with the bully, it can also be intimidating. And the fear that such a face-to-face encounter will be required will significantly chill the likelihood of a student's reporting harassment or violence in the first place, especially anti-gay harassment.

You can make reports to local police department Civil Rights officers or to the Civil Rights unit of the Attorney General's office. The Attorney General's address and telephone number is:

Department of the Attorney General
Civil Rights Unit
6 State House Station
Augusta, ME 04333-0006
(207) 626-8800

Especially if the answers to the two questions above are "Yes," it is important to offer **informal** reporting alternatives. That way, everyone's emotional and physical safety can be addressed, even if no in-depth investigation or disciplinary action is undertaken. The confidentiality of people who feel they've been harassed must be protected — if it matters to them — to the extent that is legally permissible.

On the other hand, you want to avoid nourishing a rumor mill with secrecy. With the consent of the targeted person, you might consider involving witnesses and others in the resolution of the problem.



Educate and discipline the offenders, and monitor and punish retaliation.

It is not OK to handle this kind of problem with what Nan Stein calls “a wink and a scolding.”⁴ Discipline should be equitable (consistent with offenses involving religion or race).

On the other hand, especially at the elementary school level, “offenders” may not realize the gravity of what they are doing. Of course, they recognize that terms such as “faggot” are demeaning, but they may not see them as fundamentally any different than terms like “jerk” or “snottface.” And even adult offenders may have all sorts of misunderstandings about gay, lesbian, bisexual and transgender people. So, the responsibility of the school is to consider both the education and the discipline of the offender.

Education might mean:

- talking with a counselor or teacher about what you “know” about sexual minority people and figuring out which “facts” are actually stereotypes;
- reading something age-appropriate about sexual minority people;
- meeting some openly gay, lesbian, bisexual or transgender people and having a chance to ask questions and dispel myths;
- participating in a class about prejudice in general, in which this kind of prejudice is addressed in that larger context, and/or
- providing community service (for instance, cleaning up graffiti or volunteering to help your local chapter of Parents, Family, and Friends of Gays (P-FLAG) with a family picnic or a book drive).

Once the incident has been handled, monitoring and squelching of retaliation must begin. There should be vigilant adults in every location where the offender and the target might come into contact. After the adults think the harassment is over is often when it begins in earnest. We cannot let that keep happening. Too many young people are leaving school prematurely to escape the escalating brutality.

One such young man, Jamie Nabozny, successfully sued the administrators of the Wisconsin schools where he suffered years of unchecked anti-gay abuse...and from which he eventually dropped out. In 1996, Jamie won nearly one million dollars (*Nabozny v. Podlesny*, No 9503634, 1996 WL 4208031 (7th Circ. [Wis.])).

We can prevent more lawsuits and save young lives at the same time.

⁴ Stein N. “Slippery Justice.” *Educational Leadership, the Journal of the Association for Supervision and Curriculum Development*(53,8:64-68) May, 1996.



Address the needs of the targeted person for safety and for support.

Ask the targeted person to help you identify his or her needs and how best to address them.

In terms of the person’s safety, it might be important to:

- help the person - or the whole class - find ways of defending themselves and one another...ways that maintain dignity without escalation;
- ensure an adult presence in the cafeteria or the particular hallway or wherever the harassment is occurring;

- assign the offender to a new seat, a new homeroom or a new class;
- allow the targeted person to change or drop a class, and/or
- assign a security guard to walk the person to and from classes.

In terms of the person's support and recovery, it might be important to:

- provide counseling or, depending upon the severity of the situation, refer them to a community agency such as a rape crisis center or local gay youth support group.
- make a public statement - perhaps not immediately and without referring to any specific incident - about your zero tolerance for slurs or harassment or violence based on race, religion, sexual orientation, etc.
- educate the entire class, school or staff about sexual minorities, dispelling myths and stereotypes and replacing them with accurate information... See Recommendation 6, page ??.
- check back periodically to see if the situation is improving... See Recommendation 11, page ??.
- start a peer support group or gay-straight alliance or encourage the founding of a student-led civil rights team.

Regarding the last suggestion: for some sexual minority teens, the isolation they experience in middle school and high school is as painful as, if not more painful than, the harassment. But even for those who are active in extra-curricular sports, student government and yearbook, having a place to talk with other gay, lesbian, bisexual and transgender teens can be crucial to their surviving high school. That is why an increasing number of schools are establishing support groups. Middle schools can launch support groups for the children of gay dads and lesbian moms. Again, isolation is difficult. Schools can act to reduce it.

Local businesses can help by sponsoring Gay/Straight Alliances and school-based human rights groups, providing them with refreshments for meetings, use of a bowling alley or skating rink, and small grants for other recreational activities.



Address the needs of the witnesses and the rest of the school community.

If other people saw what happened or heard about it afterwards, some may be feeling scared that they will be the next target. Others may be experiencing guilt for having blown the whistle on the offenders or for not having spoken up at the time. Many are probably confused.

They may need:

- a structured opportunity to talk about what happened - otherwise rumors about the episode may develop a life of their own - and about ways of handling such events as a community in the future (although, as indicated above, this kind of public discussion should only be done with the consent of the targeted individual),
- practice intervening in non-violent ways when they witness bullying or harassment,
- accurate information about school policies and procedures,
- accurate information about sexual minority people, and
- reassurance that those in charge will do everything in their power to keep this kind of incident from happening again.

We MUST do everything in our power to be there for every child.

PART TWO

AGENCIES *and* ORGANIZATIONS

For Crisis Support, Education, Training, & Resources
About Gay, Lesbian, Bisexual and Transgender Issues

Crisis Prevention and Intervention Services

Department of Mental Health, Mental Retardation, Substance Abuse Services

The crisis system provides assistance to children, adults, families, guardians, and providers to maximize each individual's opportunity to remain in their home and local community during and after crisis incidents. The crisis system is made up of seven major components: Prevention Services, Telephone Services, Walk-in and Triage Services, Mobile Outreach Services, In-home Services, Residential Services, and Psychiatric Consultation Services.

In an emergency, call the 24-hour Crisis Hotline: 1-888-568-1112.

Other Statewide Resources

Department of the Attorney General Civil Rights Team Project

In the fall of 1996, Attorney General Andrew Ketterer began the Civil Rights Team Project with 18 high schools and middle schools in Maine to address the problems of bias and prejudice in our schools. The Project expanded in 1997 to include 58 schools and in 1998 100 schools are participating.

The genesis of the Project lies in the enforcement efforts undertaken by the Department of the Attorney General under the Maine Civil Rights Act. This civil statute empowers the Attorney General to bring an enforcement action in court to obtain a restraining order against any person who commits an act of violence, threat of violence or property damage motivated by bias or prejudice. Increasingly the defendants in civil rights cases are teenagers who commit hate crimes against other teenagers. More specifically, in the past couple of years, one-half of the cases initiated by the Department involved defendants who were teenagers.

In virtually every one of the serious civil rights violations involving teenagers we have found two common denominators. First, the serious violence was preceded by months, and sometimes years, by a lower level of harassment generally beginning with racial, ethnic, sexual, religious and homophobic slurs. Second, school administrators were not aware of the earlier harassment because the minority victims did

not pass the information on to the appropriate school personnel. The Civil Rights Team Project attempts to create a structure whereby the culture of intolerance and potential for violence which exists within too many of our schools can be changed and, equally important, to create a mechanism through which targeted students (or the friends of targeted students) can alert someone of harassment before it escalates to the level of serious violence.

The Civil Rights Teams consist of three students per grade plus one or two faculty advisors. The Teams, which attend a two day training program conducted by our office, work to provide education and awareness on issues of bias and prejudice. The Teams have already experimented with a number of different educational efforts including bringing in interactive student theatre groups and other presenters, establishing Team bulletin boards, and distributing brochures to all students on preventing bias, prejudice and harassment. Additionally, the Teams create mechanisms by which students can provide information about harassment directly to Team members. The Teams have no responsibility with respect to discipline. Rather, when the Teams learn of harassment, their responsibility is to pass the information on to the appropriate school or law enforcement authorities. The Department conducts a statewide conference in the spring for all participating Teams.

The Department of the Attorney General provides each Team with a Community Advisor who serves as a

link between the Team and the Department. The Community Advisors attend occasional Team meetings, provide information and resources, and assist their Teams in addressing serious problems of bias and harassment. The Department conducts an in-service training for faculty and administrators at each of the participating schools. The training, which takes two and a half hours, is conducted by two person teams consisting of an Assistant Attorney General and an outside trainer retained by the Department.

Services/Resources: in-service training for teachers, staff, administrators; books, videos, trainings for civil rights team members, schools, community organizations. Serves the entire state.

Contact: Debora D. Ferreira, Director, 6 State House Station, Augusta 04333
 Phone: 626-8417; Fax: 624-7730;
 Email: debora.ferreira@state.me.us/www.state.me.us/ag.crt.htm

Appropriate for K-12, educators, parents.

SCHOOLS WITH CIVIL RIGHTS TEAMS in 1998-1999

Beatrice Rafferty School	Perry	Leonard Middle School	Old Town
Blue Hill Consolidated School	Blue Hill	Lewiston Middle School	Lewiston
Bonny Eagle Middle School	West Buxton	Lewiston High School	Lewiston
Bonny Eagle High School	Standish	Lincoln Academy	Newcastle
Bristol Consolidated School	Pemaquid	Lincoln Middle School	Portland
Brunswick Junior/Senior HS	Brunswick	Machias Memorial HS	Machias
Buckfield Junior/Senior HS	Buckfield	Mahoney Middle School	South Portland
Cape Elizabeth Middle School	Cape Elizabeth	Maine Central Institute	Pittsfield
Carmel Middle School	Carmel	Massabesic Junior HS	Waterboro
Caribou High School	Caribou	Massabesic High School	Waterboro
Chevrus High School	Portland	Memorial Middle School	South Portland
Cony High School	Augusta	Mt. Ararat Middle School	Brunswick
Deering High School	Portland	Mt. Ararat High School	Topsham
Dexter Middle School	Dexter	Mt. Jefferson Junior HS	Lee
Dexter Regional HS	Dexter	Mt. View Junior HS	Thorndike
Eagle Lake Elem./Jr./HS	Eagle Lake	Nobleboro Central School	Nobleboro
Ella R. Hodgkins School	Augusta	Old Town High School	Old Town
Ellsworth Middle School	Ellsworth	Oxford Hills Middle School	South Paris
Ellsworth High School	Ellsworth	Oxford Hills Comprehensive HS	South Paris
Etna Dixmont Elementary School	Etna	Portland High School	Portland
Falmouth High School	Falmouth	Reeds Brook Middle School	Hampden
Fort Kent Elementary School	Fort Kent	Saco Middle School	Saco
Fort Kent Community HS	Fort Kent	Saint Francis Elementary School	Saint Francis
George Stevens Academy	Blue Hill	Samuel L. Wagner Middle School	Winterport
Glenburn School	Glenburn	Sanford High School	Sanford
Gorham High School	Gorham	Scarborough Middle School	Scarborough
Gray-New Gloucester MS	Gray	Scarborough High School	Scarborough
Gray-New Gloucester HS	Gray	Searsport Middle School	Searsport
Hall-Dale Middle School	Farmingdale	Searsport District High School	Searsport
Hall-Dale High School	Farmingdale	Skowhegan Middle School	Skowhegan
Hampden Academy	North Hampden	Skowhegan Area High School	Skowhegan
Hancock County Technical School	Ellsworth	Thornton Academy	Saco
Hermon Middle School	Bangor	Tripp Middle School	Turner
Hermon High School	Bangor	Van Buren District Secondary Sch. ...	Van Buren
Houlton Junior High School	Houlton	Waldo Regional Vocational Center ...	Belfast
Houlton High School	Houlton	Warsaw Middle School	Pittsfield
Indian Township School	Princeton	Washburn District Elem. School	Washburn
Indian Island School	Old Town	Washburn Dist. High School	Washburn
Jay Middle School	Jay	Waterville High School	Waterville
Jay High School	Jay	Winthrop Middle School	Winthrop
Kennebunk High School	Kennebunk	Winthrop High School	Winthrop
King Middle School	Portland	Wiscasset High School	Wiscasset
Leavitt High School	Turner	Woodland Junior/Senior HS	Baileyville
Lee Academy	Lee	York Middle School	York
		York High School	York

**Childhood Injury Prevention Program/
Department of Human Services,
Bureau of Health**

Mission/Purpose: health promotion and disease prevention for individuals, families, and communities.

