

Everett Community College

Safe Zone Handbook

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Safe Zone Program

Mission, Goals, Objectives

October 2004

Mission

The mission of the Everett Community College Safe Zone Program is to create an environment at Everett Community College that is free of homophobia and heterosexism. Lesbian, Gay, Bisexual, Transgender, Questioning and Allied (LGBTQA) students, faculty and staff will feel safe, comfortable, accepted and supported by the campus community. Through an institutional commitment to education, advocacy, programs and services, Safe Zone will make our campus and the larger community more safe, hospitable and receptive to a diverse environment for all.

Safe Zone is an integral part of Everett Community College's Strategic Initiative Two: To promote "a positive and healthy climate by valuing diversity and through nurturing open communication, mutual respect and integrity."

A Brief History of LGBTQA Activities and Issues at Everett CC

- 1976: Gay Alliance Student Club was formed and remained active for about one year.
- 1979: Everett CC Women's Center began offering a program identified as Lesbian Support Group and continue offering it over the years.
- Early 1990's: Several students made a concerted effort to reactivate the LGBT student club and, while doing so, make it more visible and of a higher profile.
- 1996: The Women's Center began to partner with Snohomish Health District, PFLAG, GLOBE, Compass Health, and others to develop the Links & Alliances Youth Conference and held it at the Everett campus.
- 1999: The Safe Zone Project was developed and proposed to President Charlie Earl and the Vice Presidents for approval/endorsement. Since that time, the Safe Zone Committee provided LGBTQA activities programming and further program development.
- Spring 2004: The College extended its partnership with the Snohomish Health District, PFLAG, GLOBE, Compass Health, and others to the South Everett Neighborhood Center, LGBTQA student clubs at local area high schools, and others to sponsor a fundraiser for this county's first National Day of Silence, and to sponsor at the College, Snohomish County's first Pink Prom.
- Fall 2004: The Safe Zone Project evolves to the Safe Zone Program and migrates from Student Activities to the Diversity & Equity Center. President Charlie Earl sends out campus-wide email announcing and supporting the more comprehensive program.

Departmental Affiliation

The Safe Zone Program is housed in the Diversity & Equity Center. The Safe Zone Project Sticker and Letter Campaign is jointly operated by Student Activities, the VP of Student Services, the VP of Human Resources, and the Diversity & Equity Center.

Goals and Objectives

- Advocate for the rights of LGBTQA students and campus community through education, programs and services.
 - Safe Zone brochure, sticker and letter from VP for Student Services and VP for Human Resources to all campus community mailed annually from Student Activities Office.
 - Programs may include: panel discussions, seminars, workshops, lectures and conferences, etc.
 - Services may include: counseling, referrals to community agencies, resources for faculty, staff, and students.
 - Support and empower the student Triangle Alliance Club.

- Recommend the establishment of College policy and administrative procedures that assure equal and unrestricted access to and full involvement in all aspects of the college and serving as a catalyst for the creation of a campus environment free from fear, prejudice, bigotry, harassment, and violence for LGBTQA students and staff.
 - Establish a liaison that will maintain communication between the Safe Zone Programs, college administration and the Board of Trustees.
 - Identify and promote procedures for response to harassment and hate crimes.
 - Identify and establish procedures to promote programs and services for LGBTQA staff and students.
 - Promote and support the student Triangle Alliance Club.
 - Maintain that the College Non-Discrimination Statement continues to include sexual orientation in the anti-discrimination policy language on all printed college information including job announcements.
 - Generate an annual report for the campus community, including the President and Board of Trustees regarding Safe Zone Project related activities and information.

- Establish funding for LGBTQA programs and services, such as: institutional funds, EvCC Foundation, grant money, student funds and government contracts.

- Appoint and empower leaders within the institutional structure to accomplish stated mission and goals.

- The Safe Zone Program Committee will function as the Advisory Board.

- The role of the Advisory Board is to represent concerns and issues of LGBTQA to the campus community facilitated by the Diversity and Equity Center.

