

Reducing Harassment (from p. 8)

formation or service with confidence.

5. Implementation

Actions may include presentation of proposals, policy changes, non-discrimination clauses, curricular supplements, support groups, staff development programs, or community education plans. Many groups contact supportive national organizations to inform them of their actions. Successful groups draw on their earlier work to meet any opposition with accurate information, and retain an emphasis on finding common ground. Finally, although not typical of the programs reviewed here, successful programs are most sustainable with thoughtful and inclusive plans for evaluating and reporting their progress to the school and community.

(Mary Henning-Stout and Samantha Macintosh are from Lewis & Clark College; Steve James is from Goddard College).

Buzz Words (from p. 7)

- Decreased aggressiveness and temper outbursts

ADHD: Things to Remember

- The diagnosis is still behavioral. There is still no test for ADHD.
- The symptoms may represent more than one disorder.
- Response to medication is not diagnostic of ADHD.
- Medication is the most proven treatment.

12 Core Principles for Managing ADHD Children (Barkley)

- Bridging Time
- Greater immediacy of consequences
- Increased frequency of consequences
- Use of more salient consequences
- More frequent changes in rewards
- Act don't yak
- Use positives before negatives
- Anticipate problems; have a plan
- Keep a disability perspective
- Maintain a sense of priorities
- Don't personalize the child's problems
- Practice forgiveness

Panel on CIM Scheduled

Putting the CIM to the test: An analysis of the State Educational Reforms is the title of a panel discussion to be held at Portland's Wilson High School Auditorium on May 13, from 9 am to noon. All concerned Oregonians are invited.

This public conference – to include experts in testing, education, and other areas – will largely focus on the validity and reliability of the CIM tests,

the implications of the current level of validity and reliability of these instruments, and the impact these tests are having on the Oregon public school system, and on parents, teachers, counselors, school psychologists, and others.

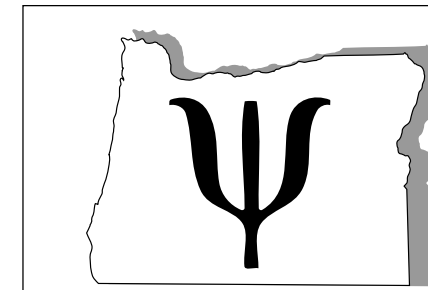
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The Oregon School Psychologists Association provides leadership in creating a brighter future for all Oregon children through professional affiliation, collaborative problem-solving, and promotion of practices that are both innovative and based on solid psychological and educational research.

**OSPA Bulletin**

Newsletter of the Oregon School Psychologists Association

Vol. XXII, No. 3

Spring 2000

Tri-State 2000 Registers Success

Over three hundred school psychologists from four states converged on the Doubletree Hotel at the Lloyd Center (Portland) on March 9-11, for professional workshops and presentations on a variety of subjects.

NASP President Kevin P. Dwyer gave the keynote address on Friday morning. Dwyer, who was primary researcher for *Early Warning, Timely Response: A Guide to Safe Schools* (1998), had also been present for an all-day workshop on Thursday, to present to latest developments in violence prevention in schools. The workshop attracted over a hundred participants. A concurrent all-day workshop was presented by Howard Knoff, an



NASP President Kevin Dwyer gives keynote at Tri-State

photo by Phil Bowser

expert in school reform procedures to enhance learning and diminish discipline problems.

Tri-State has been held every three years since the mid-1980s, as an opportunity for school psychologists from Oregon, Washington, and Idaho to work together on issues. A large format conference like Tri-State also allows a greater diversity and number of presentations than is normally possible when states organize smaller, individual conferences. The size of this triennial event also makes it possible to attract a greater number of vendors to display their

continues on p. 9

Reducing Harassment of Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in the Schools

by Mary Henning-Stout, Steve James & Samantha Macintosh

(Editor's note: this article is a greatly abridged form of the original, which appears in this spring's special edition of School Psychology Review. Readers are encouraged to consult the original article for further, and more complete, information. The OSPA Bulletin is greatly indebted to the authors for permission to abridge here, which we do with the hope that school psychology professionals will continue to work on this issue so crucial to our nation's health.)