Services/Resources: workshops, in-service trainings, technical assistance, and curricular materials for teachers, staff, administrators at schools, community agencies, and service providers. Materials appropriate for pre-K through high school.

Contact: Sheri Meucci, 11 State House Station, Augusta, ME 04333.
Phone: 287-5356; Fax: 287-3993
Email: sheri.a.meucci@state.me.us.

**GLAD (Gay & Lesbian Advocates
& Defenders)**

Purpose/Mission: To achieve equal justice under the law for gay men, lesbians, bisexuals, and people with HIV in New England.

Services/Resources: Workshops on legal rights of lesbians, gay men, bisexuals, and people with HIV in New England, Legal information hotline available Mon-Fri, 1:30-4pm; Materials: information packets.

Appropriate for grades 9-12, educators, and parents.

Contact: Andrea Hildebran, Public Education Director, 294 Washington Street, Suite 740, Boston, MA 02108.
Phone: 617-426-1350
Hotline: 800-455-GLAD
Fax: 617-426-3594
Email: gladlaw@glad.org
Website: www.glad.org

Maine Coalition to End Domestic Violence

Purpose/Mission: Ending domestic violence; raising public awareness; policy development.

Services/Resources: Workshops on domestic violence. In-service training for teachers, staff, administrators, parents. Technical assistance on policy development, curriculum development, and community building. Support group: see your local project. Materials: bibliographies; booklets and flyers on domestic abuse and healthy relationships.

Appropriate for grades 6-12, educators, and parents.

Contact: Dorothy Chocensky
128 Main St., Bangor, 04401
Phone: 941-1194/ Fax: 941-2327
Email: mcedv@agate.net

Maine Council of Churches

The Maine Council of Churches is a community of people who express their faith in God through cooperation, advocacy, worship and service. Comprised of nine member denominations, a variety of related ecumenical bodies, regional councils of churches and individual congregations, the Council represents a constituency of more than 300,000 Maine residents. The Council helps the religious community to coordinate its activities, offering a forum for dialogue and cooperation. It also serves as the voice of the religious community to the rest of society. Contact the MCC for information about religious efforts to promote safe schools, churches, and communities.

Contact: Tom Ewell,
Executive Director
15 Pleasant Avenue, Portland 04103
Phone: 772-1918
Fax: 772-2947

Maine Community Foundation

Provides grants to non-profit organizations and public institutions that seek to improve the lives of Maine people.

Contact: Marion Kane, 245 East Main Street, P.O. Box 148, Ellsworth 04605
Phone: 667-9735
Fax: 667-0447

Maine Gender Resource and Support Service

Purpose/Mission: education on transgender issues.

Services/Resources: Workshops on transgenderism and transgender issues; In-service training for teachers, staff, administrators, parents; referrals, consulting. Technical assistance on policy development, curriculum development, and community building.

Appropriate for grades 6-12, educators, and parents.

Contact: Jean Vermette
PO Box 1894, Bangor, 04402-1894
Phone: 862-2063
Email: megress@lds.net

Maine Safe Schools Collaborative

is made up of GLSEN/Southern Maine, PFLAG/Portland, Outright, and Maine Speakout Project. Provides Safe Schools awareness workshops to administrators, teachers, school counselors, parents, and youth-serving agencies and distributes Maine Safe Schools Resource Guide.

Contact: Jonathan Lee
PO Box 15303, Portland 04112-5303.
Phone: 879-0480
Email: MSOProject@aol.com

Maine Speakout Project

Purpose/Mission: to promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups. Statewide organization with central office in Portland, chapters in most Maine counties.

Contact: Jonathan Lee
PO Box 15303, Portland 04112-5303
Phone: 879-0480
Fax: 775-4903
Email: MSOProject@aol.com.
Contact: for Northern Maine
Ron Hersom
Phone: 941-0969
Email: RHersom@aol.com

Mainely Parents

Purpose/Mission: To strengthen parent/child relationships through parent to parent support, education, and advocacy.

Services/Resources: Workshops: 6-week parent education series. Support groups: Types and times vary, but include parents of teens, open groups, special needs.

Appropriate for Educators and Parents.

Contact: Maureen Bickford,
Program Coordinator
PO Box 284, Cape Elizabeth, 04107
Phone: 767-5506 or 800-249-5506
(Parent Talkline, M-F, 9-4)
Fax: 767-0995
Email: pamaine@javanet.com

National Coalition Building Institute

Purpose/Mission: Develop ethical leaders to take stands on divisive issues.

Services/Resources: Workshops: Prejudice Reduction, Leadership Development, Coalition Building. In-service training for teachers, staff, administrators, parents. Technical assistance on community building. Materials: Discussion groups and curricula offered.

Chapters in Portland, Brunswick, Waterville.

Contact: Diane Gilman
1199 Old Stage Rd., Woolwich, 04579
Phone: 882-8022
Fax: 882-9077

Outright

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Workshops on creating safe-environments in schools and youth-serving agencies; supporting gay and transgender youth; how to interrupt harassment; youth speakers panel. Technical assistance and support on policy development, community building, and how to develop local Outright groups for youth. *See County Listings for youth support by local Outright groups.*

Contact: Cathy Kidman, MSW,
Executive Director or Jeff L'Heureux,
Education and Training.
Phone: 828-6560
Toll free for youth: 888-567-7600
Fax: 828-8620;
Email: outright@infotech-maine.com

RESOURCES *in your* COUNTY

ANDROSCOGGIN

Maine Speakout Project/ Androscoggin County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Andie Locke, 90 Tripp Lake Camp Road, Poland 04274

Phone: 998-2890

Email:alocke@pivot.net

GLSEN / Southern Maine

Purpose/mission: To assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland.
Appropriate for grades 9-12, educators and parents.

Contact: Jody Brinser, PO Box 10334, Portland, 04104

Phone: 878-0693

Email: pbuffington@auburnschl.edu

Outright/Lewiston-Auburn

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support group: Drop-in Friday nights, 6-8:30 pm; books, library, reading room.

Appropriate for grades 6-12, educators, and parents.

Contact: Nancy Bullett, PO Box 7738, Lewiston, 04243

Phone: 786-2717

Email:acla@gwi.net

Safe Schools Project (a project of the AIDS Coalitions of Lewiston/Auburn)

Purpose/Mission: To help local schools increase the level of safety for gay, lesbian, bisexual, and

transgender students (as well as those who are perceived to be and their allies) so that these students, and all students, can learn in an environment free from verbal and physical harassment.

Services/Resources: Referral services: help connect students with support; In-service training for teacher, staff, and administrators. Meetings: Community Advisory Committee meets twice a year; Materials: Bibliographies, resource guide, training manual: Technical support on community building.

Appropriate for ages K-12, educators, and parents.

Contact: Nancy Bullett, PO Box 7977, Lewiston, 04210

Phone: 786-4697

AROOSTOOK

Maine Speakout Project/ Aroostook County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: Safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Cathy Bohls, PO Box 1116, Presque Isle, ME 04769

Phone: 768-3056; Fax: 768-3022;

Email: cbohls@acap-me.org.

Outright Bangor

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support group: Drop-in Mondays, 6:30-8pm (two weeks on, one week off). Books and magazines.

Contact: Outright Bangor

PO Box 2038, Bangor, ME 04402

Phone: 990-2095

Email:bangor@kozmail.com

Website: www.bairnet.org/organizations/outright/

CUMBERLAND

Equity Institute of Maine

Purpose/Mission: To reduce exclusive behaviors and attitudes.

Services/Resources: Workshops on racial and ethnic diversity, sexism and heterosexism.
Appropriate for grades 6-12, educators, and parents.

Contact: Louise James, Board President
414 Danforth St., Portland, 04104
Phone: 871-7195; Fax: 773-6256
Email: Equity@gwi.net
Website: www.gwi.net/~equity/

Family Crisis Services/ Young Adult Abuse Prevention Program (YAPP)

Purpose/Mission: Ending domestic violence and dating violence.

Services/Resources: Workshops on dating violence, gender socialization, adultism; in services for teachers, staff, administrators, parents; materials: bibliographies.

Appropriate for grades 6-12, educators, and parents. Primarily serves Sagadahoc and Cumberland counties, but will serve other counties on request.

Contact: Christy Everett
PO Box 704, Portland, 04104
Phone: 767-4952 or 767-7158, Fax: 767-8109

GLSEN / Southern Maine

Purpose/Mission: To assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland.
Appropriate for grades 9-12, educators and parents.

Contact: Jody Brinser
PO Box 10334, Portland, 04104
Phone: 878-0693, Email: pbuffington@auburnschl.edu

Maine Speakout Project/ Cumberland County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Marby Payson
13 Andrews Avenue, Falmouth, 04105
Phone: 781-4769
Contact: Doug Cruger
9 Ellsworth Street, Portland, 04103
Phone: 772-1918
Email: dcrug@aol.com

Merrymeeting AIDS Support Services

Purpose/Mission: The Safe Schools Project is an effort to help schools increase the level of safety for all students, particularly those who are gay, lesbian, bisexual, transgendered, and questioning (as well as those students who are perceived to be and their allies). Our goal is to provide an educational environment free of verbal and physical harassment. All students deserve to learn in a safe and supportive environment.

Services/Resources: Safe Schools training opportunities for students, teachers, administrators and other interested individuals; distribution of Safe Schools packets to provide information; assistance in forming Gay/Straight Alliances; workshops on Homophobia/Heterosexism; assistance in addressing harassment issues in your school; presentations to grades K-12.
Appropriate for ages K-12, educators, parents, and other interested individuals or groups.

Contact: Barry Horn, LMSW
Program Manager of Education, Prevention and Outreach
Phone: 207-725-4955; Fax: (207) 725-5323
Email: mkoerber@biddeford.com

National Coalition Building Institute

Purpose/mission: Develop ethical leaders to take stands on divisive issues.

Services/Resources: Workshops: Prejudice Reduction, Leadership Development, Coalition Building. In-service training for teachers, staff, administrators, parents. Technical assistance on community building. Materials: Discussion groups and curricula offered. Chapters in Portland, Brunswick, Waterville.