- Provide outreach, access, and retention services through identification, sponsorship, and support of educational programs and services that also serve to provide a greater awareness and understanding of LGBTQA issues.
 - Annual Safe Zone Coming Out Celebration (National Coming Out Day), October
 - Safe Zone Project Birthday Party, October
 - Links and Alliances Fall Quarter Conference
 - Day of Silence: Fund Raiser, Winter Quarter
 - Campus Day of Silence: Spring Quarter
 - Pink Prom, Spring Quarter
 - Events to support campus and community programs and services
 - Other

- Partner with community organizations such as the Snohomish Health District, Compass Health, etc., to increase outreach and bring resources to the campus.

- Create, organize and implement programs and services that support access, development and educational opportunities for LGBTQA students and staff.
 - Coordinate outreach, recruitment and retention services for LGBTQA students.
 - Establish and maintain Safe Zone Website to provide access to information and resources.

- Create a full-time position within the Diversity and Equity Center to manage LGBTQA programs and services.

- Establish routine review of policies and procedures to assess the needs of LGBTQA students and the effectiveness of the programs and services.

The Safe Zone Project

Objectives of Safe Zone Letter Campaign & Sticker Project

- To make it possible to easily identify individuals who are empathetic and informed about LGBTQA issues who are willing and able to provide support, information, and confidentiality.
- To show a concrete example that Everett Community College supports LGBTQ people and is working to educate and raise awareness within the Everett CC community.

The Safe Zone Symbol

The inverted pink triangle represents the common symbol of lesbian, gay, bisexual, transgender identity and self-esteem.

The inverted pink symbol is within a circle which represents how all students, faculty, and staff—straight and gay—need to unite together in order to successfully create a safe and supportive community.

Rationale

The Safe Zone Project will address ignorance. We (the members of the Safe Zone Committee) feel there is a need for more discussion about homophobia. In a given day, you can usually hear at least one student use the phrase, "that's gay," to express their discontent with something. More so, we feel there is an atmosphere in our society that which often forces LGBTQ people to keep this aspect of their lives in the "closet." We think a place of higher education should be a place where everyone feels comfortable being himself or herself (regardless of sexual orientation), and are willing to share this openly.

The College has a responsibility to educate its students and promote tolerance of people with alternate lifestyles. It is our hope that through programs like Safe Zone, we can make Everett CC a supportive and comfortable environment for all people.

Your Role as a Safe Zone Member

Your main role as a Safe Zone member is VISIBILITY. You are expected to post your Safe Zone sticker in a visible area. This should also be an area which is under your control. For example if you share an office, you should not hang the sticker on your office door, but rather on your own desk or personal space, in order to not falsely include non-Safe Zone members who may not feel comfortable in that role.

Once you have identified yourself and your space as a Safe Zone, you are expected to provide support, resources, and referrals to individuals who choose to approach you. You are also expected to maintain the students' confidentiality and requests for privacy.

This manual will only provide answers to the most basic of questions and concerns. Should you need further information, please contact the Diversity & Equity Center and/or one of the area organizations. We would also like to add your name to an e-mail distribution list, so you can be receiving periodic articles of interest or relevance to these issues. Please contact Laura Hedges in the Diversity & Equity Center if you would like to be included on this list.

Safe Zone is not meant to be a support group, or to be substituted for therapeutic sessions with a clinical psychologist. In situations where you feel the student may need to speak to a professional, be sure to refer him/her to the Counseling Center. DO NOT handle emotionally unstable students, or situations where you believe the student or someone else may be in danger, on your own. Your role is to let them know where they can turn for help if they need it. Be sure to maintain appropriate boundaries for your own well-being.

What is NOT expected from you as a Safe Zone Project member

You are not expected to be an expert on LGBTQ issues. Know your limits and refer a student who has needs you cannot provide, rather than guessing at answers.

There will most likely be people who will want to debate the value or purpose of the Safe Zone program, or who may challenge you about general LGBTQ issues. You are not expected to defend the Safe Zone or participate in debates of this nature. You are simply serving as a safe person and a resource. Please refer these individuals to members of the Safe Zone Committee. **Source: Rainbow Center, UCONN**

"If you are not personally free to be yourself in that most important of all human activities...the expression of love...then life itself loses its meaning."