The incidence of harassment of young women and men who do not fit with pervasive norms for gendered appearance and behavior is both well-documented and disturbing. School psychologists are in unique positions to influence the cultures of schools through provision of information, support of respect and

tolerance, active programming to address the concerns and attitudes of students and teachers, and engagement in both the articulation of policy and its translation into practice. This article is intended to serve as a resource for such action. It is our judgment that model programs for addressing and reducing harassment serve as the best guides for the creative development of similar initiatives.

Harassment in Context

The research literature on lesbian and gay adults indicates that coming out, the process of disclosing one's sexual orientation to others, is related to developing positive self identity as a sexual minority individual. However, for adolescents, it carries significant risks of harassment and physical violence in the schools and abuse, isola-

tion, or exclusion from the home. Consequently, sexual minority youth are at risk for low self-esteem, for engaging in self-injurious behaviors (e.g., substance abuse, teen pregnancy), for running away and homelessness, for HIV infection, and for suicide.

Harassment is defined in Webster's as a persistent effort to tire, worry or annoy with repeated attacks. It is also defined as laying to waste. For sexual minority youth, these tiring and destructive attacks occur on multiple levels and, as evident from the literature, take significant social and psychological toll. For the purposes of this discussion, we propose three levels of harassment.

Popular and professional literatures tend to focus most frequently on what we are calling interpersonal harassment and group harassment.

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presidential perspective

PR never hurts, often helps

OSPA was recognized during the second week of April when Oregon Governor John Kitzhaber proclaimed April 10 to 14 "School Psychology Week." All OSPA members should have received a packet of material prior to the week, containing a copy of the proclamation, some related information, and a few "PR pieces."

The point of the packet with the proclamation is precisely the issue we as school psychologists have faced for years. Too often, what we do is unknown. And every one at or around a school should be aware that school psychologists — who, yes, are trained to do assessments — are there to advocate for the educational and mental health needs of all children.

It is my hope that the PR Hints and Suggestions that accompanied our proclamation package does not get filed away, but that it remains out for use throughout the remainder of this school year, and into the coming year.

With parents, we should make ourselves visible. Open houses and back to school nights offer great opportunities for contact with lots of parents we may not otherwise have a chance to meet.

Our contacts with students are key, and the more

students with whom we can have positive, helpful interactions the more successful we will be. One of goals the OSPA board members set for themselves this year was to spend at least a little time with kids that we would not normally spend in the course of our employment. A few of those activities are listed in "OSPA Goals" (see p. 9). But there are lots of chances for all of us: make presentations to students, send a note of congratulations to someone who excelled.

Administrators and teachers are also key people that need to be aware, not only of what we do, but also of what we can do. Making sure lunch times overlap, giving presentations, or volunteering to help on building committees can have results far beyond the immediate acts themselves; and those results are not only good for us as individuals: they help both us, collectively, and those with whom we work.



David Streight

The IEP According to Dr. Seuss

Do you like these IEPs?
I do not like them, Jeeze Louise,
We test, we check
We plan, we meet
But nothing ever seems complete.

Would you,
Could you
Like the form?

I do not like the form I see,
Not page 1, not 2, not 3
Another change
A brand new box
I think we all
Have lost our rocks.

Could you all meet
here or there?

We could not all meet
here or there.
We cannot all fit anywhere.
Not in a room
Not in the hall
There seems to be no space at all.

Would you,
Could you
Meet again?

I cannot meet again next week
No lunch no prep
Please hear me speak.
No, not at dusk. No, not at dawn
At 4pm I should be gone.

Could you hear
while all speak out?
Would you write
the words they spout?

I could not hear, I would not write
This does not need to be a fight.
Sign here, date there,
Mark this, check that
Beware the students ad-vo-cat(e).

You do not like them
So you say
Try again! And so you may.

