

CREATING SAFE MAINE SCHOOLS

RESOURCE
GUIDE

Fall 2014

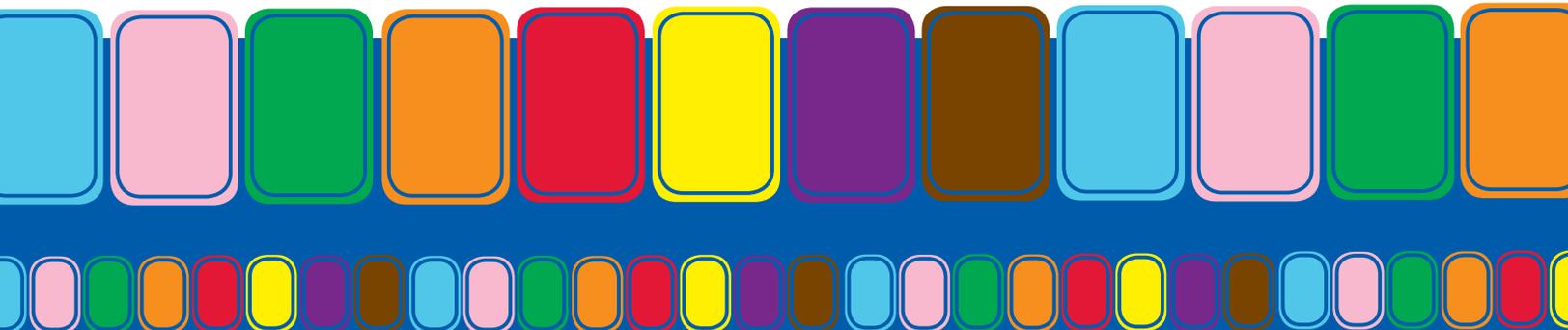


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RESOURCE GUIDE

Fall 2014

Creating Safe Maine Schools Coalition
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THANK YOU

Members of the Creating Safe Maine Schools coalition contributed many hours and much collective wisdom to the creation of this guide. We are grateful for their generosity and their expertise.

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We would also like to thank the Holocaust & Human Rights Center for their generous donation of meeting space and the Samuel L. Cohen Foundation for their support of this project.

Thanks to Amy Raina for layout & graphic design of this Resource Guide.

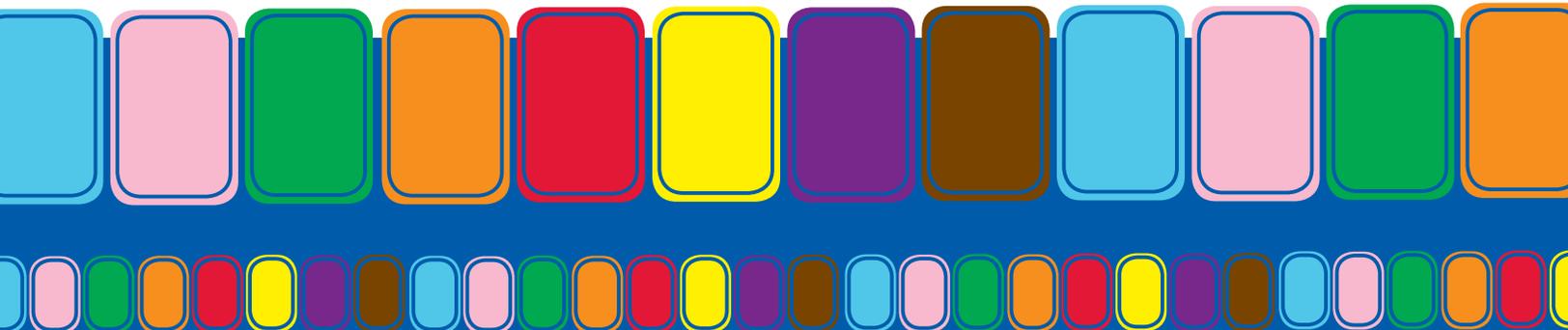
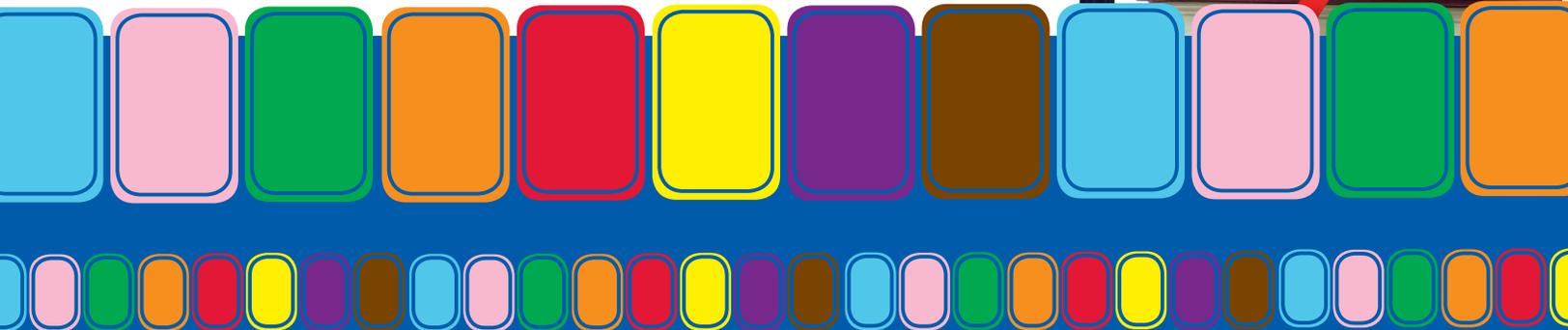




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INTRODUCTION

Many Maine schools spend a significant amount of time working to create a climate that is welcoming and respectful of all students, faculty/staff, and families. There are an overwhelming number of programs and resources available to assist schools with this work. With little time and few financial resources, it can be hard to distinguish which interventions will effectively address the particular issues of any one school. It can also be difficult to gauge the quality of individual interventions. The Creating Safe Maine Schools Coalition has created this Resource Guide to assist schools with these very challenges.

The Creating Safe Maine Schools Coalition is pleased to share this Resource Guide with Maine schools and communities. The guide is a listing of theory-driven programs and resources in Maine that help schools and communities create positive school climates and prevent harm. This guide is the product of the collective expertise of more than 15 Maine programs and organizations that work with schools all over the state to create safer, more inclusive learning environments for young people and adults.



A WORD ABOUT THE TERM “BULLYING”

Throughout the guide, we have strived to be as specific as possible with our descriptions about the issues that each program or strategy addresses. This is to combat the generalized use of terms like “bullying” in the field of prevention. While some people understand the term “bullying” to have a particular meaning—either defined by practitioners, state law, or school policy—the overuse of the term in the media and public has created confusion.

In addition, the term “bullying” is often used in two ways: 1) in place of more specific descriptions of behaviors (name-calling, exclusion, physical violence, etc.), and 2) instead of naming the specific forms of oppression that are often the root causes of these behaviors (such as racism, classism, sexism, homophobia, ableism, etc.) Without specifically naming these behaviors or biases, we risk misunderstanding the situation and applying generalized solutions that do not impact the real source of the problem. Schools typically face issues that go deeper than simple meanness. We encourage schools to dig deeply into the root causes of hurtful behavior that students and adults experience; knowing that building a safer school climate is a long-term process.

Despite these concerns, we have chosen to include “anti-bullying” as one of the descriptors that programs and resources in the guide can use to de-

scribe the content of their work. This acknowledges that the term is still in widespread use, and that some programs and resources do use specific definitions of the term. Along with “anti-bullying”, we have also provided many additional program descriptors, in order to get as precise as possible about the focus of each program’s work.