Harvey Milk, openly gay San Francisco City Council Member assassinated in 1978

Terms and Definitions

"In language lie the assumptions of a culture, its rules of conduct, what it will acknowledge as possible and permissible. No mirror of nature, language rather constitutes a prism through which human knowers organize, interpret, and give meaning to their experiences. Language marks out the limits of the possible. It tells us what to think because it is impossible to think outside language."

Warren J. Blumenfeld, "Homophobia: How We All Pay the Price"

Bisexual: A bisexual is one who has significant sexual and romantic attractions to members of both the same and opposite sex.

The Closet: LGBT people who conceal their sexual identity from others are said to be "in the closet." For many bisexuals, gay men and lesbians, the closet becomes a place in which you live, unable to tell your secret. The image of a dimly lit, stale, confining space in which it is difficult to live and grow comes to mind.

Coming Out: Coming out is the act of telling another person that you are bisexual, gay or lesbian. For many bisexuals, gay men and lesbians this is a continuing process which occurs every time they meet someone new. Some bisexuals, gay men and lesbians choose to never come out to others.

Dyke: Dyke is derived from Dike of Ancient Greece, who was a storm goddess. It is a shortened version of Bulldyke. The word is used to create the image of a masculine woman. The word along with Faggot can be devastating terms to homosexual men and women in the early stages of developing their self-esteem.

Faggot: The term faggot originated in medieval times when a faggot was a bundle of sticks used to stoke a fire. The term came to refer to the burning of gay men and lesbians which occurred at the time. **Flamer** and **Flaming Faggot** also originated from this experience.

Gay: This word appeared in popular culture in the 1970's to describe homosexuals. It is used mainly as an adjective and underscores sexual orientation as one aspect of an individual, not as the total individual.

Gender Identity: Gender identity is how one thinks about their own gender, whether they think of themselves as a man or a woman, and to what degree they identify with the arbitrary gender roles placed on us by society.

Gender Roles: Society places arbitrary rules and roles, how one is supposed to act, dress, feel, think, relate to others, etc., on each of us based on a person's sex (what genitalia they have).

Heterosexism: Heterosexism is the idea that there is a natural form of sexuality, which is inevitable and good. The structures and institutions of our society exist to perpetuate this belief. Some examples are: the invisibility of gay men and lesbians, the lack of role models in schools and the media, and the lack of legal and cultural recognition.

Heterosexual: Heterosexual is the clinical term used to describe people who feel a sexual attraction to members of the opposite sex.

Homophobia: Homophobia is the intense and irrational fear of same-sex relationships, gay men, lesbians, and bisexuals. Gays are seen as sick, crazy, immoral, sinful, wicked, etc. Anything is believed to be justified in order to change them, including discrimination, harassment and violence.

Homosexual: The word homosexual is a clinical term used to refer to people who are sexually attracted to members of their own sex.

Lesbian: The term Lesbian originates from ancient Greece where the homosexual poet Sappho lived on the isle of Lesbos with other Greek women. It is from this isle that the term originates. Homosexual women sometimes prefer the term Lesbian as opposed to the generic term "Gay." This term acknowledges the fact that homosexual women have different priorities and experiences than homosexual men.

Lifestyle: One's lifestyle is how they live and behave, for example, a person's hobbies, environment, family make-up, etc.

Out: To disclose a person's sexual orientation to another person. To be open regarding one's sexual orientation in a given situation.

Queer: In the past few years, Queer has been adopted by many Gay, Lesbian, Bisexual, and Transgender people as a strong, all-inclusive, confrontational, and political label for sexual minorities. It underscores and celebrates the dictionary definitions of "Differing from what is usual and ordinary; odd; singular; strange." When gay people identify themselves as queer, they are attempting to defuse a hostile label and throw it back in the face of their oppressors.

Sexual Identity: Sexual identity is the consistent and enduring sense of one's own sexuality and repeated sexual thoughts, feelings and/or behaviors. Sexual identity is how one thinks of oneself in terms of whom one is sexually and romantically attracted to. The process of sexual identity is ongoing.