If you will let me be,
I will try
To understand the reasons why.
Say!
I almost like these IEPs
I think I'll write a 6003.
And I will practice day and night
Until they say
"You got it right!"

reprinted from the *Tennessee School Psychologist*, Winter 1999 (author unknown)

Tri-State (from p. 1)

books, tests, and programs. Districts recruiting school psychologists also like the larger number of attendees.

This year the Idaho association was responsible for inviting and making arrangements with vendors and other groups or associations wishing to make contact with school psychologists; Oregon's past-president, Karen O'Brien, and conference chair, Dawna Warren, did all hotel liaison and arranged the presenters and schedules. David Streight did the layout for pre-conference publicity, and conference brochure. The Washington association was responsible for mailings, as well as for registration



procedures and finances.

Income and expenses are still being tallied, but evaluations and comments,

both formal and informal, have already judged Tri-State 2000 a solid success. School district purchase orders make final calculations slightly slower, but Tri-State is expected to break even or to have made a slight profit for the three states.

(Photo: OSPA Past-President Karen O'Brien addresses Tri-State attendees, with Idaho president Cathy Doherty, center, and Washington State Association president Jacquie Jensen.)



OSPA Board Members Work on Goals

Editor's note: Recent issues of the OSPA Flash! have referred to the three goals the executive board members set for themselves this year—goals which they invited other OSPA members to join them in. Below is a sampling of the activities in which board members have engaged since the fall.

The goals are:

1) Spend at least two hours in positive interaction with children during the year; two hours that we would not normally spend in our regular work with children.

2) Know our legislators, both in Salem and in Washington. Contact them. Let them know who we are.

3) Bring new members to OSPA. Members increase our strength and effectiveness.

"One example I'm most proud of is when I wrote a note to a sixth-grader who tends to make the teachers want to pull their own hair out. He is a tough one—bad home life and lots of issues, but smarter than anything. He actually smiled and laughed at one of our counseling sessions. Later that day I wrote a note that said 'Thanks for showing me your smile' and enclosed two 'Panther Payoff' tickets (worth 50 cents at the student store). He never said anything about it, but I choose to believe it might have made a difference in his day."

"I've made time to just chat with kids who are not on my 'caseload.' Some needed reassurance and encouragement, others needed someone to just listen. Then there are the kids who are on my caseload, but I tried to go the extra mile beyond being their case manager — by talking with them about things besides school or homework. I suppose everybody does that, and it wasn't necessarily outside of my work day, but that's the reason I wanted to be a school psychologist— to support students in every way, not just by testing and writing IEPs."

In response to the hubbub about National Teacher Certification and the fact that there are none in Oregon, I contacted a number of legislators, the superintendent and school board members in my district, the Education Association President and others with a bunch of information regarding the Nationally Certified School Psychologist credential."

"I wrote letters to a dozen people I knew who were not OSPA members. Only got a couple of new members out of it — fewer than I wanted— but that was a help."

"I joined a 'Positive Youth Development' committee, a subunit of the county Commission on Children and Families. The committee takes on a number of


projects to benefit youth, but the nice thing is that about half the group is youth! It has turned out to be more than two hours with kids that I ordinarily would have spent, but it is very uplifting to be around some really together kids for a change!"

"I did some pro-bono training for an afternoon recreation program, and worked with their high school 'team leaders.' This was a classy group to work with."

"At each of our monthly school psych meetings I have tried to remind people to become members and tell them a little bit about the benefits of OSPA membership. Also, I posted applications on our 'news board' and put one in everyone's box."

"I have helped a high school senior with organization and study strategies; sent letters to senators and representative about the Elementary and Secondary Education Act to include monies for mental health professionals in the schools; and talked to our new school psychs in the district about OSPA (both have joined)."

"When requests come up for action with our legislators I have sent e-mails to my reps."