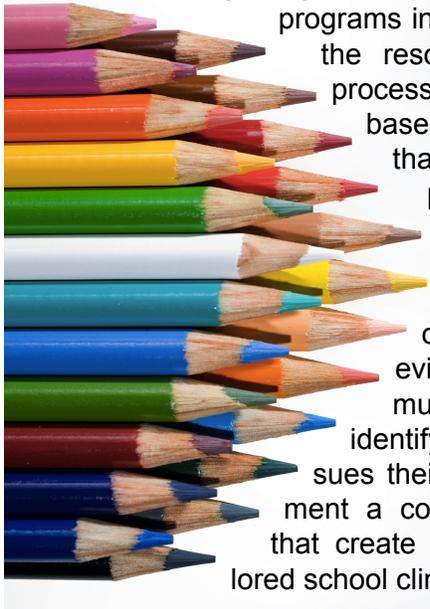
THINKING CRITICALLY ABOUT THE LABEL “EVIDENCE-BASED”

Many schools are encouraged and/or mandated to use “evidence-based” programming in their school. The term “evidence-based” refers to programs that have a high level of academic research to substantiate their outcomes. Becoming an “evidence-based” program requires both significant funding and connections to researchers who are capable of conducting rigorous studies about a program’s effectiveness.

Some of the programs in this guide are evidence-based; all of them are theory-driven. The Centers for Disease Control define theory-driven as “strategies [that] have a scientific justification or logi-



cal rationale.”¹ The Creating Safe Maine Schools Coalition decided to use “theory-driven” as a criteria for inclusion in this guide instead of “evidence-based”, recognizing that many effective, well-respected programs in Maine simply do not have the resources to engage in the process of becoming “evidence-based.” We also acknowledge that there are some local programs that are more effective--and a better fit for some Maine schools--than other nationally recognized programs that are evidence-based. Each school must assess their own needs, identify the root causes of the issues their schools face, and implement a combination of interventions that create a comprehensive and tailored school climate strategy.



- **Promoting Positive Relationships:** Relationships are the cornerstone of any effective school climate efforts. Programs should help build meaningful relationships and connectedness between and among young people and adults, with the amount of time/effort that is needed for that.
- **Age-Appropriate:** Programs and resources should be developmentally appropriate, and timed for maximum effectiveness.

There is a wide range of ways in which programs showed they meet these criteria. By including programs and resources in this guide, coalition members felt comfortable that the criteria had been adequately articulated.

CRITERIA FOR INCLUSION IN THIS GUIDE

The Creating Safe Maine Schools Coalition used three main criteria for programs' inclusion in the guide. These are three of the Centers for Disease Control's Nine Principles of Effective Prevention Programming² that we prioritized as key components for any program in the guide. We asked programs to explain how they are:

- **Theory-driven:** There is some research or scientific basis for the program. The research doesn't need to be on the program specifically, but it needs to support the underlying practices of the program.



^{1,2} Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58,



HOW TO USE THIS GUIDE

The guide is structured to provide schools with an overview of the following concepts:

- What constitutes effective prevention programming;
- Principles and practices of safe schools;
- The importance of a school climate needs assessment; and
- Relevant policies and laws related to school climate.

These elements are a critical part of creating an action plan for your school's climate. We hope that you will review them and then browse the remainder of the guide, which includes:

- A detailed listing of school climate-related prevention programs available in Maine;
- Information about each program's services, including program structure, geographic area served, key issue areas addressed, and cost (if applicable).

We've also included an index before the program list, so it is possible to reference programs by geographic area, subject matter, and ages served.

This is the first edition of this guide, and while we have made a significant effort to include as many relevant, theory-driven programs as possible, we know that we may have overlooked some good work being done across Maine. If you are interested in applying for inclusion in a future edition of the guide, we would love to hear from you.

Please contact individual programs with questions about their services.

For questions about the guide, contact creatingsafemaineschools@gmail.com

CORE PRINCIPLES OF SAFE SCHOOLS

True prevention works to change cultural and social norms to end violence before it begins. Effective programming seeks to establish a violence-free climate by engaging every community member – every potential perpetrator, victim, or bystander. It promotes healthy behaviors and attitudes (protective factors) and works to decrease unhealthy attitudes, beliefs, and social norms (risk factors or root causes). Individuals, their families, schools, and whole communities should be the target of programming, in order to change systems and social norms and establish a healthy school climate.

Many activities that have traditionally been labeled as prevention in the anti-violence and school climate fields are focused on intervention: they seek to either change the behaviors of individuals, or to correct a problem after the harm has already occurred. Effective prevention is more like the public health response to sickness: while not everyone experiences the flu, everyone has the potential to spread germs and decrease the health of the community, so we're all asked to wash our hands – not just the people with illness.

PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMMING

The following elements are considered by the Centers for Disease Control to be the nine core components of effective prevention programming:

- Activities are **comprehensive** and include multiple types of activities for audiences ranging from individuals to whole schools, and address policy and systems;
- They use **varied teaching methods**, including interactive, skills-based components;
- Have **sufficient dosage**, participants need to be exposed to enough of the activities for them to have an effect on knowledge, attitudes, beliefs, behaviors, and skill acquisition;
- Are **theory driven**, strategies should have a scientific justification or logical rational;





THE PRACTICES OF SAFE SCHOOLS

There is no one right way to create a safe school environment; however, all successful safe school plans focus on preventative measures instead of punitive ones. In creating an effective plan, each school community must identify its own needs and the strategies to meet them, while keeping the focus on what we know works.

PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMMING (CONT')

- Foster **positive relationships** between children/youth and adults;
- Are **appropriately timed** and **developmentally appropriate**, and activities are geared to a developmental time that can have maximal impact in a participant's life;
- Are **socio-culturally relevant**; programs should be tailored to fit within cultural belief and practices of specific groups as well as local community norms;
- Employ **well-trained staff** who are sensitive, competent, and have received sufficient training, support, and supervision; and
- Include **outcome evaluation** to determine whether a program or strategy worked.

FOR MORE READING:

- Veto Violence. The Centers for Disease Control and Prevention hosts www.vetoviolence.org, which addresses primary prevention and how to build an effective response to violence.
- The National School Climate Center. This comprehensive resource includes numerous links and publications regarding effective prevention and healthy school climate development. www.schoolclimate.org.

I. CORE VALUES OF SAFE SCHOOLS

- Prevention is embedded in school culture and climate; NOT a punitive focus;
- Inclusivity – every student, every teacher, all demographics, and stakeholders are included and addressed;
- Responsibility rests in schools for programming and action;
- Ongoing process to ensure safe schools, not a one-time event or short-term project;
- Focus on bias and social issues for addressing attitudes and behavior.

II. EFFECTIVE PRACTICES FOR SCHOOLS

A. Prevention is embedded in policies, procedures, and protocols. Effective policies:

- Are fair, clear, and consistent across all levels of all school systems;
- Provide physical and emotional safety for students;
- Avoids labeling students and instead focuses on behaviors;
- Focus on building connectedness between and among students, staff, and families;
- Differentiate between kinds of behaviors (bullying, bias-based harassment, sexual harassment, etc.), and support intervention focused on specific behaviors;
- Include practical support (such as staff positions and time) to ensure success;





EFFECTIVE PRACTICES FOR SCHOOLS (CONT')

- Include disciplinary responses that build empathy, understanding, and relationships;

B. Engage staff, faculty, and administration

- Leadership supports a school-wide focus on culture and climate, not just punishment;
- All faculty and staff receive ongoing training on preventative policies and procedures;
- All levels of school personnel understand the community vision for a safe school climate and are expected and empowered to participate meaningfully in the implementation of safe school practices.

C. Engage and educate students thoroughly

- Students play a critical and active role in creating and informing safe school policies and practices;
- Every student across all grades and social and demographic groups receives information, resources, and skill-development;
- There are structured opportunities for student voices in addressing ongoing issues related to school climate;
- Schools place primary emphasis on relationship-building and connectedness for students;
- Safe schools topics are embedded in the school-

wide curriculum; address school, community, and state issues; and include historical perspectives on issues of bias and oppression;

D. Engage families and communities

- There is productive and open dialogue between families and schools, and safe school information is publicly and easily available.
- Schools engage all families in planning and fostering safe schools work, provide programming which can be supported in the home, and seek to engage at-risk and/or struggling families.
- Schools form coalitions with workplace and community organizations/agencies and involve them routinely in all safe schools work.

III. FOR MORE READING:

- Dweck, Carol S., *Mindset: The new psychology of success*. Random House, New York, 2006
- 2011 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools. (www.glsen.org)
- Adolescent Health and Harassment Based on Discriminatory Bias, Stephen T. Russell et al, *American Journal of Public Health*, March 2012, Vol 102, No. 3, p. 493-495
- Benson, P. L. (2007). *Developmental Assets: An overview of theory, research, and practice*. In R. K. Silbereisen & R. M. Lerner (Eds.), *Approaches to positive youth development* (p. 33-58). Thousand Oaks, CA: Sage.



