



## **Resolution to Foster Safe and Welcoming Environments by Respecting Names, Pronouns, and Gender Identity of Students, Parents, and Guardians**

**Date:** June 10th, 2026

**Sponsor:** Dr. Kaliris Y. Salas-Ramirez, Lawanda Joyner, Johanna Dominguez, Vandana Bonilla and Tia Jackson

**WHEREAS**, CEC4 wholeheartedly embraces its commitment to creating and maintaining safe and welcoming environments for its New York City Public Schools (NYCPS) students, staff, and families; and

**WHEREAS**, it is New York State's commitment through its robust anti-discrimination laws<sup>1</sup>, including the Dignity for All Students Act (DASA), that the state's policy is "to afford all students in public schools an environment free of discrimination and harassment,"<sup>2</sup> and

**WHEREAS**, it is the policy of NYCPS to provide equal educational opportunities without regard to national origin, alienage, citizenship status, actual or perceived race, color, religion, age, creed, ethnicity, disability, sexual orientation, pregnancy/conditions related to pregnancy or childbirth, OR gender (including actual or perceived gender identity, or gender expression<sup>3</sup>); and

**WHEREAS**, NYCPS families reflect the diverse reality of our city, which our schools celebrate in many ways<sup>4</sup>; and

**WHEREAS**, the NYC Department of Education's (DOE) Parents Bill of Rights maintains that parents be treated with courtesy and respect by all school personnel, and to be accorded all rights without regard to race, color, creed, religion, national origin, sex, gender, age, ethnicity, alienage/citizenship status, marital status, partnership status, sexual orientation, gender identity, or disability<sup>5</sup>; and

**WHEREAS**, CEC4 recognizes the empirically established links between inclusive school environments having positive benefits for all students, not only gender diverse students<sup>6</sup>, the positive effect of consistently using a student's chosen name<sup>7</sup>, and the recognition that there is a link between institutional transphobia and a broad spectrum of negative health and academic outcomes for gender diverse individuals<sup>8,9</sup>; and

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<https://www.nysed.gov/sites/default/files/programs/student-support-services/creating-a-safe-supportive-an-d-affirming-school-environment-for-transgender-and-gender-expansive-students.pdf> (pg 8-9)<sup>2</sup>  
<https://www.nysenate.gov/legislation/laws/EDN/A2>

<sup>3</sup> <https://www.schools.nyc.gov/about-us/policies/diversity-and-inclusion-policy>

<sup>4</sup> <https://www.schools.nyc.gov/about-us/reports/nycps-data-at-a-glance>

<sup>5</sup> <https://www.schools.nyc.gov/school-life/know-your-rights/parents-bill-of-rights>

<sup>6</sup>

<https://www.powershealth.org/about-us/newsroom/health-library/2026/03/25/inclusive-high-schools-benefit-all-students-not-just-lgbtq-teens>

<sup>7</sup> <https://pubmed.ncbi.nlm.nih.gov/articles/PMC6165713/>

<sup>8</sup> Ogarrio, K., Durbin-Matrone, R., De Leon, B., Wright, L. A., Restar, A., Singh, A. A., & Stojanovski, K. (2025). [Forms of transphobia and their influence on health outcomes among transgender, nonbinary, and gender diverse individuals: a global systematic review](https://doi.org/10.1080/26895269.2025.2553739). *International Journal of Transgender Health*, 1–34. <https://doi.org/10.1080/26895269.2025.2553739>

<sup>9</sup> White Hughto JM, Reisner SL, Pachankis JE. Transgender stigma and health: A critical review of stigma determinants, mechanisms, and interventions. *Soc Sci Med*. 2015 Dec;147:222-31. doi: 10.1016/j.socscimed.2015.11.010. Epub 2015 Nov 11. PMID: 26599625; PMCID: PMC4689648.

**WHEREAS**, there is a recognition that the use of affirmed names not only impact our gender diverse students and families, it also impacts immigrants, English Language Learners (ELLs) / Multilingual Learners (MLLs), and families wishing to maintain their country of origin name, and their ability to choose the English phonetic spelling and pronunciation, and

**WHEREAS**, the DOE Style Guide instructs schools to use gender-neutral language in letters/notices and emails, lessons, websites, and other written materials to the class or school community<sup>10</sup>; and

**WHEREAS**, a student who submits a Student Name and Gender Request Form<sup>11</sup> expects these changes to take effect quickly and holistically throughout all NYCPS documentation, including report cards, transcripts, attendance rosters, and other important documents; and

**WHEREAS**, the intention of the Student Name and Gender Request Form is to allow students to be known by their chosen name throughout the NYCPS, avoiding an occurrence of deadnaming,<sup>12</sup> even unintentionally; and

**WHEREAS**, the process for name and gender changes must include and be reflected in technology, such as Google Classroom, JumpRope, and other technology platforms that contain students' names and/or gender information; and

**WHEREAS**, the NYCPS is otherwise committed to keeping our schools safe, supportive, and free from discrimination<sup>13</sup>; and

**WHEREAS**, non-traditional families and families with gender-diverse families within the NYCPS often find themselves receiving forms that misgender them; and

**WHEREAS**, the current implementation of the form has been shown to be insufficient at avoiding the deadnaming of students.