"I volunteered to measure discus throws at a track meet: easy to do, fun to do, lots of good interactions with kids." 

of the incidents that total 91 over the four years (gangrape, 8; physical assault, 19; physical harassment and/or sexual assault/short of rape, 14; on-going verbal and other harassment, 34; one-time, climate setting incidents, 16). Also highlighted in these reports has been the evidence that incidents of harassment involve an average of three perpetrators to one victim. The data presented in the publications of the WEA along with the curricular and other classroom strategies provide important resources for school personnel interested in addressing harassment of sexual minority students.

Common Elements of Successful School Programs

Successful programs must be grounded in close and ongoing attention to the particular needs and interests of the people it will serve. At the same time, several guiding ideas, specific goals, functional objectives, and specific processes were distilled from our review of school- and community-based programs that address the harassment of sexual minority youth.

Guiding ideas

First, as mentioned above, successful programs respond directly to a school's concern with harassment issues and take into account that community's level of awareness, their ways of seeing and knowing. One program might involve the inclusion of lesbian, gay, and bisexual concerns in the diversity policies or diversity curriculum or a school. Another might provide specific programming for gay youth that could include support groups, activity groups, political action groups—any one of these or some combination. A program might be focused on training service providers in schools or communities in ways of being responsive to the interests and concerns of lesbian, gay, bisexual, transgender, and questioning youth. A program might center on moving from idea to action—identifying and enforcing basic rules of social respect; for example, authoring the rules as a school, post-

ing those rules, encouraging the modeling (by the adults) of consistent adherence to the rules, articulating consequences for compromising the rules, and establishing clear and functional procedures for registering and resolving grievance situations.

A second idea guiding successful programs is that they are preventive in their approach. When an incidence of violence, including harassment or suicide, has occurred, both first and later responses would be tertiary in nature; that is, focused on preventing future violence. Programs designed specifically to address the interests and concerns of sexual minority youth, youth who are questioning their sexual orientation, or children of lesbian, gay, bisexual, or transgender parents would stand as secondary prevention efforts developed to support youth who are placed at risk by the presence of bias and harassment in contemporary social structures. Finally, programs that address general populations of children, educators, or social service providers, would be programs of primary prevention. These programs influence the movement of social structures toward more inclusive, respectful, supportive functioning. Gordon has described processes for inviting all students in a school into their empathy by bringing to collective awareness the oppression they experience as children and youth. Primary prevention can be both elegant and profound when links are made between one person's experienced pain and the general experiences and sequelae of oppression.

Goals and functional objectives

The two immediate goals of any successful program for reducing harassment of sexual minority youth are (a) to increase safety for all children and youth, and (b) to counter the heterosexism too often seen in school and community cultures.

Specific processes

Five somewhat distinct processes appear to characterize successful programs of harassment reduction in schools. These processes seem to paral-

lel those evident in community-based programs.

1. Emergence of Local Issues

Prior to the development of a program, local issues come to the awareness of individuals or groups who then move toward taking action in response. This awareness may follow a single event such as a suicide, murder, assault, or public revelation of the sexual orientation of one or more students or adults. Issues may become apparent more gradually as one or more members of the school community encounters the needs of sexual minority students. Students themselves may articulate and bring forth issues through existing school groups or by establishing new ones.

2. Formation of Coalitions.

Once issues are identified, individuals in the school community who are motivated to take action seek allies. Some form of strategy building occurs and may include sessions focused on increasing participation and building group cohesion. These sessions also offer opportunities for developing realistic and measurable goals. Emerging coalitions appear to build strength by engaging supportive authorities and/or representatives of other powerful organizations or groups.

3. Information Gathering

Groups interested in developing school-based programs for reducing harassment of queer and questioning students identify and gather potential allies, often engaging them in information sharing and brainstorming to generate action ideas. They also consider the potential for backlash on both group and individual bases. This process includes careful consideration of the vulnerability of each group member and all potential program participants.