Contact: Diane Gilman
1199 Old Stage Rd., Woolwich, 04579
Phone: 882-8022; Fax: 882-9077

Outright

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support groups/drop-ins: Workshops on: creating safe environments; working with glbtq youth; how to interrupt oppression. Technical support on policy development, curriculum development, community building, and how to develop local Outright groups. Fridays, 7:30-9:30; Tuesdays, 6-9pm; Wednesdays, 6-8pm; Sundays, 6-8pm for ages 20-26; books, bibliographies.

Appropriate for grades 6-12, educators, and parents.
Contact: Cindy Garthwaite, Youth Services or Jeff L'Heureux, Education & Training
Phone: 828-6560; Toll free for youth: 888-567-7600; Fax: 828-8620. Email: outright@infotech-maine.com

PFLAG Portland, Maine

Purpose/Mission: Promotes the health and well being of gay, lesbian, bisexual and transgender people, their families, and friends in three ways: Support to cope with an adverse society; Education to enlighten an ill-informed public; Advocacy to end discrimination and to secure equal civil rights. PFLAG provides opportunities for dialogue about sexual orientation, and acts to create a society that is healthy and respectful of diversity.

Services/Resources: Speakers, in service training for teachers, staff, administrators, parents; materials: books, videos, bibliographies, discussion groups. Meets regularly the second Tuesday of every month from 7-9pm at Woodfords Congregational Church on Woodford Street, Portland.

Appropriate for grades 6-12, educators, and parents.

Contact: Sue Comyns
PO Box 8742, Portland, 0410
Phone: 774-3441

Contact: Pauline Lipari
Phone: 774-0837
Email: paulinelip@aol.com

Planned Parenthood of Northern New England

Services/Resources: Workshops on sexual violence and sexual harassment. In-service training for teachers, staff, administrators, parents. Materials: curricula; "I Am What I Am: Working With Gay, Lesbian, and Bisexual Youth."

Appropriate for grades 4-12, educators, and parents.

Address: 970 Forest Ave, Portland, 04103
PO Box 1519, Portland, 04104
Phone: 874-1100
Fax: 874-1174

USM Safe Zone Project

Purpose/Mission: Education, support, and policy development.

Services/Resources: Workshops on: homophobia, creating allies; In-service training for teachers, staff, administrators; Meetings: call for dates and times; Technical assistance on policy development, curriculum development, and community building.

Appropriate for grades 4-12, educators, and parents.

Contact: Mary Kay Kasper or Sarah Holmes
PO Box 9300, Portland, 04104
Phone: 780-4942
Email: kasper@usm.maine.edu

FRANKLIN

Dayspring AIDS Support Services

Purpose/Mission: To offer a voice for individuals infected and affected by HIV to increase community awareness and response to HIV-related issues.

Services/Resources: workshops on HIV prevention, safer sex; in-service training, Safe Schools Task Force monthly meetings, books, bibliographies, curricula, and technical assistance.

Appropriate for all ages, educators, parents.

Contact: Sharon Pree
1 Weston Court, Augusta 04330
Phone: 621-6201
Fax: 626-3404
Email: daysprg@mint.net

Maine Speakout Project/ Franklin County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: Safe schools workshops, volunteer speakers, speaker trainings

Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: MSOP office, 941-0969

Outright/Lewiston-Auburn

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, trans, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resource: Support group: Drop-in Friday nights, 6-8:30 pm. Books, library, reading room.

Appropriate for grades 6-12, educators, and parents.

Contact: Nancy Bullett
PO Box 7738, Lewiston, 04243
Phone: 786-2717
Email: acla@gwi.net

HANCOCK

Downeast AIDS Network

Services/Resources: safe schools workshops, support groups, in-service training, books, videos, discussion groups, technical assistance on community building; **Support groups:** Gay men's: every other Tuesday of the month; People living with HIV/AIDS: Every Wednesday 12-2; Outright: Drop in sessions First and third Friday of every month, 6-9pm. *Appropriate for grades 6-12, educators and parents, community at large.*

Contact: Mary Harney/Ron King
114 State St., Ellsworth, 04605
Phone: 667-3506
Fax: 664-0574
Email: Dean@acadia.net

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development.

Appropriate for grades 4-12, educators, and parents support groups: Outright Downeast, first Sunday of each month.

Contact: Karen Swann
PO Box 373, Ellsworth, 06605
Phone: 359-2347
Email: bushswan@ctel.net
or rees@midmaine.com

Maine Speakout Project/ Hancock County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Tamara Duff
RR5, Box 468, Ellsworth 04605
Phone: 667-5621

KENNEBEC

Dayspring AIDS Support Services:

Mission/Purpose: To offer a voice for individuals infected and affected by HIV to increase community awareness and response to HIV-related issues.

Services/Resources: Workshops on HIV prevention, safer sex; in-service training, Safe Schools Task Force monthly meetings, books, bibliographies, curricula, and technical assistance.

Appropriate for all ages, educators, parents

Contact: Sharon Pree
1 Weston Court, Augusta 04330
Phone: 621-6201; Fax: 626-3404
Email: daysprg@mint.net

GLSEN / Southern Maine

Purpose/mission: To assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland. *Appropriate for grades 9-12, educators and parents.*

Contact: Jody Brinser
PO Box 10334, Portland, 04104
Phone: 878-0693
Email: pbuffington@auburnschl.edu

National Coalition Building Institute

Purpose/Mission: Develop ethical leaders to take stands on divisive issues.

Services/Resources: Workshops: Prejudice Reduction, Leadership Development, Coalition Building. In-service training for teachers, staff, administrators, parents. Technical assistance on community building. Materials: Discussion groups and curricula offered. Chapters in Portland, Brunswick, Waterville.

Contact: Diane Gilman
1199 Old Stage Road, Woolwich, 04579
Phone: 882-8022
Fax: 882-9077

Outright/Lewiston-Auburn

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support group: Drop-in Friday nights, 6-8:30 pm. Books, library, reading room. *Appropriate for grades 6-12, educators, and parents.*

Contact: Nancy Bullett
PO Box 7738, Lewiston, 04243
Phone: 786-2717
Email: acla@gwi.net

KNOX

Coastal Outright:

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: safe schools workshops, support groups on alternate Saturdays at noon, books and videos.

Appropriate for grades 6-12, educators and parents.

Contact: Coastal Outright
P.O. Box 956, Belfast 04915
Phone: 338-6330
Fax: 338-4540
Email: can@acadia.net

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development.

Appropriate for grades 4-12, educators, and parents;
Support groups: Outright Downeast, first Sunday of each month.

Contact: Karen Swann
PO Box 373,
Ellsworth, 06605
Phone: 359-2347
Email: bushswan@ctel.net
or rees@midmaine.com

Maine Speakout Project/Knox County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings

Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Lucie Bauer
PO Box 267, West Rockport, 04865
Phone: 236-4734
Email: lbak@mint.net

LINCOLN

Coastal Outright:

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: safe schools workshops, support groups on alternate Saturdays at noon, books and videos.

Appropriate for grades 6-12, educators, parents

Contact: Coastal Outright
P.O. Box 956, Belfast 04915
Phone: 338-6330
Fax: 338-4540
Email: can@acadia.net

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development.

Appropriate for grades 4-12, educators, and parents;
Support groups: Outright Downeast, first Sunday of each month.

Contact: Karen Swann
PO Box 373, Ellsworth, 06605
Phone: 359-2347
Email: bushswan@ctel.net
or rees@midmaine.com

Dayspring AIDS Support Services:

Purpose/Mission: To offer a voice for individuals infected and affected by HIV to increase community awareness and response to HIV-related issues.

Services/Resources: workshops on HIV prevention, safer sex; in-service training, Safe Schools Task Force monthly meetings, books, bibliographies, curricula, and technical assistance.

Appropriate for all ages, educators, parents

Contact: Sharon Pree
1 Weston Court, Augusta 04330
Phone: 621-6201
Fax: 626-3404
Email: daysprg@mint.net

OXFORD

GLSEN / Southern Maine

Purpose/Mission: To assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland. *Appropriate for grades 9-12, educators and parents.*

Contact: Jody Brinser
PO Box 10334, Portland, 04104
Phone: 878-0693
Email: pbuffington@auburnschl.edu

Maine Speakout Project/ Oxford County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: MSOP office, 879-0480
Email: MSOPproject@aol.com

Outright/Lewiston-Auburn

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, trans, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: books, library, reading room. Support group: Drop-in Friday nights, 6-8:30 pm. *Appropriate for grades 6-12, educators, and parents.*

Contact: Nancy Bullett
PO Box 7738, Lewiston, 04243
Phone: 786-2717
Email: acla@gwi.net

Safe Schools Project (a project of the AIDS Coalitions of Lewiston/Auburn)

Purpose/Mission: To help local schools increase the level of safety for gay, lesbian, bisexual, and transgender students (as well as those who are perceived to be and their allies) so that these students, and all students, can learn in an environment free from verbal and physical harassment.

Services/Resources: Referral services: help connect students will support; In-service training for teacher, staff, and administrators. Meetings: Community Advisory Committee meets twice a year; Materials: Bibliographies, resource guide, training manual: Technical support on community building. *Appropriate for ages K-12, educators, and parents.*

Contact: Nancy Bullett
PO Box 7977, Lewiston, 04210
Phone: 786-4697

PENOBSCOT

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development.

Appropriate for grades 4-12, educators, and parents;
Support groups: Outright Downeast, first Sunday of each month.

Contact: Karen Swann
PO Box 373, Ellsworth, 06605
Phone: 359-2347
Email: bushswan@ctel.net
or rees@midmaine.com

Mabel Wadsworth Women's Health Center

Purpose/Mission: To provide educational and clinical services in reproductive and sexual health care to women regardless of age, ability, race or ethnicity, sexual orientation, or economic status.

Services/Resources: provides workshops on all aspects of women's health including lesbian health care; books, bibliographies; Support Groups: Lesbian Support Group meets 1st and 3rd Tuesdays of the month, 6:30-8pm.

Appropriate for grades 9-12 and educators and parents;

Contact: Ruth Lockhart
362 Harlow St., Bangor, 04401
Phone: 947-5337
Fax: 947-9163

**Maine Speakout Project/
Penobscot County chapter:**

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Fern Stearns
1608 Old County Rd, Milford, 04461
Phone: 827-3609; Email: Stearns@maine.maine.edu

Outright Bangor

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Books, magazines. Support group: Drop-in Mondays, 6:30-8pm (two weeks on, one week off)

Appropriate for grades 6-12, educators, and parents.

Contact: Outright Bangor
PO Box 2038, Bangor, ME 04402; Phone: 990-2095
Email: Bangor@kozmail.com
Website: www.bairnet.org/organizations/outright/

PFLAG Bangor, Maine

Purpose/Mission: Promotes the health and well being of gay, lesbian, bisexual and transgender people, their families, and friends in three ways: Support to cope with an adverse society; Education to enlighten an ill-informed public; Advocacy to end discrimination and to secure equal civil rights. PFLAG provides opportunities for dialogue about sexual orientation, and acts to create a society that is healthy and respectful of diversity.

Contact: Arlene @ (207) 469-3688
Sarah @ (207) 825-3254
Chuck @ (207) 980-3626
P.O. Box 2038, Bangor, Maine 04402-2038

Wilde-Stein Alliance for Sexual Diversity

Purpose/Mission: To educate the University of Maine and the surrounding community about sexual diversity.

