

Name of Training

Basic Equal Opportunity for Admin & Staff
(Basic EEO/SHP)

Understanding Policies Related to Respect for All
(RFA)

Gender, Sexuality Alliance (GSA) Summit
January 29, 2019

Gender, Sexuality Alliance (GSA) Summit
January 29, 2019

Being an Upstander for LGBTQ Youth - Webinar

Diversity: Competency across Difference Training

Health Ed. Basics 2: Comprehensive Sexual Health Education (6-8)

Health Ed. Basics 2A: Comprehensive Sexual Health Education (9-12)

Health Ed. Basics 4: LGBTQ Affirming Schools (6-12)

Health Ed. Basics 4: LGBTQ Affirming Schools (K-5)

Masculinity: Awareness, Affirmation, and Conscious Transformation Training

OUT for Safe Schools Workshop

Time to Thrive Conference

RFA Liaison 2 day training

Spring Academic Policy Training for School Counselors

Spring Academic Policy Training for Single Shepherd

Spring 2019 Academic Policy Data Sharing Cycle I

Building Empathy: Comics as A Primary Source (NYC Comic Con at the NYPL)

Hidden Voices: Ensuring the Inclusion of Diverse Voices in the Social Studies Curriculum

Claire Bond Potter: Doing Recent History

Hidden Voices: Ensuring the Inclusion of Diverse Voices in the Social Studies Curriculum

George Chauncey: Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940

Teaching History through Film and Media Seminar Series: Milk

[SWAG Conference] Work together to elevate girls and young women in STEM

The New Civil Rights Era, Embracing the LGBTQ Students

Affirming Schools for LGBT Students Families and Staff

Creating Gender Inclusive School Communities with The Ackerman Institute

Gender Inclusive Schools - MS/HS (with HMI)

Providing Affirming Clinical Care for Transgender and Gender Nonbinary (TGNB) Youth with Health + Hospitals

Gender Inclusive Schools - Elementary (with HMI)

Description of Training

The workshop provides an overview of equal opportunity laws and policies as they apply to students and staff, and outlines Chancellor's Regulation A-830, DOE's Anti-Discrimination Policy, including a general discussion of the protected classes, sexual harassment and workplace accommodations. Participants will become informed about their roles and responsibilities and be better equipped to identify and address discrimination issues in the workplace/academic environment. The workshop will also review the DOE's internal as well as the external complaint process.

The workshop provides an overview of the DOE policies related to New York State's Dignity for All Students Act, with a focus on Chancellor's Regulations A-832-Student to Student Discrimination, Harassment, Intimidation, and/or Bullying and A-831-Student to Student Sexual Harassment as well as the Staff to Student Discrimination and Sexual Harassment components of Chancellor's Regulation A-830. Participants will also learn about the protected classifications for students and staff, their reporting responsibilities and under what circumstances off-school premises behavior is covered under Chancellor's Regulations.

Workshop, offered to students, focused on the legal rights of LGBTQ students within their school communities

Workshop provided guidance to staff on NYC DOE Regulations and Guidelines to build an inclusive culture for students and staff, with an emphasis on Title IX

OUT for Safe Schools is a national initiative that helps educators, administrators, and other school district employees "come out" as visible allies for LGBTQ students. As part of the program, participating staff wear badges identifying themselves as allies in order to make school a safer, more welcoming place. Participants learn how to implement the OUT for Safe Schools program in their schools, discuss the importance of the OUT for Safe Schools program, and identify strategies for building safer, more affirming schools for LGBTQ students.

This workshop provides a simple and easy-to-adopt framework for maximizing justice, fairness, and diversity in the classroom. Explain latest terminologies about race, class, gender, sexuality, disability, and other "isms," in plain and welcoming language. Relieve fears, apprehension, and confusion associated with a changing society. Identify and avoid common mistakes when it comes to diversity and inclusion. Provide a plan for addressing challenging questions and scenarios about difference that come up in the classroom

Middle school health teachers gain the knowledge, skills, and confidence to provide students with the mandated sexual health component of the required semester of daily health education. Participants receive medically accurate, standards-based sexual health education lessons, from the NYCDOE-recommended HealthSmart Middle School (2nd Edition) curriculum and the Draw the Line/Respect the Line curriculum. Through interactive and small-group activities, participants practice teaching strategies such as role-playing and practice answering sensitive questions in the classroom. Concepts and skills covered include puberty, romantic relationships, abstinence, consent, STI prevention, contraceptives, self-identity, sexual identity, sexual orientation, and gender expression, as well as approaches for ensuring LGBTQ inclusivity in their instruction. After completing the training, participants may join an online professional learning community for middle school health educators to continue sharing instructional strategies, resources, and student work.