4. Action Planning

Successful programs are built on clearly identified actions that have been considered for their potential consequences. These programs organize their information, evidence, and allied support so they are prepared to present their in-

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OSPA News

Past President Recognized

OSPA's immediate past-president was recognized at the Tri-State conference in March, in part for her years of service to state leadership, and in part for her service "above and beyond the call of duty" in preparation for Tri-State. Here is the text of the presentation, which was written by OSPA president David Streight, and read by president-elect Steve Haskell.

State associations of school psychologists depend on volunteer assistance for many, if not all, of their board activities. Every every minute of that assistance is appreciated. But Karen O'Brien is a case of volunteerism and commitment beyond the call of duty.

In June of 1999, Karen completed her year as president of Oregon School Psychologists Association. As past president, she had the option of acting thereafter as a "consultant" to the board, with a significantly diminished level of activity.

But Karen's continued commitment to her professional colleagues has been in large part responsible for Tri-State 2000 taking place. She researched hotels, she worked on the planning committee, she contacted presenters, she organized the schedule and many of the logistics; and she did a dozen other tasks, holding it all together, in and among her other duties.

The same has been true of Karen's work for her state association. It is hard for an OSPA member to travel much far-

ther north for board meetings than Karen, whose residence is in Gold Beach near the California border.

But to my recollection she has not



O'Brien with OSPA president David Streight

missed a meeting since I have known her. In addition to her time commitments, Karen is a consummate organizer, a sensitive group member, and an executive officer with both experience in the past and vision for the future.

On behalf of the Oregon School Psychologists Association, and with a special personal appreciation for her help, her support, and her commitment to both the children of Oregon and her colleagues throughout the Northwest, I would like to present this plaque of appreciation.

Oregon to do GPR Training

OSPA has been invited by the Government and Professional Relations Committee of NASP to participate in NASP's GPR training this spring. The training will take place in Portland, and OSPA members interested in availing themselves of it are invited to attend.

The past decade has increasingly shown the importance of training in how to contact and deal with legislators. NASP and state associations have experienced that our probability of success in advocating for the needs of children, and for a variety of other professional

issues is affected by knowledge of how to interact with governmental structures.

The most recent case of this in Oregon has been two unsuccessful attempts in Salem at changing existing law regarding certain kinds of private practice for school psychologists.

Training will take place on Friday, May 12, from 9:00 A.M. to 4:00 P.M. Those interested in more information, should contact Don Liedel at 503.697.9642, <doridon@teleport.com> or David Streight at 503.246.8715, <streight@teleport.com>.



The *OSPA Bulletin*, the official publication of the Oregon School Psychologists Association, is published four times a year and distributed to members as a membership benefit. OSPA is a nonprofit, non-partisan, educational association of professional school psychologists. It is dedicated to providing for the educational and mental health needs of all children and to advocating for their achievement of independence, dignity, and purpose of life.

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The *OSPA Bulletin* invites contributions. Professional issues and news, articles, questions, reviews, letters and graphic works should be sent to David Streight, 7735 SW 87th, Portland OR, 97223, or <streight@teleport.com>. Changes of address should be sent to Shannon Van Horn, Membership Chairperson, 7423 N. Buchanan Ave., Portland, OR, 97203, or <shannon@spoiler.com>.

Bulletin deadlines for future issues:
Summer, June 1, 2000
Fall, September 1, 2000

Reducing Harassment (from p. 1)

Interpersonal harassment involves up to two perpetrators who have some level of familiarity with their victims; that is, some personal, though perhaps casual, familiarity. In some settings, such as large high schools, interpersonal harassment may involve a level of anonymity with a perpetrator verbally, emotionally, or physically harassing a person she or he does not know personally but assumes familiar because of shared affiliation (i.e., students in the same school). Group harassment occurs when more than two people form a perpetrating group. This level of harassment may involve people familiar or anonymous to one another. In cases of anonymity, the perpetrating group again functions on assumptions that the people they are attacking are homosexual.