Services/Resources: Workshops on sexual diversity; Materials: Books, bibliographies, videos, discussion groups; Meetings: every Thursday during the academic school year.

Appropriate for grades 9-12, educators, and parents

Contact: Kristofor Broski or Chance Oreo Nalley
5748 Memorial Union, Orono, 04469-5748
Phone: 581-1596.

PISCATAQUIS

**Maine Speakout Project/
Piscataquis County chapter:**

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: Safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: MSOP office: 941-0969

SAGADAHOC

Dayspring AIDS Support Services:

Purpose/Mission: To offer a voice for individuals infected and affected by HIV to increase community awareness and response to HIV-related issues.

Services/Resources: workshops on HIV prevention, safer sex; in-service training, Safe Schools Task Force monthly meetings, books, bibliographies, curricula, and technical assistance.

Appropriate for all ages, educators, parents

Contact: Sharon Pree
1 Weston Court, Augusta 04330
Phone: 621-6201; Fax: 626-3404
Email: daysprg@mint.net

**Family Crisis Services/ Young Adult Abuse
Prevention Program (YAPP)**

Purpose/Mission: Ending domestic violence and dating violence.

Services/Resources: workshops on dating violence, gender socialization, adultism; in services for teachers, staff, administrators, parents; materials: bibliographies; Primarily serves Sagadahoc and Cumberland counties, but will serve other counties on request.

Appropriate for grades 6-12, educators, and parents.

Contact: Christy Everett
PO Box 704, Portland, 04104
Phone: 767-4952; Fax: 767-8109

GLSEN / Southern Maine

Purpose/Mission: to assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland.

Appropriate for grades 9-12, educators and parents.

Contact: Jody Brinser, PO Box 10334,
Portland, 04104
Phone: 878-0693
Email: pbuffington@auburnschl.edu

Midcoast Outright

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support group: Drop-ins 2nd & 4th Fridays every month, 7-9pm, Unitarian Universalist Church, Pleasant St., Brunswick.

Appropriate for grades 6-12, educators, and parents.

Contact: Jill Wallace
PO Box 57, Brunswick, 04011
Phone: 725-4955
Email: mass@gwi.net

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development. Support groups: Outright Downeast, first Sunday of each month. *Appropriate for grades 4-12, educators, and parents*

Contact: Karen Swann
PO Box 373, Ellsworth, 06605
Phone: 359-2347;
Email: bushswan@ctel.net or
rees@midmaine.com

Maine Speakout Project/ Waldo County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Debbie Hockensmith
12 Pearl St., Belfast, 04915
Phone: 338-6677
Fax: 930-6040

SOMERSET

Dayspring AIDS Support Services:

Mission: to offer a voice for individuals infected and affected by HIV to increase community awareness and response to HIV-related issues.

Services/Resources: workshops on HIV prevention, safer sex; in-service training, Safe Schools Task Force monthly meetings, books, bibliographies, curricula, and technical assistance.

Appropriate for all ages, educators, parents

Contact: Sharon Pree
1 Weston Court, Augusta 04330
Phone: 621-6201
Fax: 626-3404
Email: daysprg@mint.net

WALDO

Coastal Outright:

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: safe schools workshops, support groups on alternate Saturdays at noon, books and videos.

Appropriate for grades 6-12, educators, parents

Contact: Coastal Outright
P.O. Box 956, Belfast 04915
Phone: 338-6330
Fax: 338-4540
Email: can@acadia.net

WASHINGTON

Downeast AIDS Network

Services/Resources: Safe schools workshops, support groups, in-service training, books, videos, discussion groups, technical assistance on community building.

Support groups: Gay men's: every other Tuesday of the month; People living with HIV/AIDS: Every Wednesday 12-2; Outright: Drop in sessions First and third Friday of every month, 6-9 pm. *Appropriate for grades 6-12, educators, parents, and community at large.*

Contact: Mary Harney/Ron King
114 State St., Ellsworth, 04605
Phone: 667-3506
Fax: 664-0574
Email: Dean@acadia.net

GLSEN, Downeast Maine

Purpose/Mission: To make schools safer for all students and staff regardless of their sexual orientation.

Services/Resources: Workshops providing staff training for schools, coordinating with community groups in doing education around safe schools issues; videos, brochures; technical support on policy development. Support groups: Outright Downeast, first Sunday of each month. *Appropriate for grades 4-12, educators, and parents.*

Contact: Karen Swann
PO Box 373, Ellsworth, 06605
Phone: 359-2347
Email: bushswan@ctel.net or rees@midmaine.com

Maine Speakout Project/ Washington County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Eilean MacKenzie
RR1, Box 6730, Lubec, 04652
Phone: 733-5537
Email: eilean@juno.com

YORK

GLSEN / Southern Maine

Purpose/Mission: To assure that each member of every school community is valued and respected, regardless of sexual orientation.

Services/Resources: Materials: books, bibliographies, videos; Regular meeting the 4th Monday of each month, 6:30 at Deering High School, Portland.

Appropriate for grades 6-12, educators and parents.

Contact: Jody Brinser
PO Box 10334, Portland, 04104
Phone: 878-0693
Email: pbuffington@auburnschl.edu

Maine Speakout Project/York County chapter:

Purpose/Mission: To promote respect and understanding among persons of differing sexual orientations by training and empowering volunteers to share their personal experiences and perspectives with individuals and community groups.

Services/Resources: safe schools workshops, volunteer speakers, speaker trainings
Appropriate for grades 6-12, educators, parents, concerned citizens

Contact: Rosemary Guptill
2 Sylvan Circle, Kennebunk 04043
Phone: 985-2748

Outright

Purpose/Mission: To create safe, positive, and affirming environments for young gay, lesbian, bisexual, transgender, and questioning people, ages 22 and under. Outright aspires to a youth-driven philosophy in which youth needs and beliefs form decisions, and a collaboration of youth and adults provides support, education, advocacy, and social activities.

Services/Resources: Support groups/drop-ins: Workshops on: creating safe environments; working with glbtq youth; how to interrupt oppression. Technical support on policy development, curriculum development, community building, and how to develop local Outright groups. Fridays, 7:30-9:30; Tuesdays, 6-9pm; Wednesdays, 6-8pm; Sundays, 6-8pm for ages 20-26; books, bibliographies.
Appropriate for grades 6-12, educators, and parents.

Contact: Cindy Garthwaite, Youth Services or Jeff L'Heureux, Education & Training
Phone: 828-6560; Toll free for youth: 888-567-7600;
Fax: 828-8620
Email: outright@infotech-maine.com

Planned Parenthood of Northern New England

Services/Resources: Workshops on sexual violence and sexual harassment. In-service training for teachers, staff, administrators, parents. Materials, curricula: "I Am What I Am: Working With Gay, Lesbian, and Bisexual Youth."
Appropriate for ages 4-12, educators, and parents.

Contact: 970 Forest Ave, Portland, 04103;
PO Box 1519, Portland, 04104
Phone: 874-1100
Fax: 874-1174

Seacoast Outright

Purpose/Mission: To help gay, lesbian, bisexual, transgender, and questioning youth mature and develop into healthy, caring, productive citizens; to provide these youth with a safe place to socialize, free from harassment and discrimination, and to offer access to positive adult role models; through support, affirmation, and accurate information, we hope to foster feelings of wellness, self-worth, and dignity.

Services/Resources: Workshops: panels of youth, interactive workshops; In-service training for teachers, staff, administrators, parents; Materials; books, bibliographies, videos, curricula; Technical assistance on policy development, curriculum development, and community building; Meetings: Portsmouth: Fridays, 7-9; Exeter: Sunday: 5-7.

Appropriate for grades 6-12, educators, and parents.

Contact: Carina Self
PO Box 842, Portsmouth, 03801
Phone: 603-433-1013

NATIONAL ORGANIZATIONS

Gay and Lesbian Alliance Against Defamation (GLAAD):

Analyses textbooks and mass media for anti-gay bias, advocates for fair treatment of sexual minorities in media, provides trainings for working with local media. For information on the textbook project, contact Scott Helle of GLAAD Kansas City. Ph: 816-374-5927.

For media trainings, contact Cathy Renna, 1875 Connecticut Avenue, N.W. Washington, D.C. 20009
Phone: 202-986-1360
Fax: 202-667-0902
Email: renna@glaad.org.

Gay, Lesbian, Straight Education Network (GLSEN):

Administers National LGB History Month each October, produces great videos and publications. For help forming or sustaining a Gay/Straight alliance at your school. Contact Phoebe Hanshew (ext 109, or email: studentpride@glsen.org).
121 W. 27th St, Suite 804
New York, NY 10001.
Phone: 212-727-0135
Email: glsen@glsen.org
Website: <http://www.glsen.org>.

Lambda Legal Defense and Education Fund (LLDEF):

Is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, and people with HIV/AIDS, through impact litigation, education, and public policy work.

Contact 120 Wall Street, Suite 1500,
New York, NY 10005-3904.
Phone: 212-809-8585
Email: lambda@lambdalegal.org;
www.lambdalegal.org.

Parents, Families and Friends of Lesbians and Gays (PFLAG):

Purpose/Mission: Promotes the health and well being of gay, lesbian, bisexual and transgender people, their families, and friends in three ways: Support to cope with an adverse society; Education to enlighten an ill-informed public; Advocacy to end discrimination and to secure equal civil rights. PFLAG provides opportunities for dialogue about sexual orientation, and acts to create a society that is healthy and respectful of diversity.

Services/Resources: Promotes the health and well-being of gay, lesbian, bisexual, and transgendered people, their families, and friends, through support, education, and advocacy.

Appropriate for grades 6-12, educators, and parents.

Contact: PFLAG for the chapter closest to your community for membership information, newsletter, and publications.
1101 14th Street N.W., Suite 1030
Washington, D.C. 20005
Phone: (202) 638-4200
Fax: (202) 638-0243

PART THREE

OTHER IMPORTANT RESOURCES

*For Learning and Teaching About Gay, Lesbian,
Bisexual and Transgender Issues*

Safe Schools Resource Notebooks

A 2-volume set of binders by the Safe Schools Coalition of Washington, now available from GLSEN-Washington. It is a collection of journal articles and professional papers regarding Gay, Lesbian, Bisexual, Transgender youth and educational issues relevant to counselors, teachers, coaches, administrators, and support staff. Available at cost to public and private schools in Washington State, we recommend placing it in the faculty room, where all employees can peruse at their own convenience. Ph: 206-343-8387 (leave a message for Kirk Bell or R. Mackaye Brooke); Email: GLSENWASH@aol.com

Websites

This list was compiled to provide readers with a starting point of selected Web sites, some of which may be helpful to teachers, counselors, parents and youth. The Safe Schools Resource Collaborative cannot endorse specific websites, as they change frequently. Many of these sites also contain links to other sites.

What Does it Mean to Be Gay?