Sexual Orientation: Sexual orientation is defined as a predominant erotic attraction for the same or other sex, or for both sexes in varying degrees. Few, if any obvious identifiable mannerisms exist that distinguish between individuals of different sexual orientations. Sexual orientation is not a choice, lifestyle or behavior, it is an inner sense of identity. Sexual orientation is only one small aspect of a person's being.

Silent Minority: The term silent minority refers to the idea that gay men and lesbians are not a visible group to a casual observer. One cannot walk into a room and pick out a gay man or lesbian by sight. This allows many gay men and lesbians to live in “the closet.”

Transsexual: Transsexuals are individuals who have a deep conviction that their true gender identity is out of sync with their anatomical gender identity. That is, a person may have the genitals of a woman, but “feel” as though she is a man. Transsexuals may choose to go through hormone therapy and/or operations to obtain a different anatomical identity.

Transgender: A person whose core gender identity is different from their biological gender identity. A transgender person is someone who switches gender roles, whether it is once or many times.

Transvestite: A transvestite is someone who cross dresses for pleasure in appearance and sensation. The pleasure does not have to be erotic, but may be rebellious, empowering, or something else, nor does it necessarily mean that it is homosexual in nature.

Ten Suggestions for Reducing Homophobia in your Environment

1. **Make no assumptions about sexuality.** If a student/peer has not used a pronoun when discussing a relationship, don't assume one. Use neutral language such as, "Are you seeing anyone," instead of "Do you have a boyfriend?" Additionally, do not assume that a female who confides a "crush" on another woman is a lesbian. Labels are often too scary and sometimes not accurate. Let students label themselves.
2. **Have something gay-friendly visible in your office--**a sticker, a poster, a flyer, a brochure, a book, a button. This will identify you as a safe person to talk to and will hopefully allow a gay, lesbian, bisexual or questioning person to break his/her silence. SAFE ZONE campaign stickers and resources can provide this visibility.
3. **Support, normalize and validate a person's feelings about his/her sexuality.** Let them know that you are there for them. If you cannot be supportive, please refer to someone who can be. Then work on your own biases by reading, learning and talking to people comfortable with this issue. And always remember, the problem is homophobia not homosexuality.
4. **Do not advise students to come out to parents, family and friends as they need to come out at their own safe pace.** Studies show as many as 26% of gay youth are forced to leave their home after they tell their parents. In surveys of lesbian, gay and bisexual people, 52-87% have been verbally harassed, 21-27% have been pelted with objects, 13-38% have been chased or followed and 9-24% have been physically assaulted. IT IS AN INDIVIDUAL'S DECISION WHEN AND HOW THEY WANT TO COME OUT. Help them figure out what makes sense for them.
5. **Guarantee confidentiality with students.** Students need to know their privacy will be respected or they will not be honest about this important issue. If you cannot maintain confidentiality for legal reasons, let students know this in advance.
6. **Challenge homophobia.** As a role model for your students, respond to homophobia immediately and sincerely. Encourage in-service trainings for staff and students on homophobia and its impact on gays and lesbians.
7. **Combat heterosexism in your classroom.** Include visibly gay and out and lesbian role models in your classroom.
8. **Learn about and refer to community organizations.** Familiarize yourself with resources and call them before you refer to make sure they are ongoing. Also, become aware of gay-themed bibliographies and refer to gay-positive books.
9. Encourage school administrators to **adopt and enforce anti-discrimination policies for their schools or school systems which include sexual orientation.** The language should be included in all written materials next to race, sex, religion, etc.

10. **Provide role models.** Gay and straight students benefit from having openly gay teachers, coaches and administration. Straight students are given an alternative to the inaccurate stereotypes they have received and gay students are provided with the opportunity to see healthy gay adults. Instructors, gay or straight allies, can help by making gay and lesbian students feel more welcome.

Suggestions compiled by Youth Pride, Inc.

"No one can put a chain around the ankle of another without at last finding the other end fastened about his/her own neck."