More subtle variables maintain the individual and collective thinking that allows such discrimination and harassment to continue. These variables define the third level of harassment as *socio-cultural*. Socio-cultural harassment occurs in the continuous overt and covert messages lesbian, gay, bisexual, transgender, and questioning youth encounter. These messages convey negative and harmful stereotypes about homosexual people. Most obvious are graffiti, vitriolic talk show hosts, and ballot measures restricting civil rights. Less commonly recognized is the invisibility of homosexual people in public positions as leaders, or in the media. This invisibility can translate all too easily to schools where curricular evidence of the historic and contemporary roles filled by homosexual people is missing, and the subject of sexual orientation and youth is taboo.

The action by the Salt Lake City School Board on February 20, 1996 to ban all noncurricular clubs from district schools is an example of socio-cultural harassment. The goal of the School Board's decision was to block the formation of a club that would explicitly include gay and lesbian students.

A bisexual girl with the support of another twenty students had initiated the formation of a Gay/Straight Alliance group in their high school. The girl began this initiative after she was assaulted for the second time due to her sexual orientation. The result of the School Board's response to this initiative was the closure of young men's and women's associations, ethnic clubs, volunteer councils, Kiwanis clubs, human-rights groups, hiking, skiing, rugby, soccer, chess, and environmental clubs. The message to sexual minority youth in that city's schools was clear. They were not welcomed as themselves.

Legal and Professional Guidance

There are ample professional guidelines to support psychologists' efforts to improve the climate of acceptance and safety for lesbian, gay, bisexual, transgender, and questioning students. In a joint resolution passed in 1993, the National Association of School Psychologists (NASP) and the American Psychological Association (APA) gave decisive

support and guidance to the appropriate treatment of sexual minority youth in schools by resolving that these organizations take leadership roles in promoting societal and familial attitudes and behaviors that affirm the dignity and rights, within educational environments, of all lesbian, gay, and bisexual youths, including those with physical or mental disabilities and from all ethnic/racial backgrounds and classes, [and that these organizations] support providing a safe and secure educational atmosphere in which all youths, including lesbian, gay, and bisexual youths, may obtain an education free from discrimination, harassment, violence, and abuse, and which promotes an understanding and acceptance of self.

Along with the guidelines of the profession, there are also legal reasons for reducing and eliminating the harassment of sexual minority youth in schools. In 1996, in the only trial to produce case law linked directly with the concerns of sexual minority youth, the United States Federal Seventh Circuit Court of Appeals ruled in favor of Jamie Nabozny's claim that his guarantee of equal protection had been violated (Nabozny v. Podlesny, 1995/1996). The Nabozny case has given clear illustration of the ethical and legal importance of careful attention to this question.

...in response to the growing frequency
of suicide, alcohol/substance abuse,
and risk of AIDS...

Model School-Based Programs

In the spirit of learning from existing programs, we initiated a search of electronic and print media to identify programs for sexual minority youth. We looked for programs housed in or connected with schools and selected those with demonstrated stability and evidence of positive support. The three initiatives of focus have broken important ground in addressing harassment of lesbian, gay, bisexual, transgender, and questioning youth in schools.

Project 10

In 1984, Dr. Virginia Uribe began Project 10, a program for queer and questioning students at Fairfax High School in the Los Angeles Unified School District. Uribe planned and implemented this initiative in response to the growing frequency of suicide, alcohol/substance abuse, and risk of AIDS among gay and lesbian teenagers. Project 10 is primarily a dropout prevention program that recognizes sexual minority youth as at increased risk for dropout for various reasons that relate to their sexual orientations. Educational workshops, sensitive counseling, and accurate non-judgmental information are provided for students and staff alike.

Support groups are at the heart of this Project 10. The goals of these groups are to improve self-esteem and pro-

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Reducing Harassment (from p. 4)

vide affirmation for students struggling with the effects of stigmatization based on their sexual orientation. The counselors for these groups deal directly with issues such as staying off drugs and alcohol, avoiding high-risk sexual behaviors, getting jobs, staying in school, and going to college. Referrals to outside agencies are also given when necessary. Testimonials from students have indicated that the groups are valuable to them. Success has been measured by improved attendance and academic performance, improved relationships with primary family members, and by the number of males who agree to attend AIDS education programs sponsored by local human service organizations.