AllTogether.com: A Place to Explore Sexuality and Coming Out — a joint effort of the Human Rights Campaign, the Boston Gay, Lesbian, Bisexual Speakers' Bureau, and PlanetOut, this site offers diverse voices to introduce people (gay and non-gay, youth and parents, religious and not religious) to the GLBT community; also find coming out strategies for GLBT people and their families - <http://www.AllTogether.com>

Queer Resources Directory — Excellent site, contains sections about GLBT youth, history, health and more - <http://www.qrd.org/QRD/www>

Gay/Lesbian Parents and their Children

COLAGE: Children of Lesbians and Gays Everywhere — contains everything from local chapters, summer camps and scholarships - <http://www.colage.org/>

GLPCI: Gay and Lesbian Parents Coalition International: Contains local chapters, legal resources, information to dispel common myths — <http://www.qrd.org/www/orgs/glpci/>

Gay Christian, Gay Dad, Gay Librarian: Contains an assortment of book recommendations on parenting, coming out, relationships; links for librarians (even lists gay librarians), electronic book stores - <http://www.geocities.com/WestHollywood/5065/>

Gay/Lesbian Youth

As a Public Service to our Children: The GLB Youth Advisor — addresses issues such as college, dealing with depression, and coming out - <http://www.qcfurball.com/cat/glb/glb.html>

The Cool Page for Queer Teens! Includes tips on everything from "what to do if you've been outed unexpectedly" to "when you're having trouble at school" and a special section specifically for transgender youth - <http://www.pe.net/~bidstrup/cool.htm>

The GLBT Youth Resource Directory: Lists pages and links to everything from high school to law school and support groups and organizations - <http://members.aol.com/OurYouth/index.html>

OASIS Gay Youth Magazine Online: Features over 50 young columnists ranging in age from 13 to mid-20s - <http://www.oasismag.com/>

!OutProud! The National Coalition for Gay, Lesbian & Bisexual Youth - provides advocacy, resources and support to LGB youth and agencies that work with them. <http://www.cyberspaces.com/outproud/>

YOUTH 13-17 and Youth 17-21: Two online conversation groups offer peer support for often very isolated parents, friends, relationships, and other gay-related and non-gay-related youth issues. Age policy strictly enforced and the groups are NOT dating services. <http://www.critpath.org/youth>

Parents of Gay/Lesbian Youth

My Child is GAY! Now What Do I Do? — addresses parents' most heartfelt questions with honest sensitivity ("Why did my child have to tell me?" "Is it my fault?" "Can my child be cured?" "What about AIDS?") - <http://www.pe.net/~bistrup/parents.htm>

PFLAG: Parents, Families and Friends of Lesbians and Gays: Contains articles about parents' own painful closets, transgender children and more - <http://www.critpath.org/pflag-talk/Gay/Lesbian Issues and Schools>

Gay/Straight Alliances: A Student Guide from the Massachusetts Department of Education - includes typical goals and sample rules of GSA's and 10 easy steps for starting a GSA at your school - <http://info.doe.mass.edu/doedocs/GSA/Intro.html>

Gay-Affirming Religious and Spiritual Resources

Gays for God — provides a library of essays and quotes as well as links to faith communities in a variety of denominations - <http://www.gaysforgod.org/>

Queer-Friendly Religious Links: Offers links to mainstream communities of worship (Lutheran, Presbyterian, Evangelical, Jewish) as well as some you might not expect (brethren/Mennonite, Seventh-Day Adventist, a French-speaking church in Montreal - <http://world.std.com/~rice/q-light/links.html>

Gay/Lesbian Role Models and Resources for Specific Groups

Deaf Queer Resource Center: Site still under construction as of this printing, but it promises to be very valuable for a doubly isolated community - <http://www.deafqueer.org>

The New Gay Workplace Issues Homepage: Sort of a school-to-work site for GLBT students, it includes lists of colleges and universities with non-discrimination policies and domestic partner benefits, bibliographies of books and gay business people - <http://www.nyu.edu/pages/sls/gaywork.html>

Queer Asian Pacific Resources: Contains books, articles even a list of famous gay, lesbian, bisexual Asian-Pacific people. <http://www.geocities.com/WestHollywood/Heights/5010/resources.html>

Transgender Resources: Includes a section for parents of Transgender children as well as general information and resources - <http://www.transgender.org/info/rsrc.html>

Bigotry, Censorship, Discrimination, Hate Violence

Community United Against Violence, Hate Crimes Page — offers concrete tips for GLBT people about self-defense, safety, what to expect after an assault and how to report a hate crime - <http://www.xq.com/cuav/hatecr1.htm>

Bibliographies

Another Way of Being: "Growing Up Lesbian and Gay" and "We Take Pride in Presenting A Selection of Recent Gay and Lesbian Titles" from the Seattle Public Library, Contact: George Lawson, Humanities Department (free); Phone: 206-386-4115

Anti-Bias Education Resource Guide. Northwest Coalition Against Malicious Harassment, 1997. \$2. P.O. Box 16776, Seattle, WA 98116, Phone: 206-233-9136; Email: ncamh@aol.com; Website: <http://www.nwb.net/nwc>

GLSEN-Boston's annotated bibliography. 15-pages. Contact: Bernadette Murphy, Phone: 617-327-6579; Email: murphybt@aol.com

GLSEN-Colorado's annotated bibliography. P.O. Box 280346, Lakewood, CO 80228-0346; Phone: 303-936-6562; Email: tchrsgrp@aol.com

Picture Books for Children of Gay and Lesbian Parents from Gay and Lesbian Parents International, \$2.50, P.O. Box 43206, Montclair, NJ 07043

Books

For Educators & Parents

The Adoption Reader: Birth Mothers, Adoptive Mothers and Adopted Daughters Tell Their Stories edited by S. Waida-Ellis, 1995. Personal essays and stories about the many complexities of adoption including cross-cultural adoption, open and closed adoption, the birth record debate, and adoption by lesbian couples. Seattle: Seal Press.

Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences by C. Griffin, M. Wirth and A. Wirth, 1986. Written by parents, for parents, this book truly honors the pain and isolation many people feel when they discover their child is gay, while offering a map for a journey to pride. Still the best book around for a parent or educator who wants to understand gay kids. NY: St. Martin's Press.

The Last Closet: The Real Lives of Lesbian and Gay Teachers by Rita M. Kissen. Based on over 100 interviews documenting the lives of dedicated professionals torn between their desire to serve and the need to be themselves, 1996.

Multicultural Voices: A Resource for Teachers by Frances Ann Day. A celebration of the lives and works of authors representing twenty different cultures. Biographical notes, themes, summaries, and lesson plans, 1994.

Lesbian & Gay Youth: Care and Counseling by C. Ryan MSW and D. Futterman, M.D., 1997. Initially published as the entire June 1997 issue of the American Academy of Pediatrics' hard cover journal, Adolescent Medicine, it is now available from Columbia University Press.

Open Lives, Safe Schools: Addressing Gay and Lesbian Issues in Education edited by D. Walling, 1996. A collection of compelling essays about everything from curriculum to openly gay educators as well as the complete ground-breaking story of Lawrence's "coming out" in the comic strip For Better or Worse. Bloomington, IN: Phi Delta Kappan Educational Foundation.

School's Out: The Impact of Gay and Lesbian Issues on America's Schools by Dan Woog, 1995. Based on 300 interviews with teachers, principals, coaches, counselors, students and parents across the country, it's an anecdotal look at what's going on in public and private schools, K-12. Boston, Alyson Publications, 800-5-ALYSON.

For Elementary Libraries & Classrooms

Anna Day and the O-Ring by E. Wickens, 1994. Includes photos of ordinary people. A story about a boy living with two moms and a dog named Anna Day. Boston: Alyson Publications.

Asha's Mums by R. Elwin and M. Paulse, 1990. Asha's main concern is going on a field trip that she almost misses because her teacher wants only her biological mom to sign the permission slip. Classmates tease Asha and then the teacher must deal with all the different family configurations the children tell about. Toronto: Women's Press.

Belinda's Bouquet by Leslea Newman, 1991. Belinda has two mommies, but the focus of the book is her difference as a "fat" child. One mother provides her support when she is teased. Also depicts a positive boy/girl friendship. Boston: Alyson Publications.

The Duke Who Outlawed Jellybeans by J. Valentine, 1991. Short, engaging stories. In some, a child has two moms or two dads. Others depict strong, competent girls and/or gentle, caring boys. Boston: Alyson Publications.

Families: A Celebration of Diversity, Commitment and Love by A. Jeness, 1990. Seventeen children and their parents discuss the challenges and benefits of contemporary family life. Boston: Houghton Mifflin.

Lucy Goes to the Country by Joseph Kennedy and John Canemaker, 1998. Lucy is a little cat who travels from her city apartment to the countryside for an adventure-filled weekend with her two Big Guys, family, and friends. Oversize hardcover, pictures.

Oliver Button is a Sissy by T. de Paola, 1979. Oliver deals with name-calling and written slurs, but fools them all by excelling in his own area of talent. NY: Harcourt, Brace, Janovich.

One Dad, Two Dad, Green Dad, Blue Dad by Johnny Valentine, 1994. A fun and engaging book about a boy with two blue dads. It addresses the issue of gay parents in a light and playful manner. A good book for teachers addressing family structures with their students. Boston: Alyson Publications.

Who's In a Family? by R. Skutch, 1994. Picture book with many different examples of families. Berkeley, CA: Tricycle Press.

For Elementary and Middle School Libraries & Classrooms

How Would You Feel If Your Dad Was Gay? by A. Heron and M. Maran, 1991. Michael and Jasmine have gay dads and Noah's mom is lesbian. When Jasmine tells her class that her dad is gay, all three kids find out that many people dislike gay and lesbian people. Their families and their school end up addressing prejudice. Boston: Alyson Publications.

For Middle and High School Libraries & Classrooms

Damned Strong Love: The True Story of Willi G. and Stefan K.: A Novel by L. Van Dijk, translated by E. Crawford, 1995. The compelling, fictionalized true story of a teen imprisoned by the Nazis during WWII for being gay (not for any sexual behavior, but for writing a love letter to his boyfriend), as retold to a Dutch author. NY: Henry Holt & Company.

From the Notebooks of Melanin Sun by Jacqueline Woodson, 1995. 13-year old Melanin Sun has to decide what to do when his mother announces she is gay. Winner of the 1996 Coretta Scott King Honor Book Award and ALA Best Book for Young Adults. Ages 12 and up.

The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay and Bisexual Young People by photographer, A. Mastoon, 1997. Features photographs of LGB youths and powerful first-person accounts about the challenges of growing up gay. These teens come from a diverse range of racial, economic and family backgrounds. They are class presidents, athletes, artists, and siblings. Boston: The IDPR Group, Phone: 617-437-8493; Email: BrianIDPR@aol.com.

Uncommon Heroes edited by Sherman and Bernstein, 1994. Black and white photos of LGBT people with brief passages about their lives and their contributions to our society. Some ethnic diversity. NY: Fletcher.

Understanding Sexual Identity: A Book for Gay and Lesbian Teens and Their Friends by J. Rench, 1990. In 56 readable pages, using brief anecdotes followed by a question and answer format, the book addresses name calling, myths/fears, families, religion and more. Minneapolis: Lerner Publications.

For High School Libraries & Classrooms

Am I Blue? Coming Out From the Silence edited by M. D. Bauer, 1994. Teens are often confused about their sexual orientations and identities; this confusion puts them at risk. This ALA award-winning anthology of funny, sad, and memorable short stories for teens about coming out as Gay or Lesbian can speak to their hearts. Its young adult and children's authors are diverse, some gay, some not. NY: HarperCollins.

Becoming Visible: A Reader in Gay and Lesbian History for High School & College Students ed. by Kevin Jennings, 1994. A comprehensive overview of LGBT history designed to supplement U.S. and other history curricula. Includes classroom activities and questions.