THE IMPORTANCE OF NEEDS ASSESSMENT

NEEDS ASSESSMENT

Schools that want to focus on creating a safe and respectful climate must first identify the specific and related issues that may require attention and intervention. Gathering data about particular forms of bullying, bias and harassment—as well as examining school data about parent engagement, disciplinary practices, and students' feelings about connectedness to their school—is a crucial initial step in determining where and how to focus time and resources in order to create a positive school climate. A needs assessment can take many forms, but here are some salient points that an effective assessment should address.

WHAT

- A need is the perceived gap between the current climate of school and the climate of a safe school.
- A needs assessment can help highlight the core standards that are being met successfully and those that need to be addressed.
- A needs assessment can lead to action that will improve school climate and culture.
- The most holistic needs assessment involves input from faculty/staff, students, parents/families, and administrators. Needs assessments can be conducted through any combination of focus groups, open-ended questions, and multiple choice surveys. Needs assessments may also include an analysis of existing school data.

WHY

- Provides insight into school concerns that may not be apparent on a day to day basis
- Reveals the current status of school climate and help set future goals.

- Leads to action that improves school climate by providing all students with socially and emotionally safe environment for maximum learning.

CONSIDERATIONS

- Time and budget: What is the best timeframe/ time-of-year for conducting a needs assessment, and what moneys need to be budgeted to create and analyze the needs assessment and implement programs as a result?
- Target audience: Who is the targeted audience for a needs assessment? Who will complete the needs assessment, and who will use the results?
- Facilitation of assessment by third party source or in-house school official: Who will supervise the creation, administration, and analysis of the needs assessment and present the findings?
- Validity of data: How will the results be compared to other local, regional, or national data to determine whether the information gathered is valid?
- Preventative measures of programs vs. reactionary interventions: How will the findings from needs assessment information lead to creating programs that prevent unsafe incidents, in addition to responding to incidents that have already happened?

DATA RESOURCES

- Maine Integrated Youth Health Survey (MIYHS): <https://data.mainepublichealth.gov/miyhs/>
- Maine Youth Voices Survey: <http://www.maine.gov/education/bullyingprevention/youth/>

FOR MORE INFORMATION

Many of the programs listed in this guide can offer support with needs assessments. For more information about Maine resources, visit: <http://www.maine.gov/doe/bullying/procedures/index.html>



GUIDING QUESTIONS FOR NEEDS ASSESSMENTS

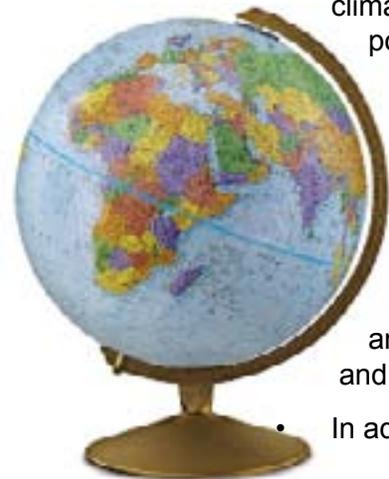
These questions can serve as a tool for reflection about the ways your school demonstrates the characteristics of a safe school and ways in which school climate can be improved. These questions pertain to the whole school community, which is composed of teachers, administrators, students, families, and community members. These questions may be used in conjunction with the effective [Practices of Safe Schools](#).

- What is your school's vision for its school climate? How is this vision conveyed to members of the school community? How often is it reviewed and revised and by whom?
- How are students involved in cultivating a physically and emotionally safe school? What role do students play in the decision-making process of school policies?
- In what ways are families and community members included in the development and implementation of the vision of the school climate? How does your school involve a diverse representation of families and community members in school climate conversations?
- How are positive connections built between and among students, staff, faculty, administrators, families? How does the school climate encourage and support positive relationships between students and teachers?
- How does the school address issues of bias-based harassment, specifically related to race and color, national origin and ancestry, religion, physical and mental disabilities, gender and sexual orientation?
- In addition to the list above, are



there other incidents of conflict amongst students that impact the school climate? To what extent do members of the school community (including but not limited to the enumerated populations listed above) feel safe and supported?

- What are the disciplinary procedures of your school? How are they reviewed, communicated and easily accessible and seen by all members of the school community? Are procedures clear and consistent? How do practices and procedures of school policy build empathy, understanding and relationships?
- What avenues can students take to express their concerns about the school climate and school policies?
- How do staff development opportunities support the vision and goals of your school climate?
- How does your school collaborate with nonprofit organizations to build school climate and enhance your vision of school climate?



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- The Maine Children's Trauma Response Initiative (p. 28)
- Trans Youth Equality Foundation (p. 47)



12-14 YEARS/MIDDLE SCHOOL

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- GLSEN Downeast Maine (p. 24)
- GLSEN Southern Maine (p. 25)
- Restorative Justice Institute of Maine (p. 39)
- Kieve-Wavus Education, Inc.: The Leadership School (p. 27)
- Maine Coalition Against Sexual Assault (p. 30)
- Maine Coalition to End Domestic Violence (p. 32)
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19-22 YEARS/COLLEGE-AGE

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Maine Boys to Men: Reducing Sexism and Violence Program (p. 29)
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CITY OF PORTLAND PUBLIC HEALTH/ PORTLAND DEFENDING CHILDHOOD

PORTLAND DEFENDING CHILDHOOD

CONTACT

bw@portlandmaine.gov
www.portlanddefendingchildhood.org

SERVICES OFFERED

- Staff Training
- Consulting
- Classroom presentations
- After school programming
- Advocacy
- School assemblies/presentations
- Support for student groups

GEOGRAPHIC AREA SERVED

Cumberland

ISSUES ADDRESSED

Violence prevention in the classroom, trauma in the classroom, childhood exposure to violence, social-emotional learning and violence prevention

COST

No charge

TIME OF SERVICES

- During the school day
- After school
- Since primary role is to educate school faculty and staff, training can happen when it works best for school.

COMMITMENT FROM SCHOOLS

Portland Defending Childhood will work with schools to provide training for teachers and administration that fits their availability. Ideally trainings should be at least 90 minutes. However, PDC can create a training series in order to provide this content to schools.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Portland Defending Childhood (PDC) offers training to help educators understand reactions in children who have been exposed to violence and the impact exposure can have on learning and behavior at school. Our educator trainings cover how to reduce the impact of violence exposure on children, accommodate and respond to students, and refer children for support. We provide educators with a basic background in childhood exposure to violence and trauma and encourage educators and school personnel to identify ways to promote resiliency in students and prevent violence. Additionally we can offer recommendations to schools for classroom based violence prevention curriculum.

DEFENDING
CHILDHOOD
PROTECT HEAL THRIVE





CROMWELL CENTER FOR DISABILITIES AWARENESS

CLASSROOM DISABILITIES AWARENESS AND SENSITIVITY PROGRAMS

CONTACT

207-775-9955
sgreenwood@cromwellcenter.org

97A Exchange St., Suite 205
Portland, ME 04101
www.cromwellcenter.org

SERVICES OFFERED

- Classroom presentations

AGE GROUPS SERVED

- 5-8 years
- 9-11 years

GEOGRAPHIC AREA SERVED

Androscoggin
Cumberland
Oxford
Sagadahoc
York

COST

No charge

ISSUES ADDRESSED

Anti-bullying
Disabilities

TIME OF SERVICES

During the school day

COMMITMENT FROM SCHOOLS

Access to third, fourth, and fifth-grade classrooms for 75-90 minutes.

“The Cromwell Center is the jewel in the crown of what this state offers. Its presenters are skillfully trained and bring incredible programming to our students.”