Following the initiation of Project 10 in 1992, the Los Angeles Board of Education approved the establishment of the Gay and Lesbian Education Commission (GLEC) to advise the board regarding the special needs of gay and lesbian students and personnel in the district.

The GLEC sponsors an annual youth conference on the campus of Occidental College at Eagle Rock, CA. The conference, entitled *Models of Pride*, provides a setting in which students can learn from and support one another. The Board of Education in Los Angeles, in conjunction with the GLEC, has instituted policies, offices, and procedures to help to protect gay, lesbian, bisexual, transgender, and questioning students: (a) a No Name-Calling and No Discrimination Policy which includes sexual orientation, (b) district offices for dealing with reports of discrimination and harassment, and for providing information and support to students, (c) a district-wide procedure for processing complaints of harassment and discrimination, including those of gay and lesbian students, and (d) a reporting process which tracks bias-motivated incidents and hate crimes. A protocol has been instituted to respond to incidents in a standardized manner.

...in response to the
epidemic rates of suicide by young
gay men and lesbians...

Massachusetts Governor's Commission on Gay and Lesbian Youth

On February 10, 1992, the Governor of Massachusetts, William F. Weld, signed an executive order that created the nation's first Governor's Commission on Gay and Lesbian Youth. This was in response to the epidemic rates of suicide by young gay men and lesbians as revealed by Gibson (1989) in the Federal Report on Youth Suicide. Abolishing prejudice and discrimination against gay and lesbian youth was a stated goal of the Commission, which operated and continues to operate at the state level.

After its inception in February of 1992, the Commission released its first report in February of 1993, *Making*

Schools Safe for Gay and Lesbian Youth. The report addressed the problems faced by gay and lesbian adolescents in the schools after holding five public hearings across the state of Massachusetts. The problems outlined included (a) harassment of gay and lesbian students in school, (b) isolation and suicide, (c) dropout and poor school performance, (d) gay and lesbian youth and their need for adult role models, and (e) families of gay and lesbian youth.

In December of 1993, the Gay and Lesbian Student Rights Bill was passed in Massachusetts. At the same time, the state amended its law pertaining to educational rights for public school students to include consideration for sexual orientation. Massachusetts has also been a leader in helping schools in other states develop safe and productive environments for their lesbian and gay students and staff. Five priorities have been outlined in this process: (a) policies, (b) training, (c) services, (d) curriculum, and (e) community outreach. Specifically, the Sexual Harassment Policy Implementation Guidelines and Complaint Form developed by Framingham (MA) Middle School have been used as a model for other states.

Washington's Safe Schools Project

The Washington Education Association (WEA) started the Safe Schools Anti-Violence Documentation Project (a five-year study) in 1994 to examine and understand the phenomenon of anti-gay sexual harassment and violence in the schools (K-12). The project's original focus and represented the sole WEA initiative linked with gay students. In the meantime, however, the project has expanded in scope.

For example, the Safe Schools Anti-Violence Documentation Project's Second Annual Report catalogued specific cases of anti-gay harassment and violence alongside recommendations of curricular resources and issues to discuss in the classroom. The Safe Schools Project has also adopted the Framingham (Massachusetts) Middle School's Sexual Harassment Policy Implementation Guidelines and Complaint Form.

In the project's third annual report, harassment data were supplemented with the following: (a) harassment incidence data specific to lesbian, gay, bisexual, transgender and questioning students, (b) strategies for preventing harassment and fostering climates of respect, (c) a harassment-prevention curriculum, and (d) strategies for responding to anti-gay harassment and for ensuring the safety and well-being of sexual minority students. The project's fourth annual report included two volumes, one containing a report of harassment data, the second outlining curricular and other classroom strategies with an appended resource guide. Although the statistics presented in these reports were not summarized to detect trends, careful review of the data suggests there may be a reduction in incidents of harassment as this project continues. The focus of the reported data has been on the nature

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