Growing Up Gay / Growing Up Lesbian edited by B. L. Singer, 1994. Fifty stories by prominent lesbian and gay writers and scholars, including James Baldwin, Gloria Anzaldua, Quentin Crisp, Audre Lorde, Walt Whitman and Rita Mae Brown. NY: The New Press.

Living the Spirit: A Gay American Indian Anthology edited by W. Roscoe, 1998. Throughout North America, for centuries before and since the arrival of Europeans, gay and lesbian "Two Spirit" people were recognized and valued members of their tribal communities. NY: St. Martin's Press.

The Men With the Pink Triangle by H. Heger, 1994. Gay people, like Jews and others deemed "undesirable," suffered persecution at the hands of the Nazis. This is the account of one who survived. Boston: Alyson Publications.

Reflections of a Rock Lobster: A Story about Growing Up Gay by Aaron Fricke, 1981. An autobiographical account of growing up gay by the young man who made national news by taking a male date to his high school prom. Boston: Alyson Publications.

Same-Sex Marriage: Pro and Con edited by A. Sullivan, 1996. Contains thought-provoking essays by everyone from Plato to Ann Landers to Barney Frank. NY: Random House / Knopf.

Transgender Warriors: Making History From Joan of Arc to Dennis Rodman by L. Feinberg, 1996. Examines gender role expression across cultures and throughout history in a transfixing, carefully documented but extremely readable style, with photos. High reading level. Boston: Beacon Press.

When Someone You Know Is Gay by S. and D. Cohen, 1989. Addresses heterosexual teens starting where many are: uncomfortable, at the least, with the notion that people they may know personally are Gay. It uses very readable interviews and anecdotes to untangle the most pervasive myths. NY: Dell Publishing.

Booklets and Reports

A Right Wing and a Prayer, the 1997 Hostile Climate Report, and "Parental Rights": The Trojan Horse of the Religious Right Attack on Public Education. These three reports document school censorship efforts, anti-gay activity around the country, and the anti-education agenda of the far right. **People for the American Way**, 2000 M. St., N.W., Suite 400, Washington, DC 20036. Ph:202-467-4999...High School - Adults.

Ask Sybil Liberty. Information sheets about discrimination (including sexual orientation-related discrimination), censorship, dress codes, etc. featuring an African-American female super hero (Sybil). American Civil Liberties Union, Public Education Dept, 132 W. 43rd St., New York, NY 10036, Ph: 212-944-9800, ext 422 ...Middle - High School.

Bigotry on Campus: A Planned Response. Written for university administrators, this booklet is vital reading for K - 12 administrators, as well. It offers concrete advice for responding to acts ranging from sexist graffiti to faculty members' racial slurs. American Jewish Committee, Seattle Chapter, 1411 Joseph Vance Bldg, 1402 Third Ave, Seattle WA 98101. Ph: 206-622-6315, E-mail: seattle@ajc.org ... Administrators.

Breaking the Silence: Addressing Gay Issues in Independent Schools. This resource manual has sections for administrators, librarians and teachers of English, History, Family Life, Biology, etc. One of many re-sources from the Gay, Lesbian, and Straight Education Network (GLSEN), 121 W. 27th St, Suite 804, New York, NY 10001. Ph: 212-727-0135, E-mail: glsen@glsen.org, Website: <http://www.glsen.org> ... Adults.

Bruised Bodies, Bruised Spirits: An Assessment of the Current Climate of Safety for Gay, Lesbian and Bisexual Youth in Southeastern Michigan Schools. Not just for Michigan use. Contains poster to copy for every counselor's and nurse's office about things you are open to discussing; a checklist for assessing how well your school meets the needs of GLB students, employees and parents; sample policies and more, GLSEN-Detroit, PO Box 893, Birmingham, MI, 48012, Email: glstndet@aol.com ... Adults.

Lesbian and Gay Parenting: A resource for Psychologists. (free) A booklet about counseling issues. Ph: 202-336-6050, E-mail: publicinterest@apa.org ... Counselors.

Gay/Straight Alliances: A Student Guide. This free 71-page 1995 publication is for students and student organizations to help them plan, start and maintain support groups for GLBT, Heterosexual, and questioning students. Donna Brathwaite, Safe Schools Program for Gay and Lesbian Students, Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023. Ph: 617-388-3300 ext 409, Website: <http://info.doe.mass.edu/doesdocs/gsa/index.html>...Middle - High School.

Stopping Anti-Gay Abuse of Students in Public Schools: A Legal Perspective. Must-read booklet for students, families and educators "who are enduring [or witnessing] the pain of anti-gay hatred and violence" at school. It explains the law and suggests steps to take, from getting safe, to filing complaints, to offering solutions. Lambda Legal Defense and Education Fund, 120 Wall Street, Suite 1500, New York, NY 10005. Ph:212-809-8585 ... Middle School - Adult. Email: lambda@lambdalegal.org/ www.lambdalegal.org

From P-FLAG. All of the following may be free from your local chapter. Otherwise, contact PFLAG National, 1101 14th Street., NW, Suite 1030, Washington, DC 20005. Ph: 202-638-4200, E-mail: publications@pflag.org

Be Yourself: Questions and Answers for Lesbian, Gay and Bisexual Youth. 28 pages; offers a supportive approach to common concerns of teens who may be questioning their sexual orientation; dispels common myths about LGB people; contains resource list. Middle-High School.

Our Daughters & Sons: Questions and Answers for Parents of Gay, Lesbian, and Bisexual People. 24 pages; covers a wide range of topics vital to parents working to accept their child's sexuality and to build a stronger, more loving relationship with him or her. ...Adult.

Respect All Youth: Youth and Homosexuality, Issue Paper #3. Revised 3rd edition, 12 pages; includes information on sexual diversity throughout childhood; distinctions among sexual identity, orientation and behavior; the effects of stigmatization; and guidelines for creating hospitable settings for all children and youth...Adult.

Why Ask Why: Addressing the Research on Homosexuality. 32 pages; examines the history of relating homosexuality to biological traits, discusses current research about homosexuality and biology, addresses the social and political ramifications of the research...High School-Adult.

PFLAG's Transgender Resource Packet. Dispels myths; offers support, resources and a set of articles...High School-Adult.

PFLAG's Bisexuality Resource Packet. Contains facts about bisexuality; commonly asked questions; resources; and a set of articles...High school-Adult.

Periodicals

Crossroads: Supporting Lesbian, Gay, Bisexual and Transgender Youth. Excellent newsmagazine outlining issues relevant to GLBT youth, allies and service providers. National Youth Advocacy Coalition, 1711 Connecticut Avenue NW, Suite 206, Washington, D.C. 20009. Ph: 202-319-7596; Email: NYouthAC@aol.com. Middle School-Adult.

insideOUTmagazine. A magazine by and for youth. P.O. Box 460268, San Francisco, CA 94146-0268. Ph: 415-643-0800; Email: insideOUT@aol.com; Website: <http://www.youth.org/io>. Middle School-College.

Love Makes A Family. A quarterly newsmagazine for and about gay, lesbian, bisexual and transgender parents. P.O. Box 11694, Portland, OR 97211. Ph: 503-228-3892; Email: lmfamily@teleport.com. High School-Adult.

Teaching Tolerance: This free, semi-annual magazine contains concrete ideas to help teachers foster equity, respect and understanding. It is not focused on sexual orientation, but its lesson plan ideas address concepts such as prejudice and name-calling. Ask about teaching kits, grants and fellowships. Southern Poverty Law Center, 400 Washington Ave., Montgomery, AL 36104. Ph: 334-264-0286.

Curricula Addressing Prejudice and Conflict Resolution

(note: most do not address anti-gay prejudice specifically)

A World of Difference: An Activity Guide to Celebrate Diversity and Combat Prejudice for Children Ages 6-12 and *The Prejudice Book: Activities for the Classroom.* Anti-Defamation League. Washington State chapter, Ph: 206-448-5354. Elementary.

Anti-Bias Curriculum by L. Derman-Sparks and the ABC Task Force. National Association for the Education of Young Children, Ph: 1-800-424-2460. Pre-K-Kindergarten.

Awareness and Understanding: Teaching About Prejudice, Tolerance and the Holocaust. An activity book by Mary Lloyd for The Children's Museum, Seattle; Ph: 206-441-1768. 3rd-9th grades.

Bullyproof: A Teacher's Guide on Teasing and Bullying for Use With 4th and 5th Grade Students and Flirting or Hurting? A Teacher's Guide on Student to Student Sexual Harassment in Grades 6-12. Center for Research on Women, Wellesley College. Ph: 617-283-2500. Email: rkops@wellesley.edu. 4th-5th grades and 6th-12th, respectively.

Coping with Discrimination. Rosen Publishing Group, 1992. Ph: 212-777-3017. Grades 8-12.

Creative Conflict Resolution and Conflict Resolution in the Middle School, Part Two: Diversity and Conflict Lessons. Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138. Fax: 617-864-5164. Elementary and Middle School, respectively.

Hands Across the Campus Program: Building Respect for Diversity teacher/staff training and school curriculum, student leadership training, and school/community coalition-building components. American Jewish Committee, Washington State chapter. Ph: 206-622-6315. Middle and High School.

Learning the Skills of Peacemaking: An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict. Jalmar Press, 1987. Ph: 310-784-0016. Elementary.

The Shadow of Hate video and teacher's guide and Us and Them: A History of Intolerance magazine format text, which tells the stories of some Americans who were hated for who they were, what they looked like, where they came from or what they believed. Free, one per school at written request of principal. Teaching Tolerance Program, Southern Poverty Law Center, Ph: 334-264-0286. Middle and High School.

"Teacher, they called me a ___!": Confronting Prejudice and Discrimination in the Classroom by Deborah Byrnes. Anti-Defamation League and the Utah State Office of Education, 1995. Washington State chapter, ph: 206-448-5354.

Words Can Hurt You: Beginning a Program of Anti-Bias Education by Barbara Thomson, Addison-Wesley, 1993. Ph: 800-423-8309. Preschool-Grade 3.

Curriculum Supplements Addressing Gay Issues

Becoming Visible: A Reader in Gay and Lesbian History for High School and College by Kevin Jennings, Drawing from both primary and secondary sources, this reader covers over 2,000 years of history and a diverse range of cultures. Each selection is followed by questions that could be assigned to students, and suggestions for classroom activities. Alyson Publications. Ph: 800-283-3572. 9th grade-College.

Breaking the Classroom Silence from Amnesty International, 1994. Many governments around the world violate the human rights of their citizens, often directing particular brutality at gays (imprisonment, torture, etc.) These five lessons, for use in social studies, English and health classes, explore gay and lesbian issues not, as other curricula do, in the context of civil or political rights, but in the broader context of human rights. Amnesty International USA-HRE, 53 West Jackson, Room 1162, Chicago, IL 60604. Ph: 312-427-2060, High School-Adult.

Family Life and Sexual Health (FLASH). Only the high school levels of this comprehensive sexuality curriculum address sexual diversity explicitly. The grade 9/10 teachers' manual (1988) includes a lesson on name-calling that defines "gay" and "lesbian" and discourages slurs. The grade 11/12 teachers' manual (1992) contains two lessons on "Gender Orientation". Seattle-King County Department of Public Health, Health Education Materials Project. Ph: 206-296-4902. High School.