Frederick Douglass, slave abolitionist, 1883

The Truth about Sexual Orientation

1. **Lesbian, gay and bisexual people cannot be identified by certain mannerisms or physical characteristics.** People who are lesbian, gay or bisexual come in as many different shapes, colors and sizes as do people who are heterosexual.
2. **Sexual experiences as a child are not necessarily indicative of one's sexual orientation as an adult.** Many lesbian, gay and bisexual people have early heterosexual experiences, but are still lesbian, gay or bisexual; many avowed heterosexuals have had sexual contact with members of their own sex, but are still heterosexual.
3. **No one knows what causes sexual orientation.** Many lesbian, gay and bisexual people know that they are attracted to members of their own sex at an early age, sometimes as young as 6 or 7 years old. Others learn much later in life, in their 30's, 40's or 50's. Some research indicates that sexual orientation is determined between birth and age 3, but no one is sure what causes particular orientations.
4. **Many people accuse lesbian, gay and bisexual people of "flaunting" their sexuality when they talk about their partner, hold hands or kiss one another in public.** These are activities that heterosexual couples do all the time. Due to homophobic reactions, some lesbian, gay and bisexual people are actually forced to hide their sexuality in public, not flaunt it.
5. **People who are lesbian, gay and bisexual work in all types of jobs and they live in all types of situations.** They belong to all ethnic and racial groups. They are members of all religious communities. They exhibit a range of mental and physical capabilities. They are young, middle aged, and old.
6. **Sometimes oppression based on sexual orientation escalates into acts of physical violence.** In surveys of lesbian, gay and bisexual people, 52-87% have been verbally harassed, 21-27% have been pelted with objects, 13-38% have been chased or followed and 9-24% have been physically assaulted.
7. **Most lesbian, gay and bisexual people are comfortable with their own biological sex; they don't regard themselves as members of the opposite sex.** Being lesbian, gay or bisexual is not the same as being transgender.
8. **The majority of child molesters are heterosexual men, not lesbian, gay or bisexual people.** Almost all studies show that over 90% of child molestation is committed by heterosexual men.
9. **Homosexuality is not a type of mental illness and cannot be "cured" by psychotherapy.** Although homosexuality was once thought to be a mental illness, the American Psychiatric and Psychological Associations no longer consider it to be one. Psychiatric and psychological attempts to "cure" lesbians and gay men have failed to change the sexual orientation of the patient. These "treatments" may help change sexual behavior temporarily but also can create emotional trauma.

10. **There is no definable gay "lifestyle"**. Similarly, there is no standard heterosexual lifestyle. Some people might like to think that a "normal" adult lifestyle is a heterosexual marriage with two children. Less than 7% of all family units in the U.S. consist of a mother, a father and two children living together. The most accurate generalization might be this: lesbian, gay and bisexual people are different from one another in the same ways that heterosexual people are different from one another.

*Compiled by **Youth Pride, Inc.** with the help of **The Campaign to End Homophobia.***

Strategies for Educators, Staff Members, and Institutions

Teaching moments present themselves everyday, take advantage of them.

1. Identify LGBT contributions throughout the curriculum. (History, art, science, literature, religion, etc.).
2. Provide history of oppression. (Holocaust, origin of the word "faggot.")
3. Submit request to improve library holdings (both fiction and non-fiction) related to sexual diversity. Make an effort to keep such materials up-to-date.
4. Develop and/or advertise resources (i.e. support groups) for LGBT students and their families.
5. Bring openly LGBT PEOPLE as resources/speakers in classes or programs.
6. Include LGBT concerns in all prevention programs (suicide, dropout, pregnancy, etc.); and in training of peer leaders, student government, etc.
7. Support your LGBT colleagues.
8. Educate yourself to the needs and experiences of LGBT youth and their families.
9. Policies:
 - A. Schools are encouraged to develop policies protecting LGBTQ students from harassment, violence, and discrimination.
 - B. Include "Sexual & Gender Orientation" as protected categories in your anti-discrimination policies.
 - C. Extend "Domestic Partnership" benefits to LGBT employees on par with heterosexual employees.
10. Schools are encouraged to provide affirming counseling for LGBT youth and their families.
11. Schools are encouraged to recruit "open" LGBT faculty and staff to serve as supportive adult role models for all youth.
12. Support official College recognition and funding of LGBT organizations.