High school health teachers gain the knowledge and confidence to provide students with the mandated sexual health component of the required semester of daily health education. Participants receive medically accurate, standards-based sexual Health Education lessons, including two books from the NYC DOE-recommended HealthSmart High School (2nd Edition) curriculum. Through interactive and small-group activities, teachers practice teaching strategies such as role-play and answering sensitive questions in the classroom. Teachers also discuss topics including reproductive anatomy, romantic relationships, abstinence, consent, STI prevention, contraceptives, self-identity, sexual identity, orientation, and gender expression, as well as approaches for ensuring LGBTQ+ inclusivity in their instruction. Participants who attend this training receive a free copy of the Reducing the Risk curriculum, including student workbook and Understanding Self-Identity curriculum supplement.

In this workshop, participants explore a range of approaches to make schools more inclusive for all students. Educators and staff learn why and how classroom strategies, such as an inclusive curriculum, and other school-based strategies, such as the presence of a Genders and Sexualities Alliance (GSA), can increase school connectedness and promote success for all students. Participants receive and learn how to use several tools, including the NYCDOE-recommended Understanding Self-Identity health education supplement; the Scenarios USA Man in the Mirror video and accompanying lesson plan; Respect for All resources; the NYCDOE Transgender and Gender Nonconforming Student Guidelines; and tools for building a GSA. Finally, participants prepare to turnkey workshop information to their colleagues and introduce the OUT for Safe Schools® badge program in their school.

In this workshop, participants explore a range of approaches for making schools more inclusive for all students. Educators and staff learn how classroom strategies, such as lessons that embrace family and gender diversity and address bias-based bullying, can make a difference in increasing school connectedness and promoting success for all students. Participants receive and learn how to use several resources developed specifically for elementary schools that address gender identity and sexual orientation in the classroom, including lesson plans from Welcoming Schools and GLSEN. They also receive free books that address topics of bias, bullying, and acceptance, and develop accompanying lesson plans. Additionally, workshop participants learn strategies to implement the NYCDOE Transgender and Gender Nonconforming Student Guidelines. Participants prepare to turnkey workshop information to their colleagues and introduce the OUT for Safe Schools® badge program in their school.

Addresses how gender identity, gender expression and other gender constructs shape boys and men. The goal is to empower students to undo and be accountable for gendered violence, and to promote understanding within and between gender groups. Workshop will cover the following topics:

What is gender? How do you talk about it?

How has gender evolved over time and in different places? What are some common myths?

How do you talk about non-binary and trans gender identities in clear and simple ways?

How do you talk about experiences of boys and men with both compassion and fairness?

How do you empower students to reduce the harm that's done based on gender?

What are important conversations about masculinity you should be having in your classroom?

OUT for Safe Schools® is a national initiative that helps school staff “come out” as visible allies for LGBTQ students. Participating staff wear badges identifying themselves as allies in order to make school a safer, more welcoming place. Participants will discuss the importance of the program, learn how to implement it in their schools, and identify strategies to build more affirming schools for LGBTQ people.

Presented by the Human Rights Campaign Foundation in partnership with the National Education Association and the American Counseling Association, Time to THRIVE is the annual national conference to promote safety, inclusion, and well-being for LGBTQ youth. The conference provides a comprehensive opportunity for youth-serving professionals to build awareness and cultural competency, learn current and emerging best practices and gather resources from leading experts and national organizations in the field.

Addresses SEL and establishing safe supportive school environments for marginalized students.