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

We change attitudes and build understanding so that people with disabilities - learning, behavioral, developmental, emotional, and physical – can enjoy the same respect, acceptance, and opportunity that we all deserve. Our programs for kids, parents, educators and communities:

- Build children’s sensitivity, understanding, acceptance and inclusion
- Help educators and parents reduce bullying and create safe, inclusive schools and communities
- Help groups, workplaces and organizations better include and support those with disabilities





DOWNEAST GLSEN

SAFE SCHOOLS FOR ALL

CONTACT

207-667-2358
downeastme@chapters.glsen.org

P.O. Box 373
Ellsworth, Maine 04605
www.glsen.org/downeastme

SERVICES OFFERED

- Classroom presentations

AGE GROUPS SERVED

- 12-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Aroostook, Hancock, Knox, Penobscot,
Piscataquis, Waldo, Washington

COST

No charge

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Gender
- LGBTQ
- Youth leadership development
- Staff training
- Consulting
- Classroom presentations
- Support for student groups

TIME OF SERVICES

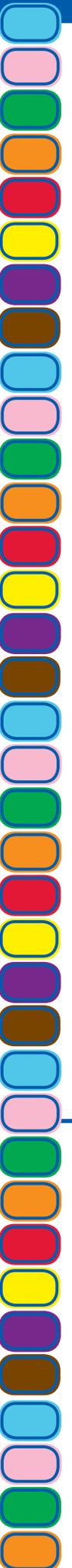
- During the school day
- After school

COMMITMENT FROM SCHOOLS

We work with schools to fit their specific needs and scheduling requirements to the adaptations of programs

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Our mission statement is Safe Schools for All. The emphasis of our work is on LGBT (lesbian, gay, bisexual, transgender) youth. However, our research has shown that all students feel safer when there are Gay-Straight-Trans Alliances in schools and there is on-going LGBT training for students and staff.





GLSEN SOUTHERN MAINE

SAFE SCHOOLS FOR ALL

CONTACT

207-619-1417
glsensomaine@gmail.com

P.O. Box 10334
Portland, Maine 40104
www.glsen.org

SERVICES OFFERED

- Classroom presentations
- Staff training
- Youth leadership development
- Consulting
- Advocacy
- Presentations for students, staff, parents, and community

AGE GROUPS SERVED

- 12-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Androscoggin, Cumberland, Kennebec, Lincoln, Oxford, Sagadahoc, Somerset, York

COST

No charge for GSTA support and

consulting. Staff development fees are \$250/hour, but operate on a sliding scale.

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Gender
- LGBTQ
- Youth leadership development
- Staff Training
- Consulting
- Classroom presentations
- Support for student groups

TIME OF SERVICES

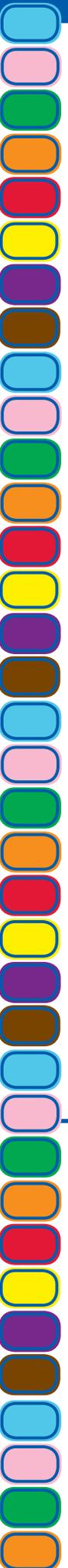
- During the school day
- After school

COMMITMENT FROM SCHOOLS

We work with schools to fit their specific needs and scheduling requirements to the adaptations of programs we provide.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Our programs serve different targeted audiences. We provide support and resources for school-based student clubs/groups called Gay-Straight-Trans Alliances. We provide help for schools to start these groups and are available to the students and faculty advisors as they run these groups. We work with school staff to develop professional development programs and make presentations promoting anti-bias and anti-hate language and behaviors that affect school climate and school safety. We provide pre-service training for university classes and in-service training and workshops for school staff and support personnel. We also have a student leadership training program that promotes student leaders who are active presenters in our programs and workshops and spokespersons for our safe schools work.





EQUALITYMAINE

NEW LEADERS PROJECT

CONTACT

207 812 8654
ballen@equalitymaine.org

550 Forest Ave
Portland, ME 04104
www.equalitymaine.org

SERVICES OFFERED

- Youth leadership development
- Policy development
- Outcome evaluation
- Advocacy
- Community organizing skill development

AGE GROUPS SERVED

- 15-18 years
- 19-22 years

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Gender
- LGBTQ

COST

No charge

TIME OF SERVICES

- After school
- We offer a summer session and a winter session. Locations change each year to bring the program to all communities.

"It was great to be in a safe space. I really learned a lot about myself and how to lead volunteers. I loved learning about the history of the LGBT movement in Maine."

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

EqualityMaine has a rich history of empowering youth members through leadership skill development and experiences and has now developed a comprehensive program to expand this beneficial learning experience to more Maine youth. Students who participate in the program will gain skills that can be used to make positive changes in their own schools and be leaders in their communities supportive environment. Skill development will focus on 3 areas:

1. Communications skills- use of new media, public speaking, earned media,
2. Organizing skills- asking for help, building a team, history of organizing nationally and in Maine
3. Leadership skills- training and meeting facilitation, dealing with difficult people

Each student will also be asked to identify and work on an individual project as an outlet for hands on practice of their newly developed skills.





KIEVE-WAVUS EDUCATION, INC.

THE LEADERSHIP SCHOOL

CONTACT

(207) 563-5172
leadershipschool@kieve.org

PO Box 169
Nobleboro, Maine
www.kieve.org/leadership

SERVICES OFFERED

- Youth leadership development
- Staff training
- Advocacy
- School assemblies/presentations
- Consulting
- Classroom presentations
- Support for student groups
- Residential and outreach experiential programming

AGE GROUPS SERVED

- 12-14 years
- 15-18 years
- 19-22 years

GEOGRAPHIC AREA SERVED

Statewide

COST

Fees available upon request.

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Healthy relationships
- Gender
- Character education, decision-making, communication skills, environmental stewardship

TIME OF SERVICES

- During the school day
- Our programming runs during the school year from late August to early June.

"In only a week, my students gained self-awareness and confidence in their leadership skills, while also learning to recognize leadership in other people."

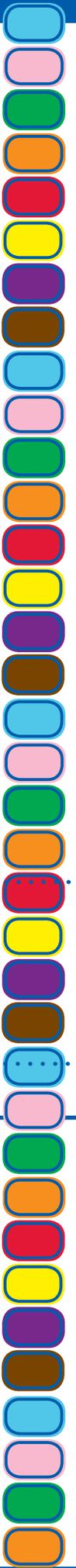
PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The Leadership School Mission is to empower young people and the adults who affect them to contribute positively to society by providing a wide range of experiential educational opportunities that:

- Encourage responsible decision making
- Focus on ways to build and maintain healthy relationships
- Broaden and raise aspirations
- Improve social competencies



The Leadership School
at **Kieve**





MAINE BEHAVIORAL HEALTHCARE

THE MAINE CHILDREN'S TRAUMA RESPONSE INITIATIVE

CONTACT

207-874-1030
hoffmr@commcc.org

165 Lancaster Street
Portland, Maine 04101
www.commcc.org

SERVICES OFFERED

- Staff Training
- Consulting

AGE GROUPS SERVED

- Birth-5 years
- 5-8 years
- 9-14 years
- 15-18 years
- 19-22 years

GEOGRAPHIC AREA SERVED

Statewide

COST

No charge

ISSUES ADDRESSED

- Healthy relationships
- Dating violence
- Exposure to violence and trauma, mental health, child development
- Staff training
- Consulting

TIME OF SERVICES

- During the school day
- After school

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The purpose of the Maine Children's Trauma Response Initiative is to develop a culturally competent statewide system of care for children who are suffering as a result of exposure to violence and other types of trauma. The Maine Children's Trauma Response Initiative is dedicated to providing free training to community groups and organizations on a wide variety of topics related to childhood exposure to violence and trauma. Trainings can be tailored for the organization, group, or specific topic of interest. Generally, these trainings require a two hour time block, but can be shortened and/or lengthened depending on the group's needs and availability.





MAINE BOYS TO MEN

REDUCING SEXISM AND VIOLENCE PROGRAM

CONTACT

207-774 9994
katherineb2m@maine.rr.com

PO Box 602
Portland, Maine 04104
www.maineboystomen.org

SERVICES OFFERED

- Youth leadership development
- Staff training

AGE GROUPS SERVED

- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

COST

Fees available upon request.

ISSUES ADDRESSED

- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Sexual violence and harassment
- Dating violence
- Gender
- LGBTQ

TIME OF SERVICES

- During the school day
- We typically do trainings during school hours but can make modifications

COMMITMENT FROM SCHOOLS

We can work with schools to provide a variety of training options with different time commitments. However, we do require full administrative support.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The Reducing Sexism and Violence Program (RSVP) is an evidence-based, train-the-trainer violence prevention project. It is positive in approach and affirming by nature. It focuses on empowering students as “bystanders” to effectively respond to and prevent sexual and interpersonal violence and harassment.