From the Harvard Gay and Lesbian School Issues Project

Arthur Lipkin, Research Associate, Harvard Graduate School of Education, 210 Longfellow Hall, Cambridge, MA 02138. Ph: 617-491-5301; Fax: 617-495-8510; Email: lipkinar@hugse1.harvard.edu

Strategies for the Teacher Using Gay/Lesbian-Related Materials in the High School Classroom. This booklet examines the reasons for presenting gay/lesbian history and literature in high schools and offers a practical guide for doing so. High School.

The Stonewall Riots and the History of Gays and Lesbians in the United States (8-10 day Social Studies unit), *The History and Nature of Homosexuality (and its "Causes")* (3-5 day unit for use in Psychology or Biology courses), *Looking at Gay and Lesbian Literature* (assortment of study questions — including suggestions for writing for Language Arts classes). High School.

A Safe Place for Questions by Barbara Blinick. This 1997 resource guide contains lessons on family for first grade, respecting differences for grades two to five, name-calling for sixth grade, stereotypes for eighth grade and homophobia and history for high school. Also contains sections on making your campus safe, counseling, and cultural considerations. From San Francisco Unified School District's Support Services for Gay and Lesbian Youth. Contact Kevin Gogin, School Health Programs Department, SFUSD, 1512 Golden Gate Avenue, San Francisco, CA 94115. Ph: 415-749-3400. Grades 1-12.

Posters

Famous lesbian, gay and bisexual People in History. Shows 57 historical figures and seven historical events with bibliography. Project 21 Poster, GLAAD/SFBA, 1360 Mission Street, Suite 200, San Francisco, CA 94103. Ph: 415-861-2244. Intermediate grades+

Unfortunately, History Has Set the Record a Little Too Straight. Famous sexual minority people in history. Donnelly Colt Mail Order, P.O. Box 188, Hampton, CT 06247. Ph: 203-455-9621. Intermediate grades.

What can you do? Your best friend has just told you "I'm gay." Poster uses attractive cartoon characters to teach simple compassionate responses to a friend's coming out. Call 206-632-0662 x201.

Traveling Photo Exhibits

Love Makes a Family: Living in Lesbian and Gay Families. Traveling photo-text exhibit depicting twenty diverse families with lesbian and gay family members (grandparents, parents, youth). Different narratives accompany the photos, depending upon age of audience. Family Diversity Projects, P.O. Box 1209, Amherst, MA 01004-1209. Ph: 413-256-0502; Email: famphoto@aol.com. Primary to Adult.

The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay and Bisexual Young People. Traveling photo exhibit. The IDPR Group, 596 Tremont Street, Boston, MA 02118, Ph: 617-437-8493, Email: BrianIDPR@aol.com. Middle School+.

Videos

All God's Children (25 min.) Moving documentary by and about gay and lesbian African-Americans. WomanVision, 3145 Geary Blvd., Suite 421, San Francisco, CA 94118. Ph: 415-273-1145, Email: womanvsn@aol.com. High School+ Copy available at Charlie Howard Memorial Library, MSOP, 7 Dana Street, Portland 04101. Ph: 207-879-0480; Email: MSOProject@aol.com.

Before Stonewall: The Making of a Gay and Lesbian Community (87 min.) Emmy award-winning documentary of gay life in the U.S. before 1969. Available in video stores or from Cinema Guild, 1697 Broadway, Suite 802, New York, NY 10019. Ph: 212-246-5522. High School.

Both My Moms' Names Are Judy: Children of Lesbians and Gays Speak Out (10 min) A diverse group of children ages 7-11 describe what it is like for them to have lesbian and gay parents. Lesbian and Gay Parents Association, P.O. Box 43206, Montclair, NJ 07043.

The "Different and the Same" Video Series (short discussion starters). Some titles include, "Play Ball" about stereotyping, "The Club" about standing up against prejudice directed against someone else, "Sticks and Stones" about name calling and "Words on the Wall" about hate crimes. Family Communications, GPN, P.O. Box 80669, Lincoln, NE 68501-0669. Ph: 800-228-4630. Elementary school.

Gay Youth (40 min., discussion guide). Poignant stories of two adolescents: one who committed suicide, the other openly gay and supported by family. ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061. Ph: 800-321-4407; Email: etrassociates.org. High Schools.*

It's Elementary: Talking About Gay Issues in School. (78 min., viewing guide; a 30 min. version for use in training events is also available) Award-winning documentary is a must-see for all parents and adults who work with young children. It shows real teachers addressing gay stereotypes, two-mom families, etc. in age-appropriate ways in elementary and middle school classrooms. New Day Films, 22D Hollywood Avenue, Ho-Ho-Kus, NJ 07423, Ph: 201-652-6590. Email: TMCNDY@aol.com. Adult.

My Family Is Special. From the same filmmakers as "It's Elementary," it tells the stories of children with gay and lesbian parents as well as children who have a single mother, spend time between two households because their parents are divorced, have step-parents, are being raised by a grandmother or an aunt, are adopted, have disabled parents, have parents of two different races, and, last but not least, children who have a mom and dad who live with them. Women's Educational Media, Ph: 415-641-4616, Email: WEMDHC@aol.com. Primary grades.

AVAILABLE FROM GLSEN/Southern Maine:

Setting the Record Straight (11 min.) Illustrates the problem of homophobia in schools and puts a human face on this important issue... Adult.

I Just Want to Say (13 min.) A panel of parents, students, and teachers talk about anti-gay bias in our schools. Hosted by Martina Navratilova, 1998. High School + *

Teaching Respect for All (52 min.) Kevin Jennings, executive director of GLSEN, presents a comprehensive training video dealing with anti-gay bias in schools, 1996. Adult.

Out of the Past (65 min.) A film by Jeff Dupre that traces the emergence of gay men and lesbians in American history through the eyes of a young woman coming to terms with herself. Winner: Sundance Film Festival Audience Award for Best Documentary, 1998.

Speak Out! (10 min.) A video by Ellen Spiro. Some of Maine's best and bravest storytellers relate what happens when they engage in "dialogues on discrimination" with local non-gay groups, most of whose members have not yet met openly gay, lesbian, bisexual or transgendered persons before. Maine Speakout Project, P.O. Box 15303, Portland, ME 04112-5303. Ph: 207-879-0480. Email: MSOProject@aol.com.*

You Don't Know Dick: Courageous Hearts of Transsexual Men" (74 min.) Wonderful documentary that profiles five female-to-male transsexual men. Northern Lights Productions, 1050 Commonwealth Avenue, Boston, MA, Ph: 617-731-9100.. High School+*

Sexual Orientation: Reading Between the Labels (30 min., discussion guide) Award-winning video defines terms such as "sexual orientation" and "is designed to help build respect between individuals of divergent sexual orientations." NEWIST/CESA 7, IS 1040, University of Wisconsin, Green Bay, WI 54311. Ph: 414-465-2599. Email: newist@uwgb.edu, High School.

Speaking For Ourselves: Portraits of Gay and Lesbian Youth (27 min.) Puts an ethnically diverse and wonderfully human face on the issue through the stories (in their own words) of sexual minority youth from Washington State. Includes some of their parents' perspectives as well. Diversity Productions, 1202 E Pike Street, Suite 885, Seattle, WA 98122. Ph: 206-722-9079, Email: jmifsud@halcyon.com. Middle School+

Straight From the Heart: Stories of Parents' Journeys to a New Understanding of Their Gay and Lesbian Children (24 min.) Academy Award nominee examines the issues parents face in coming to terms with having a gay or lesbian child, particularly for families with strong religious upbringings. Motivational Media, 8436 W. 3rd Street, Suite 740, Los Angeles, CA 90048. Ph: 213-651-3500, Email: intelliven@aol.com. Adult.

*Available at Charlie Howard Memorial Library, Maine Speakout Project, 7 Dana Street, Portland, ME. 04101, 207-879-0480, MSOProject@aol.com.

FOR INFORMATION ABOUT...

- WORKSHOPS and IN-SERVICE TRAINING FOR TEACHERS,
ADMINISTRATORS, SCHOOL STAFF AND PARENTS
- COPIES OF THE MAINE SAFE SCHOOLS RESOURCE GUIDE,
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Please send this form & donations (if any) to:

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Resources Suggestions and Corrections

Thank you for helping keep this Resource Guide current and useful.

Type of Resource (check one or more):

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| <input type="checkbox"/> Agency/Org — Local | <input type="checkbox"/> Curriculum Supplement Re: Gay Issues |
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Please send this form to:

Maine Safe Schools Resource Collaborative

PO Box 15303, Portland, ME 04112-5303

Maine Children's Cabinet
One State House Station
Augusta, Maine 04333-0001
[207] 287-3531

Commissioner J. Duke Albanese
Chair, Children's Cabinet
Commissioner, Department of Education

Commissioner Kevin Concannon
Department of Human Services

Commissioner Michael Kelly
Department of Public Safety

Commissioner Martin Magnusson
Department of Corrections

Commissioner Melodie Peet
Department of Mental Health, Mental Retardation, and Substance Abuse Services

Spring 1999

Dear Maine School Administrator,

I am pleased to send you these copies of the newly published Maine Safe Schools Resource Guide put out by the Maine Safe Schools Resource Collaborative with funding from the Department of Mental Health, Mental Retardation, and Substance Abuse Services.

This Guide provides excellent information on resources available to schools in Maine to help them to become safe places for a category of individuals at high risk for emotional and physical harm: those who are, or are perceived to be, different in their sexual orientation.

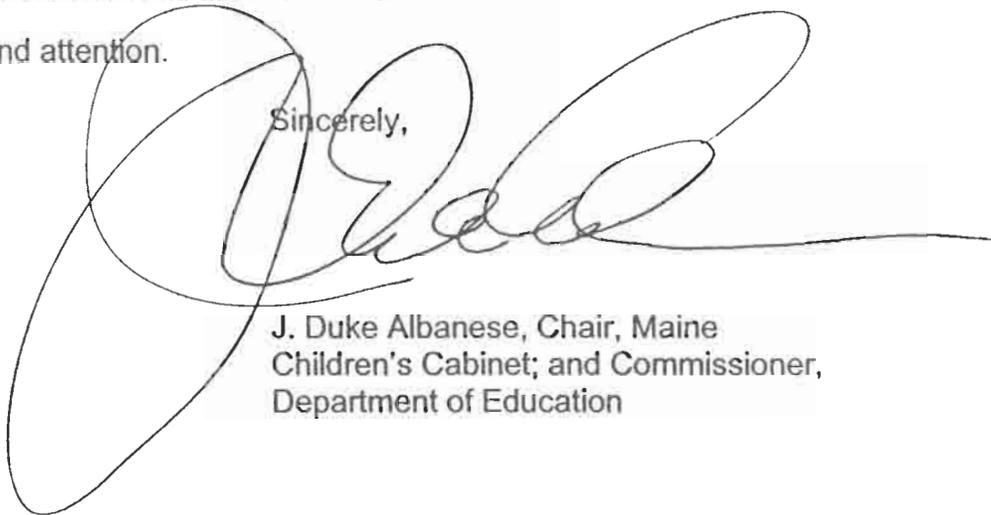
Attorney General Andrew Ketterer has strongly endorsed the Maine Safe Schools Resource Guide because his office knows that the highest percentage of hate-crimes, hate speech, and harassment are directed towards persons perceived to be gay or lesbian. These acts are committed by young people and usually preceded by acts of a less serious nature that were often ignored by adults who might have intervened. We all know that students cannot focus on learning when they have to live in fear of being picked on, hurt, or shamed by their peers.