**NOW THEREFORE, BE IT RESOLVED**, that CEC4 urges Dr. Alan Y. Cheng, the Senior Supervising Superintendent of High Schools and District 79, to direct all NYCPS high schools to:

1. Cause the submission of a Student Name and Gender Request Form to initiate the option to

update the student's email address/Google Classroom ID to reflect their chosen name in coordination with the Information Technology offices and/or

2. Allow students to request a new email when submitting a name change form to the DOE; and
3. Offer the option to have emails sent to a student's former email address be forwarded to their new address; and
4. Update the name change form to include a place to change a student's chosen middle name; and
5. Update the name change form to include a place to state the student's pronouns; and

<sup>10</sup> <https://infohub.nyced.org/in-our-schools/operations/accessibility-and-websites/style-guide> - referring to an unnamed person, always use they/theirs (e.g., The student shared *their* thoughts on the importance of civic engagement.).

<sup>11</sup> <https://www.schools.nyc.gov/school-life/school-environment/guidelines-on-gender/guidelines-on-gender-inclusion>  
<sup>12</sup> The PFLAG Glossary states that deadnaming "Occurs when an individual, intentionally or not, refers to the name that a transgender or gender-expansive individual used at a different time in their life. Avoid this practice, as it can cause trauma, stress, embarrassment, and even danger. Some may prefer the terms birth name, given name, or old name." <https://pflag.org/glossary/>

<sup>13</sup> <https://www.schools.nyc.gov/about-us/policies/non-discrimination-policy>

6. Update the name change form for NYCPS immigrant, students and families to update the student's country of origin name, and the ability to choose the English phonetic spelling and pronunciation of the name; and
7. Update Blue Cards and other places where students' names are stated and/or listed to include all students' pronouns, English phonetic spelling and pronunciation; and,
8. Direct students and/or their parents to NYCPS existing policy around queer, transgender, and gender non-conforming students; and
9. Make students aware of the existence of the NYCPS LGBTQ+ office and their contact information; and
10. Initiate training for staff/faculty of the school on current leading practices that support our trans and gender non-conforming students, if one has not occurred within the past year.

**THEREFORE, BE IT FURTHER RESOLVED** that CEC4 urges Chancellor Kamar Samuels to direct all NYCPS schools, regardless of whether a student submits a Student Name and Gender Request Form to:

1. Require all support staff who interact directly with children, including school nurses, librarians, guidance counselors, paraprofessionals, proctors administering exams, as well as substitute and full-time teachers, to complete the 6-hour DASA (Dignity for All Students Act)<sup>14</sup> training or an equivalent, qualified training, which may be available at a lower or no cost, to better understand the importance of respecting names and pronouns, as it relates to the mental and physical safety and wellbeing of students; and,
2. Require schools to include Gender Identity celebrations in February during Respect for All Week and in June for Pride Month so as to better support the students, staff, and families that would benefit from raised awareness and acceptance; and,
3. Review DOE Style Guide language recommendations at the start of every school year, with particular attention to opportunities to replace the phrase "boys and girls" with "students,"

“scholars”, “children,” or other gender-neutral language; and,

4. Ensure all parents and guardians have an opportunity to share how they wish to be addressed in communications, rather than relying on gendered assumptions or titles, and encourage communications to align with the NYC DOE Style Guide, including the use of preferred names and pronouns, and;
5. Utilize forms requesting guardian information that refrain from using gendered language like “mother” or “father” and instead should say “parent/guardian;” and,
6. Utilize forms that are inclusive of families with more than two primary caregivers; and
7. Require all vendors, including but not limited to after-school vendors and enrichment programs, to address parents, guardians, caregivers, or students with terminology consistent with the DOE Style Guide; and,
8. Require all vendors, including but not limited to after-school vendors’ personnel and enrichment programs’ personnel, to complete appropriate training, such as the 6-hour DASA (Dignity for All Students Act), or training provided by a qualified facilitator, such as Welcoming Schools<sup>15</sup> or an equivalent, qualified training, which may be available at a lower or no cost, to better understand the importance of respecting names and pronouns, as it relates to the mental and physical safety and wellbeing of our students. In this way, NYCPS can further support vulnerable students and their families at a time when care and reassurance are paramount.

<sup>14</sup> <https://www.nysed.gov/student-support-services/dignity-all-students-act>

<sup>15</sup> <https://welcomingschools.org/resources/training>

**THEREFORE, BE IT FURTHER RESOLVED**, that the above requests also incorporate necessary changes to forms, information shared, and additional support requirements that also ensures all NYCPS immigrants and English Language Learners (ELLs) / Multilingual Learners (MLLs) are afforded these same safeguards, including their right to provide and be addressed by their name of origin and using their preferred English phonetic spelling on forms.

**THEREFORE, BE IT FINALLY RESOLVED**, that the above requests be adopted by the Panel for Education Policy, both in the practice of how PEP engages with public, including adding to all forms for public comment optional fields to capture a speaker's pronouns, English phonetic pronunciation of their name, and inclusion of a title, such as “Mr.” “Mrs.” “Ms.” “Mx.” “Dr.”, etc; and by passing a formal resolution to further ensure that all NYCPS students and families are treated with dignity and respect, promoting safe and welcoming environments where all students and families belong.

*This Resolution was approved by 8 votes at D4 CEC Calendar Meeting held on June 10th, 2026.*

**Motion by Tia Jackson seconded by Vandana Bonilla.**

***Council members as follows:***

*Dr. Kaliris Salas-Ramirez (Yes), Sophie Oulai (Abstain), Lacey Jordan (Absent), Johanna Dominguez (Yes), Elizabeth Soto-Cardona (Yes), Adriana Tlacumulco (Yes), Lawanda Joyner (Yes), Vandana Bonilla (Yes), Tia Jackson (Yes) and Kiera Jerez (Yes).*

**YES- 8**

**NO- 0**

**ABSTAIN- 1**

**ABSENT- 1**