MAINE COALITION AGAINST SEXUAL ASSAULT

SEXUAL VIOLENCE PREVENTION EDUCATION

CONTACT

207-626-0034
info@mecasa.org

83 Western Ave
www.mecasa.org

SERVICES OFFERED

- Staff training
- Classroom presentations
- Outcome evaluation
- Advocacy
- Support for student groups

AGE GROUPS SERVED

- 5-8 years
- 9-14 years
- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

COST

No charge

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Healthy relationships
- Sexual violence and harassment
- Gender

TIME OF SERVICES

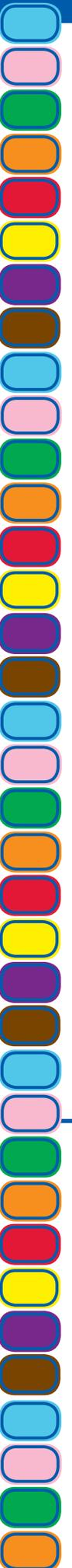
- During the school day
- After school

COMMITMENT FROM SCHOOLS

School-based sexual violence prevention education is designed to meet the needs of the host school, while utilizing best practices for comprehensive prevention programs. Classroom-based programming typically will take between one to two hours, and some programs may use multiple sessions or require prep or follow-up time, depending on the topic or audience age. Host schools may find out program specifics from their local provider, and may sign an agreement with the provider which outlines the parameters of the relationship.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

MECASA's member centers offer school-based prevention education across a range of ages, from pre-school through college, which is designed to meet the Maine Department of Education's Health Education Learning Results and to incorporate the related Sexual Assault Key Concepts. At the youngest grades, the age-appropriate material focuses on personal body safety, boundaries, and healthy friendships. As students mature, they learn new skills such as standing up to bullying and recognizing and responding to sexual harassment online and off-line. Older students learn about bystander engagement, critical analysis of media sources and their portrayal of violence, and how to understand and combat gender stereotypes and other cultural norms which support sexual violence. Prevention education is a crucial step toward improving school climate and student safety and respect, and is available at no cost to Maine schools through Maine's sexual violence service providers. In the last five years, Maine's sexual violence service providers have delivered over 10,500 education sessions to over 200,000 students across the state.



The Maine Coalition Against Sexual Assault is organized to put an end to violence in Maine, and to ensure that there will be ongoing support and services for victims and survivors. MECASA offers statewide training, technical assistance, policy advocacy, research, and resources such as a statewide lending library to organizations and individuals in Maine. Our local member agencies provide one-to-one support and services for survivors of sexual violence and their significant others, 24-hour advocacy and accompaniment to medical or legal services, and prevention education within every county in Maine.

AROOSTOOK MENTAL HEALTH SERVICES (AMHC)

Serving Aroostook, Hancock, and Washington Counties
www.amhc.org

RAPE RESPONSE SERVICES (RRS)

Serving Penobscot & Piscataquis Counties
www.rrsonline.org

SEXUAL ASSAULT PREVENTION & RESPONSE SERVICES (SAPARS)

Serving Androscoggin, Oxford & Franklin Counties and the towns of Bridgton and Harrison
www.sapars.org

SEXUAL ASSAULT CRISIS & SUPPORT CENTER (SAC & SC)

Serving Kennebec & Somerset Counties
www.silentnomore.org

SEXUAL ASSAULT RESPONSE SERVICES OF SOUTHERN MAINE (SARSSM)

Serving Cumberland & York Counties
www.sarsonline.org

SEXUAL ASSAULT SUPPORT SERVICES OF MIDCOAST MAINE (SASSMM)

Serving Eastern Cumberland, Sagadahoc, Knox, Waldo & Lincoln Counties
www.sassmm.org

UNITED SOMALI WOMEN OF MAINE (USWOM)

Serving Androscoggin & Cumberland Counties
www.uswofmaine.org





MAINE COALITION TO END DOMESTIC VIOLENCE

SCHOOL-BASED PREVENTION & EDUCATION PROGRAMS

CONTACT

207-430-8334
regina@mcedv.org

One Weston Court, Box 2
Augusta, ME 04330
www.mcedv.org

SERVICES OFFERED

- Staff training
- Consulting
- Classroom presentations
- After school programming
- Policy development
- Advocacy
- School assemblies/presentations

AGE GROUPS SERVED

- 5-8 years
- 9-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Healthy relationships
- Dating violence
- Gender

COST

No charge

TIME OF SERVICES

- During the school day
- After school

COMMITMENT FROM SCHOOLS

Requirements vary according to location and are flexible. Contact your local domestic violence resource center for information specific to your local community.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

MCEDV represents a network of eight domestic violence resource centers, which together provide education to build healthy relationships and prevent dating violence in each of Maine's 16 counties. Their work is primarily school-based; however, some resource centers provide community-based options around the same topics. Contact your local resource center for information on availability in your community.

MCEDV.

Maine Coalition to
End Domestic Violence



The Maine Coalition to End Domestic Violence mobilizes and coordinates community action through a statewide network of eight domestic violence resource centers. MCEDV focuses on public policy, statewide education, and systems advocacy. The local resource centers each provide a comprehensive array of services for people affected by abuse, including 24-hour helpline, emergency housing options, court advocacy and support groups. They provide community education and outreach services, as well as primary prevention programming in schools and other youth-based settings.

CARING UNLIMITED

Serving York County
www.caring-unlimited.org
207-490-3227

FAMILY CRISIS SERVICES

Serving Cumberland County
www.familycrisis.org
207-767-4952

FAMILY VIOLENCE PROJECT

Serving Kennebec and Somerset Counties
www.familyviolenceproject.org
207-623-8637

HOPE AND JUSTICE PROJECT

Serving Aroostook County
www.hopeandjusticeproject.org
207-764-2977

NEW HOPE FOR WOMEN

Serving Knox, Lincoln, Sagadahoc & Waldo Counties
www.newhopeforwomen.org
207-594-2128

SAFE VOICES

Serving Androscoggin, Franklin & Oxford Counties
www.safevoices.org
207-795-6744

NEXT STEP

Serving Hancock & Washington Counties
www.nextstepdvproject.org
207-667-0176

SPRUCE RUN-WOMANCARE ALLIANCE

Serving Penobscot & Piscataquis Counties
www.sprucerun.net
207-945-5102

MCEDV.

Maine Coalition to
End Domestic Violence



CIVIL RIGHTS TEAM PROJECT

MAINE'S OFFICE OF THE ATTORNEY GENERAL

CONTACT

207-626-8548
brandon.baldwin@maine.gov

6 SHS
Augusta, ME 04333-0006
www.maine.gov/ag/civil_rights

SERVICES OFFERED

- Youth leadership development
- Staff training
- Consulting
- School assemblies/presentations
- Support for student groups

AGE GROUPS SERVED

- 9-11 years
- 12-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Race & ethnicity
- Religion
- Disabilities
- Gender
- LGBTQ

COST

No charge

TIME OF SERVICES

- During the school day
- After school

COMMITMENT FROM SCHOOLS

For most Civil Rights Team Project services, schools must have an active civil rights team in place. The CRTP offers structure and support in starting and maintaining civil rights teams.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The mission of the Civil Rights Team Project (CRTP) is to increase the safety of elementary, middle level, and high school students by reducing bias-motivated behaviors and harassment in our schools. The CRTP accomplishes this by supporting student civil rights teams, who engage their schools in thinking and talking about issues of bias related to race, skin color, national origin, ancestry, religion, physical and mental disabilities, gender, and sexual orientation (including gender identity and expression).





MAINE TECHNICAL ASSISTANCE FOR BEHAVIOR

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTACT

pred@usm.maine.edu
bcavanaugh@maine.edu
james_artesani@umit.maine.edu
rbickford@usm.maine.edu
jennifer.p.snow@gmail.com

www.usm.maine.edu/smart

SERVICES OFFERED

- Staff training
- Consulting
- School assemblies/presentations
- Support for student groups
- Policy development
- Outcome evaluation

AGE GROUPS SERVED

- 5-8 years
- 9-14 years
- 15-18 years

COST

Each PBIS consultant has an hourly fee.
Fees available upon request.