Stages of Sexual Identity Development

<u>Stage</u>	<u>Possible Feelings & Behaviors</u>	<u>Needs at this time</u>
1. Confusion	Feeling "different" Same sex attractions, dreams, fantasies	Need support Readings There is strength in "different" Do not label yourself
2. Comparison	Continued sense of difference from peers Strong same-sex attractions, pre-occupations Anxiety about fitting in Social isolation, alienation and shame	All of the above, plus: Admit fears, anxieties, shame Identify with positive role models Find age appropriate peer supports, resources
3. Tolerance	Actively seek out LGBT peers or adults Living 'double life' with secret LGBT self Denial of sexuality	All of the above, plus: Maintain safe, supportive relationships Careful about inappropriate sexuality with adults Find healthy LGBT peer social activities Need to talk about fears of exposure
4. Exposure	Increased contact with LGBT peers Severe loneliness/alienation if peers not available May be scapegoated at home/school Fear of being 'outed'	All of the above, plus: If sexually active...must be safe Ramifications of coming out Affirm your basic self worth Explore and build self esteem
5. Pride	Us/them attitude about heterosexuality Belief in superiority of LGBT lifestyle Aggressively 'out' stance Sexually active to bolster identity Anger at prejudice and discrimination	All of the above, plus: Support self acceptance and pride Have and maintain healthy supportive relationships with heterosexuals

6. Synthesis

Rejoin supportive heterosexuals
Increased empathy
Renew emphasis on work, school
and family roles

Support efforts to bridge
LGBT self with aspects
of identity

Coming Out

Introductory Statement

The term “coming out” (of the closet) refers to the life-long process of the development of a positive same-sex, bisexual or transgendered identity. It is a very long and difficult struggle for many because gay people often have to confront many homophobic attitudes and discriminatory practices along the way. Many need to struggle with their own negative stereotypes and feeling of homophobia which they learned when they were growing up. Before a person can identify him/herself as proud and confident about who they are, they will need to challenge their own attitudes and take them from the lower end of that homophobic continuum (repulsion, pity, tolerance) to feelings of appreciation and admiration. But it often takes years of painful work to develop a positive LGB or T identity. Then, many LGBT people begin to make decisions about whom to tell that they are LGB or T. Many LGBT people are afraid to “come out” to their friends and family.

What is the fear?

- Rejection – loss of relationships
- Gossip
- Harassment/abuse
- Being thrown out of family
- Being thrown out of house
- Having one’s lover arrested
- Loss of financial support
- Losing their job
- Physical violence
- Being vulnerable
- Another’s reaction

Why might gay/lesbian, bisexual, transgendered people want to come out to friends/relatives?

- End of the “hiding game”
- Feel close to those people
- Be able to be “whole” around them
- Stop wasting energy by hiding all the time
- Feel like they have integrity
- To make a statement that “LGBT is OK”

How negative responses might someone feel after someone comes out to them?

- Scared
- Angry
- Hostile
- Shocked
- Disbelieving
- Uncomfortable
- Not sure what to say
- Not sure what to do next

- Wondering why the person came out

What do people expect/want?/Positive Influences

- Acceptance
- Respect
- Support
- Understanding
- Comfort
- Closer friendship
- That knowing won't negatively affect their friendship
- A hug and a smile
- An acknowledgment of their feelings

Helping Those Who are Coming Out

Understanding your own feelings:

Before anyone can help a LGBT person, he/she must examine his/her own feelings about same-gender relationships and activity. Can the individual comfortably encourage the gay person to act on his/her same-gender feelings? How would an individual react if a family member or roommate came out to him/her? It might be helpful if the individual would discuss these issues with a person who is LGB or T.

Acceptance:

Acceptance of LGBT people can have a powerful effect and impact on their self-concepts. Complete understanding is not needed to be accepting. An individual's reaction can have a greater impact than all the collective direct and indirect reactions of society.

Destroying Myths:

A great number of myths support the negative responses members of society dole out. Individuals can counteract those negative responses more effectively if they can help people coming out see through the myths and stereotypes that exist. In order to do this, the individual can become familiar with these myths and possess accurate information about the realities of same-gender sexual orientation.