Borough-based training hosted by each BCO regarding Academic Policy topics, including the DOE's policy to not include gender in course titles and steps to remove gender in course titles from prior school years and resources to support LGBTQIA+ students at their schools

Training for Single Shepherd program participants regarding Academic Policy topics, including the DOE's policy to not include gender in course titles and steps to remove gender in course titles from prior school years and resources to support LGBTQIA+ students at their schools

As one of our office's data sharing topics, we conducted targeted outreach to all schools who had included gender identifiers in course titles during SY 16-17, 17-18, 18-19; OAPS created materials for schools and conducted calls with all APPAs who support identified schools to communicate the DOE's policy regarding removing gender from course titles and supported borough offices to ensure that gender identifiers were removed; as a follow up, our office also provided weekly status updates, ran an announcement in Principal's Weekly, and did in-person follow up with each borough office to address any concerns or issues raised by schools as well as support them in following up with schools as part of our spring borough site visits

Exploring the use of comics as primary sources, this workshop highlighted the history of LGBTQ themes in comic books.

This full-day professional learning opportunity will feature the Office of Curriculum, Instruction, and Professional Learning's publication Hidden Voices. Hidden Voices is a supplemental resource to the Passport to Social Studies and features the stories of 16 lesser-known New Yorkers whose stories have been unheralded, unrecorded, or forgotten over time. Curricular connections are included, as are documents and questions for analysis and discussion in K through 12 classrooms. This workshop will offer opportunities to learn more about the Hidden Voices resource and how it aligns to social studies teaching and learning across grade levels. Educators of grades K through 12 will also have the opportunity to visit MCNY's New York at its Core exhibition, from which the historical context, profiles, and many images included in Hidden Voices were adapted. Teachers will consider how the inclusion of diverse voices in the social studies curriculum enriches all students' understanding of history and will explore how to surface additional “hidden voices” with their own students. Historian Robyn C. Spencer will deliver a keynote address on the authentic inclusion of diverse voices in the social studies classroom. LGBTQ voices are highlighted throughout the day

History Talks! with Claire Bond Potter, New School University professor of history as she discusses her research on Hamilton the Musical. Professor Potter will discuss her research on the recent political history of the United States; gender, sexuality, and the media; digital humanities and Internet studies. Professor Potter will discuss "Queer Hamilton" as it is portrayed in the show, Hamilton An American Musical. Participants will receive a primary source set curated by the Social Studies Department and the National Archives that can be paired with content from Dr. Claire Bond Potter's presentation. In addition, all attendees will receive a copy of Doing Recent History: On Privacy, Copyright, Video Games, Institutional Review Boards, Activist Scholarship, and History that Talks Back. Claire Bond Potter is a professor of history at The New School, where she directs the Digital Humanities Initiative. She is also a co-director of OutHistory.org, an LGBT digital history project.

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History Talks! with George Chauncey, Professor of History and director of the Columbia Research Initiative on the Global History of Sexualities, works on the history of gender, sexuality, and the city, with a particular focus on American LGBTQ history. Participants will receive a primary source set curated by the Social Studies Department and the National Archives that can be paired with content from Professor Chauncey's presentation. In addition, all attendees will receive a copy of Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940. Gay New York brilliantly shatters the myth that before the 1960s gay life existed only in the closet, where gay men were isolated, invisible, and self-hating. Based on years of research and access to a rich trove of diaries, legal records, and other unpublished documents, this book is a fascinating portrait of a gay world that is not supposed to have existed. During this professional learning session, participants will: • explore teaching the practice of Comparison and Contextualization; • be introduced to primary sources that can be used to gather, use, and interpret evidence paired with LGBTQ history of the 20th century United States; and • consider implications of using academic research in a social studies classroom.