GEOGRAPHIC AREA SERVED

Androscoggin, Cumberland, Franklin, Kennebec,
Oxford, Penobscot, Piscataquis, Somerset, Waldo,
Washington, York

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Healthy relationships
- School climate, school wide discipline, improved academic and behavioral outcomes for all students.

TIME OF SERVICES

- During the school day
- After school

COMMITMENT FROM SCHOOLS

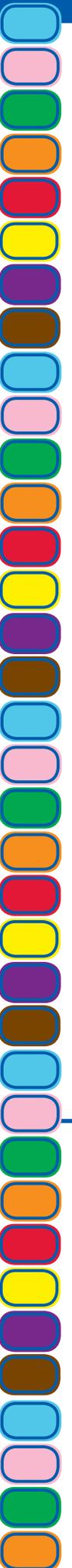
We require a facilitation contract with one of our consultants for 1 - 3 years. This can be a part time contract to allow a consultant to come into the building(s) and work with staff and administrators. It can take between 3 - 5 years to establish all three tiers within a school building.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

MTSS-B (PBIS) is a three-tiered approach to supporting behavior. The first tier, Tier 1, includes systems and practices for all students in the district/school. Tiers 2 and 3 offer small group or intensive, individual intervention, respectively. The primary outcome of implementing PBIS is to achieve academic and social competence for all students.



A UMaine System Collaboration





MAINE TRANSGENDER NETWORK

SEXUAL ORIENTATION AND GENDER IDENTITY, TRANS 101, HOW TO BE A TRANS ALLY

CONTACT

mtn@mainetransnet.org

PO Box 1034
Westbrook, Me 04098
www.mainetransnet.org

SERVICES OFFERED

- Staff training
- Consulting
- Classroom presentations
- After school programming
- Policy development
- Advocacy
- School assemblies/presentations
- Support for student groups

AGE GROUPS SERVED

- 12-14 years
- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Gender
- LGBTQ

COST

Donation-based: primarily coverage of travel expenses. Negotiated fees for special projects or programming.

TIME OF SERVICES

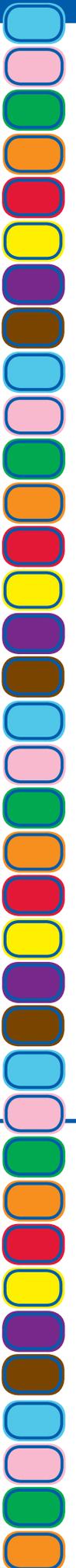
- During the school day
- After school

COMMITMENT FROM SCHOOLS

Programs require weeks/months of advance notice to make appropriate preparations and accommodations. Workshops, programs, and discussions can vary in length of time, from 40 min. to multiple day trainings.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Maine Transgender Network, Inc. is a 501(c)(3) nonprofit organization that provides support and resources for the transgender community, families, and significant others, and raises awareness about the varied forms of gender identity and expression by providing training and consultation for mental health, medical health, social service, faith-based and educational professionals.





OUT! AS I WANT TO BE

WEEKLY DROP-IN PROGRAM IN ROCKLAND AND CONSULTING AND SUPPORT FOR THE DEVELOPMENT OF GAY/STRAIGHT ALLIANCES IN MIDDLE AND HIGH SCHOOLS

CONTACT

800-530-6997
outmidcoast@gmail.com

PO Box 1723
Rockland, ME 04841
www.outmaine.org

SERVICES OFFERED

- Youth leadership development
- Staff training
- Consulting
- Classroom presentations
- After school programming
- Advocacy
- Support for student groups

AGE GROUPS SERVED

- 12-14 years
- 15-18 years
- 19-22 years

GEOGRAPHIC AREA SERVED

Knox, Lincoln, Waldo

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Restorative practices
- Healthy relationships
- Sexual violence and harassment
- Dating violence
- Gender
- LGBTQ

COST

No charge

TIME OF SERVICES

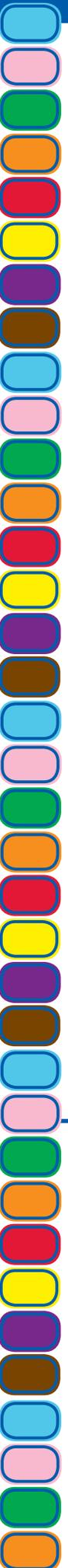
- During the school day
- After school
- Some weekend and evening programs as required

COMMITMENT FROM SCHOOLS

We work with schools with a range of time and preparation availability. We meet the schools where they are in establishing Gay/Straight Alliances and programs and initiatives that support inclusive, supportive school environments and discourage bullying and harassment.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

To support and empower lesbian, gay, bisexual, transgender and questioning youth and their allies in the mid-coast area. Through affirmation, advocacy, education and guidance, Out! assists LGBTQ youth, 22 and under, in their journey from adolescence to adulthood.





RESTORATIVE JUSTICE INSTITUTE OF MAINE

RESTORATIVE JUSTICE INSTITUTE OF MAINE

CONTACT

207-619-3630
pkimball@rjimaine.org

110 Front St.
Bath, ME 04530
www.rjimaine.org

SERVICES OFFERED

- Staff training
- Consulting
- Classroom presentations
- Policy development
- Restorative practices
- Outcome evaluation
- Advocacy
- Conflict resolution/mediation
- School assemblies/presentations
- Support for student groups
- School and Community based strategic planning

AGE GROUPS SERVED

- 5-8 years
- 9-11 years
- 12-14 years
- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

COST

Fees vary; please call for details. RJIM strives to make their services accessible and will work with you to find something that works with your budget.

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Restorative practices

TIME OF SERVICES

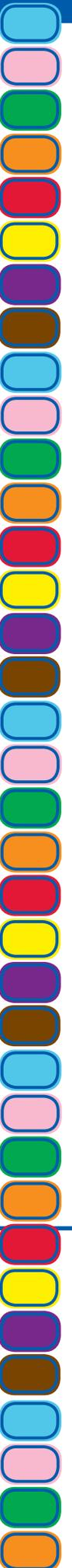
- During the school day
- After school
- Program timing is negotiated with participants based on the purpose of the program offered.

COMMITMENT FROM SCHOOLS

Schools are encouraged to have an initial conversation with RJIM staff to better understand goals, context, immediate needs and capacity. After that, an introductory training to Restorative Philosophy is offered during which next steps are developed. We are able to work with schools of varying levels of capacity for commitment.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The Restorative Justice Institute was founded in 2011 to engage individuals and organizations in expanding restorative practices from existing efforts currently underway and foster their growth throughout communities across the state. We do this through offering training, ongoing support and networking as well as research, advocacy and public education.





MAINE YOUTH ACTION NETWORK, THE OPPORTUNITY ALLIANCE

MYAN TRAINING PROGRAM & MYAN YOUTH LEADERSHIP PROGRAM

CONTACT

207-874-0060
myan@opportunityalliance.org

50 Lydia Lane
South Portland, ME 04106
www.myan.org

SERVICES OFFERED

- Youth leadership development
- Staff training
- Consulting
- Classroom presentations
- After school programming
- Policy development
- Advocacy
- Support for student groups

AGE GROUPS SERVED

- 12-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Statewide

COST

No charge

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Health, safety, and wellness issues that effect youth.

TIME OF SERVICES

- During the school day
- After school

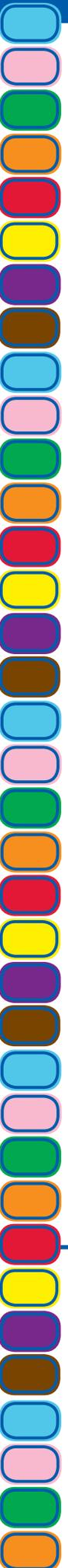
COMMITMENT FROM SCHOOLS

Through MYAN's Training Program, we partner with established youth groups in schools for an entire year. We require schools to have a group of middle or high school students (group type and size vary, but are generally 10 to 15 students focused on creating change in their communities). MYAN staff travels to schools for trainings 4 to 5 times a year. During these trips we require ideally a 2-3 hour block of time (during or after school) to work with students. With the Youth Leadership Program, we require a year-long commitment from students. Participants attend five, two-night overnight retreats throughout Maine. We help with transportation whenever possible. The commitment for the Youth Leadership Program falls mostly on the individual student, rather than the school.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

MYAN partners with youth to create change in their communities. We do this through training, networking and leadership development for youth and adults.