We know that sexual minority youth in Maine are two to three times more likely to attempt suicide than their heterosexual peers. They are at higher risk for alcohol and drug abuse, for dropping out of school, and are frequent targets of verbal and physical harassment. It is our responsibility to set the tone in our schools so that all students, staff, and parents feel safe from harm and abuse, both physical and emotional. Our teachers need staff development opportunities to help them learn how to intervene in anti-gay bullying and how to create a school climate that is experienced as safe by all.

I encourage you to call upon the organizations listed in the Guide when planning staff development and in-service trainings for the Fall. Recent court decisions, such as the Nabozny case described in the Guide, clearly hold school systems responsible for dealing proactively with anti-gay harassment. The Maine Safe Schools Resource Guide can help you and your staff to take constructive actions to help you meet your responsibility to ensure that your school is safe for everyone.

Thank you for your kind attention.

Sincerely,

A large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long horizontal tail extending to the right.

J. Duke Albanese, Chair, Maine
Children's Cabinet; and Commissioner,
Department of Education

Gay, Lesbian, and Bisexual Youth in Maine

Researcher Diane Elze, Ph.D. recently completed a study that investigated the relationship between gay, lesbian, and bisexual adolescents' adjustment and the coping strategies they employ to manage problems related to their sexual orientation.ⁱ The study gathered data from 184 adolescents aged 13-18 from throughout Northern New England, roughly half of whom were from Maine. Although the sample size of Maine youth is small, this is a pioneering investigation with statistically reliable results, and so we have chosen to include it here.

The young people completed an extensive questionnaire that asked them about a range of issues including their comfort with their sexual orientation; perceptions of family, peer, and community support; perceptions of victimization and stigmatization; coping strategies; feelings of depression and anxiety; and suicidal ideation and attempts. Dr. Elze graciously provided the KIDS COUNT project with data regarding the youth from Maine. We will publish an Issue Paper this spring that will provide a more comprehensive report, but will highlight several important findings below.

First, there were several encouraging findings. Most youths in the present study reported very positive feelings about their sexual orientation, very positive attitudes about gay, lesbian, and bisexual people, and high self-esteem and peer support. Regarding the youths' coping strategies, the study found that when faced with interpersonal problems related to their sexual orientation, the more the youths' utilized strategies such as getting help from parents or peers, or talking directly with the involved parties, the less likely they were to report problems with depression or anxiety.

This study's findings also point to the pervasiveness of victimization and a fairly large number of stressful events in the lives of gay, lesbian, and bisexual youths. Although verbal insults (55%) and threats (28%) constituted the two most common forms of victimization, many of the Maine youth reported having experienced more serious victimization in both their schools and communities, citing such acts as having objects thrown at them, damage to their property, and being assaulted, chased or spat upon. The pervasiveness of their victimization is fairly comparable to that found in other studies of gay, lesbian, and bisexual youth.

Regarding the youth's perception of stigmatization, Maine's youth rated their state as significantly more negative in its attitudes towards gay, lesbian, and bisexual people than did youth from Vermont and Massachusetts. It should be noted that the research began only months after the repeal on February 10, 1998 of the protected status of sexual orientation in the Maine Human Rights Act. These Maine youth witnessed the withdrawal of civil rights protections for gay, lesbian, and bisexual people. In contrast, Massachusetts is leading the nation in advocacy and services for sexual minority adolescents. Following the passage of a bill by the state legislature in 1993 that prohibited discrimination within public schools on the basis of sexual orientation, Massachusetts developed the Safe Schools Program, a state-funded, statewide network of school-based services for gay, lesbian, and bisexual youths. Youth are aware of what goes on in their communities, and this has an effect on how they perceive themselves and how they construct their social perceptions.

There are alarming findings regarding suicidality in this sample of Maine youth. For comparison purposes, we have included here the most recent results from the 1999 Youth Risk Behavior Survey (YRBS), administered by the Department of Education to Maine high school students. We, of course, do not have information about the sexual orientation of the students who completed the YRBS. However, given that the same questions were asked of these two samples of students, we thought it relevant to provide a point of comparison. It should

be noted that other studies of gay, lesbian, and bisexual youth throughout the United States have found similar trends of greater suicidality in these youth. Elze found that 52% of gay, lesbian, and bisexual youth in Maine reported seriously thinking about attempting suicide in the last 12 months (compared to 22% in the sample of Maine high school students who completed the YRBS); 30% reported making a plan to commit suicide in the past 12 months (compared to 16.9% from the Maine YRBS); and 16% reported at least one attempt (compared to 10.5% from the Maine YRBS).

There were other significant findings particular to those youth in the study who reported having attempted suicide. These youth reported significantly less comfort with their sexual orientation than their peers who did not attempt. In addition, they also reported more negative school and community environments; more family stress; more stress related to their sexual orientation; and less peer support. In addition, these youth were of a lower socioeconomic status than their peers who did not attempt.

These findings suggest that gay, lesbian, and bisexual adolescents face risks associated with their sexual orientation, particularly regarding pervasive victimization and stigmatization. The results regarding successful coping strategies, however, underscore the importance of adults breaking the silence with adolescents around issues of sexuality. Youth fare much better when adults are seen as resources. Indeed, it is precisely the fear of victimization and stigmatization that often prevents many gay, lesbian, and bisexual adolescents from reaching out for help when faced with problems related to their sexual orientation.

The results of this study also point to the importance of providing resources and creating policies that will allow these youth to develop in an atmosphere conducive to feeling positive about their sexual orientation. Specifically, we must assist youth in developing active coping strategies so that they can address problems related to their sexual orientation in constructive ways. We must also create policies that will allow gay, lesbian, and bisexual adolescents to feel comfortable and secure within their families, schools, workplaces, and neighborhoods.

**MAINE FAMILY PLANNING FAMILY LIFE EDUCATION
CONSULTANTS AND OUTREACH COORDINATORS**

Family Life Education Services (FLES)

Purpose/mission: To promote family life education within the context of comprehensive school health education.

Services/Resources: workshops, inservice training for teachers, staff, administrators and parents. Technical assistance on policy development curriculum development, community building
Appropriate for pre-kindergarten, K-9, teens and adults. Phonenumber available statewide.

Contact: for referral to a local family life director contact Family Planning Association of Maine
Fran Mullin
PO Box 587, Augusta, ME 04332
Office: 622-7524
Fax: 622-0836
Email: fmullin@mint.net

**Aroostook Community Action Program
HEALTH 1st**

Darylen Cote / FLE & Outreach
44 Main Street, PO Box 1116
Presque Isle, ME 04769
Office: 768-3056
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1-800-432-7881
Email: darcot@acap-me.org (work)
hapdarcote@ainop.com (home)

Downeast Health Services, Inc.

Vicki Preston / FLE & Outreach
71 Court Street
Machias, ME 04654
1-800-313-1223
Voice Mail/Ellsworth: 1-800-492-5550
Fax: 255-8625
Email: prestonv@nemaine.com

Kennebec Valley Community Action Program

Andrea Price / FLE & Outreach
RR 1, Box 4747
Skowhegan, ME 04976
Office: 474-8487
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Email: pasco@midmaine.com

Additional Outreach Staff:

(Waterville address#)
Jean Finley, Brenda Lovely, Louise Pooler
Waterville Office
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Office: 873-2122
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**PenBay Medical Center
Midcoast Family Planning**

Vacant / FLE & Outreach
PO Box 866, Rockland, ME 04841
F.P. Office 594-6880
Fax: 594-6891

Linda Zeigler / Outreach
same address, Direct Phone Number 594-6889

**Penquis Community Action Program
PENQUIS Health Services**

Cheri Stacy / FLE & Outreach
262 Harlow Street, PO Box 1162
Bangor, ME 0402-1162
Direct: 973-3665
F.P. Office: 963-3650
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Email: clstacy@aoil.com

**Planned Parenthood of Northern New England
Sandy Lovell / FLE**

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Kerry Ratigan / Outreach

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**Western Maine Community Action Program
Tri-County Family Planning**

Kathy Kerr / FLE & Outreach
15 Front Street, #5, Farmington, ME 04938
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Family Planning Association of Maine

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Fran Mullin

Director of Training & Education
622-7524, ext. 16
Email: fmullin@mint.net

Lynne Kaplowitz, Administrative Associate
Training & Education
622-7524, ext. 18

RESOURCES in AROOSTOOK COUNTY

AROOSTOOK

HEALTH 1st

Community Education Services

Purpose/Mission: To deliver health education, training and resources as primary prevention strategies with emphasis on sexuality and reproductive health, enabling individuals to make informed sexual decisions, and to empower other agencies and professionals to contribute toward those ends. Referral and access to the clinical services and support that people need to achieve or maintain optimal health are also part of the mission.

Services/Resources: Consultation services for schools and community groups including needs assessment, professional development (in-service training), curriculum development, technical assistance and guest speaking regarding harassment, creating safe school and community climates, developing appropriate policies, sexual orientation and homophobia, HIV prevention and safer sex, gender equity, talking with children about sexuality issues, dealing with controversial issues, building community support for programs; a lending library of books, videos, curricula and other resource material for the classroom.

Appropriate for educators, administrators, parents, community members, and students of all ages from preschool through college. Primarily serve Aroostook, Northern Washington and Penobscot counties, but travel statewide upon request.

Contact: Darylen Cote

Box 1116, Presque Isle, ME 04769

Phone: toll free 1-800-432-7881 or 768-3056; Fax 768-3022;

Email: darcot@acap-me.org and hapdarcote@ainop.com

The HIV Prevention Project Northern Lambda Nord/HEALTH1st

Purpose/mission: To provide support and information for glbtq youth and outreach/prevention services regarding HIV and related issues.

Services/Resources: Phonenumber services are available Monday through Friday evenings from 7-9 p.m. with trained volunteers available to provide support, information and referrals to people, particularly youth, who have concerns about sexual orientation and/or HIV; a lending library of books and other material.

Appropriate for teens and adults. Phonenumber available statewide. Other services primarily in Aroostook but travel statewide is possible.

Contact: Darylen Cote, Cathy Bohis or Donald Weatherford
NLN

Box 90, Caribou, ME 04736

Phonenumber: 498-2088; toll free 1-800-468-2088

Health 1st

Box 1116, Presque Isle, ME 04769

Phonenumber 768-3056; Fax 768-3022

darcot@acap-me.org or cbohls@acap-me.org

SAFE Aroostook

Purpose/mission: SAFE Aroostook is a coalition of social service and health professionals, clergy, educators and concerned citizens who wish to nurture lifelong respect for the uniqueness of each individual including, but not limited to, differences in race, ethnicity, gender, social class, age, disability, religion or sexual orientation. Our aim is to foster a welcoming community by increasing awareness, educating, and providing support in the face of any prejudice or hostility, with the goal of preventing future discrimination or attack.

Services/Resources: workshops, speakers, materials regarding conflict resolution, being an ally, reducing prejudice and discrimination; an avenue to become involved in ongoing projects to raise awareness and make a difference in Aroostook County for anyone concerned with preventing hate and violence.

Contact: Rev. Bob Grove-Markwood or Darylen Cote
Congregational Church, Church Street
Presque Isle, ME 04769

Tel.: 764-4743

Fax: 768-3022

Email: safe-arostook@whope.umpi.maine.edu