The Teaching History through Film and Media seminar series models strategies for teachers to use film and video effectively in the classroom. Teachers learn about periods and events in history through clips of movies as they develop strategies to use the films in their classrooms. Teachers explore themes, content, and historical accuracies and inaccuracies in the Hollywood interpretations of history, and examine how the time at which the film was made affected the value systems depicted in the movies. Milk is the story of Harvey Milk, and his struggles as an American gay activist who fought for gay rights and became California's first openly gay elected official. Using flashbacks from a statement recorded late in life and archival footage for atmosphere, this film traces Harvey Milk's career from his 40th birthday to his death. He leaves the closet and New York, opens a camera shop that becomes the salon for San Francisco's growing gay community, and organizes gays' purchasing power to build political alliances. He runs for office with lover Scott Smith as his campaign manager. Victory finally comes on the same day Dan White wins in the city's conservative district. The rest of the film sketches Milk's relationship with White and the 1978 fight against a statewide initiative to bar gays and their supporters from public school jobs.

We aren't graduating enough women to STEM careers in this country! As teachers we can improve our daily practices in K-12 schools by raising our awareness and knowledge to spark the fire in more girls to turn their interests to STEM! In this session, we'll discuss some initiatives and programs that can help educators help to address this imbalance. We'll also examine a case study along with the latest Whitehouse Report on STEM education that speaks to the importance of why we need to do this now more than ever and expand pathways in pursuit of STEM! The STEM gender gap is a problem for the American society and requires the work of the collective! See how you can he

An educator's classroom includes a diverse group of pupils, which will consist of LGBTQ students. Families of LGBTQ students expect and deserve a fair and safe learning environment for their children to learn. Educators know that in order for meaningful learning to take place, all students must feel safe and supported in the school community. This is especially true for students who identify as lesbian, gay, bisexual, or transgender, or are questioning their sexuality. Statewide legislation such as DASA and provisions under the federal law, Title IX do protect LGBTQ pupils, however, the true impact begins from a compassionate and informed teacher. As an advocate, a teacher renders a tremendous difference on students who are struggling with their identities. Ultimately this course will inform teachers how to work with parents, administrators, support staff and LGBTQ students to promote a safe, respectful learning environment.

This course provides a general overview of LGBT supports for students, families, and staff members. The session includes terminology, policy, and best practices. It ranges from 45 minutes to 2 hours depending on the audience.

This full-day, CEU earning workshop, facilitated by the Ackerman Institute's Gender & Family Project will offer participants a strong foundation for building gender inclusive classrooms welcoming to transgender and gender expansive youth. Participants will increase awareness with regards to the continua of sex, gender identity, and gender role, examining best practice guidelines for gender inclusive schools. Research on gender development, family acceptance and optimal environmental adjustments needed to maximize educational potential will be presented. Additional topics the workshop will cover include the specific concerns of non-binary and gender expansive young people, how to speak with children and families about gender and addressing gender-related bullying.

This one-day training will provide school staff with the tools to be responsive to local, state and federal laws in place to support transgender and gender expansive youth. This training is built to increase knowledge about gender, understand the barriers to transgender and gender expansive youth in educational settings and provide education leaders with the skill set to address challenging situations stemming from bigotry.

NYC Health + Hospitals, in partnership with The Fenway Institute/National LGBT Health Education Center and the Gender Management Service (GeMS) at Boston Children's Hospital is offering a free full day (8 hour) course on providing clinical care to transgender and non-binary (TGNB) youth and their families. By the end of the course, participants will be able to independently provide gender affirming care and support to patients and students under the age of 16. This course is an opportunity for NYC Health + Hospitals and the Department of Education to improve on our abilities to provide affirming services to transgender and non-binary youth.

This one-day training will provide school staff with the tools to be responsive to local, state and federal laws in place to support transgender and gender expansive youth. This training is built to increase knowledge about gender, understand the barriers to transgender and gender expansive youth in educational settings and provide education leaders with the skill set to address challenging situations stemming from bigotry. Elementary training is offered only for individuals working in K-5 schools.

Office	Does this training relate to GSA clubs?
OEO	Yes
OEO	Yes
OEO	Yes
OEO	Yes
OSWP	No
OSWP	No
OSWP	No

OSWP	No
OSWP	Yes
OSWP	No
OSWP	No

T&L	No
T&L	No
T&L	No

T&L	No
T&L	No
T&L	No
OSYD - LGBT	Yes
OSYD - LGBT	No

OSYD - LGBT	No
OSYD - LGBT	No
OSYD - LGBT	No