MYAN programming consists of a Training Program and a Youth Leadership Program. Through the Training Program, MYAN partners with ten to fifteen youth groups from all over Maine to help them create change in their communities. The types of groups vary, but tend to include commercial tobacco awareness groups, substance abuse prevention groups, student advisory boards, school based health center



youth committees, and civil rights teams. We work with these school- and community-based groups over the course of a year, visiting each group four or five times for on-site trainings. Each curriculum is tailored to the group with which we are working. Most often, we help them partner with adults in their schools and communities, help them to combat substance abuse, commercial tobacco use, and school climate issues, develop and adapt policies in their schools and communities, and advocate for what they care about. Applications become available in the spring of each year.

The Youth Leadership Program consists of the MYAN Youth Leaders Alliance (MYLA), a free, yearlong youth leadership program for Maine 8th – 11th graders. The program runs for a year (from June to June), and participants attend five, two-night overnight retreats throughout the state. Participants are encouraged to harness their passion, develop leadership skills, learn how to advocate for what they care about, and build relationships with youth from all over Maine. MYLA participants engage with issues they care about that effect their peer groups, schools, communities, state, and beyond. Applications become available in the spring of each year.



“In the future I see myself using what I gained from working MYAN. I will teach other students about being a leader and how to stand up for what they believe in.”
~MYAN Youth Participant

“MYAN is a great resource for Maine communities developing authentic youth engagement on the local level!”
~MYAN Adult Participant

“I AM passionate and ready to make change.” ~MYAN Youth Participant



SAFE SCHOOLS FOR ALL

STAFF DEVELOPMENT

CONTACT

207-751-4160
chucksaufler@gmail.com

2 Maxwell St.
Bath, ME 04530
www.safeschoolsforall.com

SERVICES OFFERED

- Staff training
- Consulting
- After school programming
- Policy development
- Conflict resolution/mediation
- Support for student groups
- Presentations for parents and community

AGE GROUPS SERVED

- Birth-5 years
- 5-8 years
- 9-14 years
- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Restorative practices
- Healthy relationships
- Dating violence
- Socio-economic class
- Gender
- LGBTQ

COST

\$1,000/day for 6-7 hrs of training. Consultation \$100/hr.
Travel expenses additional.

TIME OF SERVICES

- During the school day
- After school
- Mostly during staff development time.

COMMITMENT FROM SCHOOLS

Varies from 1 hour presentations to year-long contracts for ongoing staff training in Restorative School Practices, Bullying Prevention and School Climate Improvement.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

I do not have a canned program. I usually start with a needs assessment (usually surveys and or focus groups) and establish goals for the work. Develop a plan with measurable outcomes and utilize established best practices to achieve them.





SEEDS OF PEACE

MAINE SEEDS OF PEACE

CONTACT

207-458-0417
tim@seedsofpeace.org

79 Bramhall Street, Apt. 4e
Portland, ME 04103
www.seedsofpeace.org

SERVICES OFFERED

- Youth leadership development
- Consulting
- Classroom presentations
- After school programming
- Policy development
- Advocacy
- Conflict resolution/mediatio
- School assemblies/presentations
- Support for student groups

AGE GROUPS SERVED

- 15-18 years

GEOGRAPHIC AREA SERVED

Androscoggin, Cumberland, Kennebec, Penobscot, York

TIME OF SERVICES

- After school
- The Maine Seeds of Peace Camp portion of the program takes place in

the summer (this year, it is July 7-July 26)

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Gender
- LGBTQ

COST

No charge

COMMITMENT FROM SCHOOLS

In each of our partner schools that we work with, we have a Seeds contact person. This contact person is responsible for organizing events within each partner school pertaining to Seeds of Peace. The events they plan take everything from several weeks, to several months, to a whole year to plan. Therefore, time commitments vary. But generally, Seeds work on Seeds events and planning approximately 5-6 hours per week. There are weekly Maine Seeds of Peace Leadership Meetings that are about two hours long, and then the students also meet in schools. Often times, full Saturdays and Sundays will be taken up by Seeds events that the Seeds are expected to participate in (such as workshops, the Maine Youth Summit on Education, and in the summer, Seeds Ventures). If Seeds are going to the Seeds of Peace International Camp for the Maine Seeds Program, they are required to commit two weeks of their summer to Seeds of Peace.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

In 2000, Seeds of Peace adapted its internationally-recognized conflict resolution and youth leadership program to launch its first domestic project, focused on intercommunal tensions in Maine. Historically one of the more homogeneous US states, Maine is now home to growing communities of refugees and asylum seekers, primarily from Africa and Asia. Maine Seeds begin their experience with a two-week session at our Camp in Maine followed by year-round local programs that enable them to develop strong relationships built on mutual trust, and the skills needed to engage others in their schools and communities to promote religious and cultural understanding. Selection of Maine Seeds is conducted directly with participating high schools, and usually begins in March.





SPEAK ABOUT IT, INC.

SPEAK ABOUT IT

CONTACT

(575) 770-5141
speakaboutitonline@gmail.com

PO Box 4408
Portland, ME 04101
www.speakaboutitonline.com

SERVICES OFFERED

- Consulting
- Classroom presentations
- School assemblies/presentations

AGE GROUPS SERVED

- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Healthy relationships
- Sexual violence and harassment
- Dating violence
- Gender
- LGBTQ

COST

\$2,000 for high schools, with scholarships available. Includes custom script, actor-led facilitation with students, and web resources.

TIME OF SERVICES

- During the school day
- After school

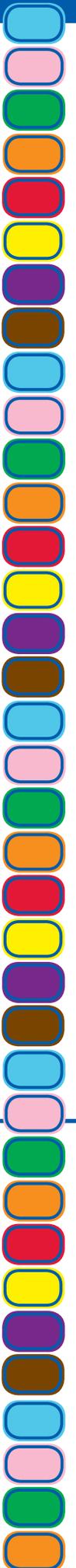
COMMITMENT FROM SCHOOLS

Schools interested in hosting a performance must provide a venue large enough for the intended audience, with a preference for auditoriums over gymnasiums. Audiences larger than 150 students may require the use of microphones; schools are responsible for providing A/V resources and support when necessary.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Speak About It offers performance-based education about consent, sexual assault, and bystander intervention. The hour-long performance aims to educate, entertain, and empower audience members to eradicate sexual assault on their campuses and in their communities through consent and peer education.

“This is a must see performance for graduating students preparing to navigate independent living or college life.”
 ~Dr. Elinor Scully, Associate Head of School, National Cathedral School, Washington, DC





SPECIAL OLYMPICS MAINE

PROJECT UNIFY

CONTACT

207-879-0489
lisab@somaine.org

125 John Roberts Road #5
South Portland, ME 04106
www.somaine.org
www.specialolympics.org/
projectunify.aspx

SERVICES OFFERED

- Youth leadership development
- Staff training
- Consulting
- Classroom presentations
- After school programming
- Advocacy
- School assemblies/presentations
- Support for student groups

AGE GROUPS SERVED

- 5-8 years
- 9-14 years
- 15-18 years
- 19-22 years

COST

No charge

GEOGRAPHIC AREA SERVED

Statewide

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Disabilities
- Through Project Unify we can bring together students with and without disabilities in a variety of ways. Project Unify helps to create school communities of acceptance and tolerance.

TIME OF SERVICES

- During the school day
- After school
- We are flexible and can work our presentations into the schools' schedule days, evenings and weekends.

COMMITMENT FROM SCHOOLS

Our presentations are very flexible and can be worked in to any time frames. We require a screen, projector and sound but we can bring our own projector with speakers for any presentations.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Special Olympics Project UNIFY® is an education and sports based strategy powered by an engaged youth community that increases athletic and leadership opportunities for students with and without intellectual disabilities, while creating communities of acceptance for all.

“Project UNIFY isn’t just a mission, it’s a determination to wake up every morning and teach respect through example; it’s a resolve to go to sleep every night leaving the world a better place.”