Acceptance with Significant Others:

The coming out stage is the most important in building self-acceptance. LGBT people sometimes find it difficult to develop positive self-concepts until they have received positive reaction to their orientation. Telling some significant people in their lives about their sexual orientation can be critical in developing positive self-conceptions.

RESOURCES

CAMPUS RESOURCES

Diversity & Equity Center, Parks Student Union, 3rd Floor

Contact: Laura Hedges, Gender Equity Specialist/Women's Services Manager

Counseling, Advising and Career Center, Parks Student Union, 3rd Floor

Contact: Counselors

Human Resources, Olympus Hall, Room 116

Contact: Liz Olson, VP Human Resources/Affirmative Action

Student Activities Office, Parks Student Union, Room 209

Contact: Joann Ashlock, Director of Student Activities

Jennifer Rhodes, Events

Lindsay Hudson, Clubs

Triangle Alliance at Everett Community College, evcctriangealliance@hotmail.com

Contact: Jake Clark, President

Qevin Smith, President Elect

Vice President of Student Services, Parks Student Union, 3rd Floor

Contact: Rich Haldi, VP Student Services/Dean of Students

COMMUNITY RESOURCES

Gay Men's Task Force (Community Group) www.gaysnohomish.org

GLOBE (Gay, lesbian, bisexual, transgender & questioning education and support group for 14 to 20 year-old youth). 425-339-5251 www.globeyouth.org

Alcoholics Anonymous (Gay-Friendly Group), 2624 Rockefeller, Everett Meets Sundays at 7 pm

Care Crisis Line, 425.258.4357, TTY (hearing impaired) 425.339.3301.

Child Protective Service, 800.398.4811.

Cocoon House, Emergency shelter for ages 13-17. Other services also available through partner agencies. 2726 Cedar St, Everett, 425.259.6042.

Compass (Mental) Health, 425.349.7300.

Friends of Youth, Shelter for youth, primarily in Bothell and Everett. Call 425.869.6490 for info.

Lambert House, Youth drop-in center. 1818 15th Ave, Seattle. Call 206.322.2515 for more info.

Lifelong AIDS Alliance, www.lifelongaidsalliance.org, 206.329.6923

PFLAG of Snohomish County Contact: Tom Blossom 360-863-8222 www.pflag.org

Planned Parenthood, Western WA, Toll Free 800.230.PLAN, or in Everett call 425.339.2616.

Pride Foundation, www.pridefoundation.org/

QUEST, 20-Something, LGBT Support Group, South Everett Neighborhood Center, Contact Laurel Snow, 425.355.6005

Safe Schools Coalition, www.safeschools-wa.org.

Seattle Counseling Svcs. for Sexual Minorities, 206.323.1768.

Snohomish Health District, HIV/STD/Hepatitis Counseling & Testing 425-339-5298

SAFE ZONE COMMITTEE MEMBERS

A/O 2006

FACULTY, STAFF, ADMINISTRATORS	COMMUNITY MEMBERS	STUDENTS	EXOFFICIO
Laura Hedges, Chair. Diversity & Equity Center, Gender Equity Specialist, Women's Programs Manager	Brenda Newell, Manager, HIV/AIDS/ Programs, Snohomish Health District	Jake Clark, President Triangle Alliance Student Club	Christina Castorena, Associate Dean of Diversity
Joann Ashlock, Director of Student Activities		Dennis Hannon, Member Triangle Alliance	Rich Haldi, Vice President Student Services
Darryl Dieter, Coordinator Institutional Research		Jason Kamb, Member Triangle Alliance	Liz Olson, Vice President Human Resources/Affirmative Action
Karena Hooks Coordinator of Advising & Outreach			
Alyson Indrunas, English Faculty		Ernie Lefler, President Mecha Student Club, Member Triangle Alliance	
Jeff Keever, Director Food Services		Qevin Smith, President Elect Triangle Club	
Christine Kerlin, Associate Dean Enrollment Services			
Mark Kontulis, Chemistry Faculty			
Jennifer Rhodes, Student Activities Program Manager			
Fayla Schwartz, Biology Faculty			