STOP BULLYING NOW

STOP BULLYING NOW TRAINING - STAN DAVIS

CONTACT

207-685-9639
stan@stopbullyingnow.com

409 North Wayne Rd.
Wayne ME 04284
www.stopbullyingnow.com

SERVICES OFFERED

- Staff training
- Consulting
- Support for student groups

AGE GROUPS SERVED

- 5-8 years
- 9-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Statewide

COST

\$1200/day onsite plus travel in Maine
\$100/hour Skype consultation
\$400 for student survey package

ISSUES ADDRESSED

- Anti-bullying
- School climate
- Resiliency
- Connectedness
- Reducing negative actions

TIME OF SERVICES

- During the school day

COMMITMENT FROM SCHOOLS

I train school administrators and staff and follow up with them, based on data from student surveys I administer on line and based on a wide range of research in effective interventions, including my own Youth Voice Project study with Dr. Charisse Nixon of Penn State Erie. Typically schools work with me by having a climate improvement team attend two days of training, followed by monthly skype or phone followup, with a followup day at the school several months later- which may include all-staff training.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

I train staff and administrators in research based approaches which help them affirm the good practices in place in their school and improve in those areas that are not working. These decisions about which elements of school functioning to keep and which to change are based on student input through surveys.

"Through learning and working with Stan, our team created a program which helped children at our school have an increased sense of community and security. This was shown in our yearly student data collection and staff observations. Overall, our school is a more positive place to learn and work."

-Lindsey Crowe, Sarah Fontaine, Sharon Grossman, Jennie Lynch; Fiske School, Wellesley, MA





TRANS YOUTH EQUALITY FOUNDATION

SCHOOL TRAININGS AND CONSULTATIONS FOR TRANSGENDER YOUTH ISSUES

CONTACT

(207) 478-4087
contact@transyouthequality.org

4 City Center
Portland, Maine 04101
www.transyouthequality.org

SERVICES OFFERED

- Staff training
- Consulting
- Classroom presentations
- Advocacy
- School assemblies/presentations
- Support for student groups

AGE GROUPS SERVED

- Birth-5 years
- 5-8 years
- 9-14 years
- 15-18 years

GEOGRAPHIC AREA SERVED

Statewide

COST

\$550/half-day or \$750 full day training, plus transportation costs, with free phone follow-up

ISSUES ADDRESSED

- Anti-bullying
- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- Gender
- LGBTQ
- Specifically issues affecting the transgender child

TIME OF SERVICES

- During the school day
- After school

COMMITMENT FROM SCHOOLS

Training: 1 ½ hours and to be discussed

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

The Trans Youth Equality Foundation provides education, advocacy and support for transgender and gender non-conforming children and youth and their families. Our mission is to share information about the unique needs of this community, partnering with families, educators, and service providers to help foster a healthy, caring, and safe environment for all transgender children.





WATERVILLE INCLUSIVE COMMUNITY PROJECT

OUT & ALLIED YOUTH THEATRE

CONTACT

207-660-1672
markfair56@gmail.com

Mark Fairman
8 Pleasant Court, #2
Waterville, ME 04901
www.wicpme.wordpress.com

SERVICES OFFERED

- Staff training
- Consulting
- Classroom presentations
- Workshops have been provided to churches, postsecondary education institutions and after-school care programs.

AGE GROUPS SERVED

- 12-14 years
- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Kennebec, Somerset

COST

No charge

ISSUES ADDRESSED

- Bias-based harassment (for example, related to race, gender, immigration, ability, sexual orientation, class, etc.)
- LGBTQ

TIME OF SERVICES

- During the school day
- After school
- Weekends & evenings can be arranged

COMMITMENT FROM SCHOOLS

3-4 weeks notice, including anticipated participant numbers & role(s). At least 1 to 1.5 hours for workshop. Depending on our funding, reimbursement for travel. If organizations have money, any contribution toward stipends for student presenters is welcome. Space where small-group work is possible.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Waterville Inclusive Community Project's (WICP) mission is to create safe and welcoming communities for lesbian, gay, bisexual, transgender, queer, and questioning youth in central Maine. The Out & Allied Youth Theatre, WICP's major program, is made up of youth who theatre as a means to create change in schools and communities. Any workshop sponsored by WICP will include youth and theatre. Although WICP's work is concentrated in central Maine, we are available to do workshops statewide.

"I would like this available in all schools!" -teacher

Waterville Inclusive Community Project





YOU THE MAN

YOU THE MAN

CONTACT

603-986-8408
YouTheManInfo@gmail.com

www.youtheman.org

SERVICES OFFERED

- Staff training
- Classroom presentations
- Outcome evaluation
- Advocacy
- Support for student groups

AGE GROUPS SERVED

- 15-18 years
- 19-22 years
- 22 years and up

GEOGRAPHIC AREA SERVED

Statewide

COST

No charge

ISSUES ADDRESSED

- Anti-bullying
- Healthy relationships
- Sexual violence and harassment
- Dating violence

TIME OF SERVICES

- During the school day

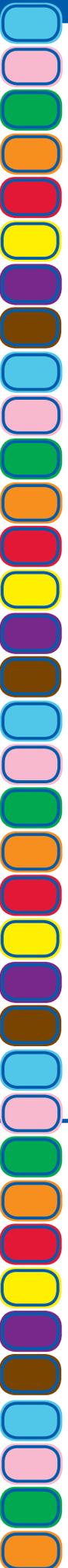
COMMITMENT FROM SCHOOLS

The show is 30 min with a panel discussion to follow. All that is needed is a stool and a folding table.

PROGRAM DESCRIPTION AND/OR MISSION STATEMENT

Our focus is on providing health and wellness education to middle schools, high schools, colleges, and communities. Our programs are also used at professional conferences and as continuing education for the medical community.

You the Man is an engaging, entertaining, and results-based educational program that uses live theatre to empower students—both male and female—to step out of the bystander role and practice safe peer intervention. This comprehensive dating violence prevention program is unique as it promotes a model of empathetic male voices and shows the incredible power of bystander support and action.



RELEVANT MAINE AND FEDERAL LAWS & POLICIES

MAINE LAWS

AN ACT TO PROHIBIT BULLYING AND CYBERBULLYING IN SCHOOLS

Maine has an anti-bullying law that clearly defines bullying and cyberbullying and requires schools to adopt specific policies and procedures to address these behaviors.

http://www.mainelegislature.org/legis/bills/bills_125th/chapters/PUBLIC659.asp

Maine's Department of Education created a sample anti-bullying policy consistent with the language and requirements of the anti-bullying law:

<http://www.maine.gov/doe/bullying/laws/modelpolicy.html>

MAINE HUMAN RIGHTS ACT

The Maine Human Rights Act is Maine's anti-discrimination law. It prohibits unlawful discrimination in education based on race, national origin, physical or mental disability, sex, and sexual orientation (including gender identity and expression).

<http://www.mainelegislature.org/legis/statutes/5/title5ch337sec0.html>

<http://www.mainelegislature.org/legis/statutes/5/title5sec4601.html>

MAINE CIVIL RIGHTS ACT

The Maine Civil Rights Act protects people from criminal behavior motivated by bias based on race, skin color, national origin, ancestry, religion, physical and mental disabilities, sex, and sexual orientation:

<http://www.mainelegislature.org/legis/statutes/5/title5ch337-bsec0.html>

<http://www.mainelegislature.org/legis/statutes/5/title5sec4684-A.html>

PROHIBITION OF HAZING

Maine law requires schools to adopt policies that prohibit "injurious hazing," either on or off school property. "Injurious hazing" is defined as any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school.

<http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec6553.html>



RELEVANT MAINE AND FEDERAL LAWS & POLICIES (CONT')

FEDERAL LAWS

There is federal legislation aimed at preventing discrimination in American public schools and insuring equality of opportunity in education.

- **Title IX of the Education Amendments of 1972** prohibits discrimination based on sex in education programs and activities that receive federal financial assistance
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>
- **Title VI of the Civil Rights Act of 1964** prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>
- **Section 504 of the Rehabilitation Act of 1973** prohibits discrimination based on disability in programs or activities receiving federal financial assistance
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>
- **Title II of the Americans with Disabilities Act of 1990** prohibits discrimination based on disability in public entities:
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html>

For an overview of these federal laws and the role of the US Department of Education's Office of Civil Rights (OCR) is enforcing them, go to:

<http://www2.ed.gov/about/offices/list/ocr/kno.html>

On an annual basis, OCR releases guidance in plain speech for schools and communities about implementing these laws. These "Dear Colleague" letters can be accessed at:

<http://www2.ed.gov/about/offices/list/ocr/publications.html#General-Doc>

